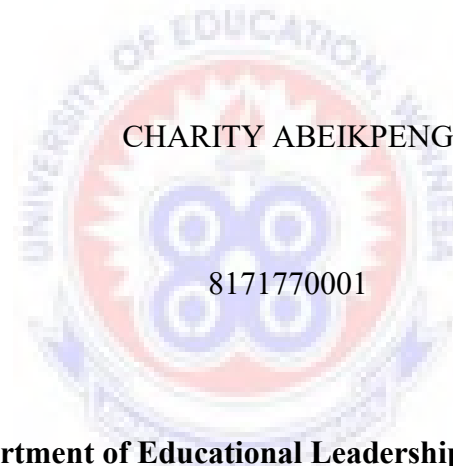


UNIVERSITY OF EDUCATION, WINNEBA

EFFECTS OF SCHOOL PERFORMANCE APPRAISAL MEETING ON TEACHERS'
PERFORMANCE IN BASIC SCHOOLS IN AFIGYA KWABRE DISTRICT OF
ASHANTI REGION



**Thesis to the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to the School of Graduate Studies, University
of Education, Winneba, in partial fulfilment of the requirements for award of the
Master of Philosophy (Educational Leadership) degree**

AUGUST, 2020

DECLARATION

STUDENT'S DECLARATION

I, CHARITY ABEIKPENG, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. PHILIP OTI-AGYEN

SIGNATURE:

DATE:

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DEDICATION

To my parents; Mr. Stanislaus Abeekpeng (passed on at the time of writing this thesis),
Mrs. Emelia T. Abeekpeng, my dear husband, Mr. Peter Paul Erefaar and lovely children;
Zita, Cindy and Emily.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	8
1.4 Objectives of the Study	8
1.5 Research Questions	8
1.6 Significance of the Study	9
1.7 Delimitations of the Study	9
1.8 Limitations of the Study	10
1.9 Definition of key Terms	10
1.10 Organisation of the study	11
1.11 Acronyms	12
CHAPTER TWO: LITERATURE REVIEW	14
2.0 Introduction	14
2.1 Theoretical Framework	14

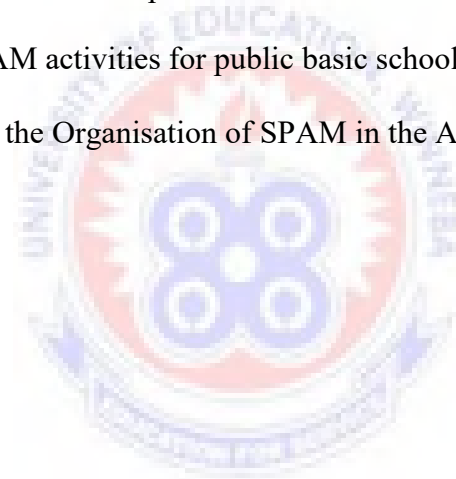
2.2 Concept of SPAM	17
2.3 Types of SPAM	20
2.4 Organisers of SPAM	21
2.5 Composition or Participants of SPAM	21
2.6 Stakeholders and their Roles in SPAM	22
2.6.1 Central government/MOE/GES	22
2.6.2 District Assembly	22
2.6.3 Community	23
2.6.4 Teachers	23
2.7 Objectives or Activities of Community SPAM	24
2.8 Benefits of School Performance Appraisal Meeting	24
2.9 Needs Assessment Measures	25
2.10 Purpose of Needs Assessment	27
2.11 A Three-Phase Model of Needs Assessment	29
2.12 Purpose of Needs Assessment in SPAM	36
2.13 Strengths of Target Setting	39
2.15 Weaknesses of target setting	40
2.16 Meaning of Performance Appraisal	41
2.17 Performance appraisal methods	42
2.17.1 Ranking methods	42
2.17.2 Degrees feedback	42
2.17.3 Essay method	43

CHAPTER THREE: METHODOLOGY	82
3.0 Introduction	82
3.1 Research Design	82
3.3 Population and Target Population of the Study	85
3.4 Population of Study	86
3.5 Sampling Technique and Sample Size	88
3.5 Data Collection Instrument	90
3.5.1 Questionnaire Design	90
3.5.2 Interview Protocol	91
3.6 Pilot Test of Research Instruments	92
3.6.1 Reliability	93
3.6.2 Validity	93
3.7 Data Collection Procedures	94
3.8 Conduct of Interviews	95
3.9 Data Analysis Procedures	95
3.10 Ethical Considerations	96
CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS	98
4.0 Introduction	98
4.1 Demographic Characteristics of Respondents.	98
4.2 Main Data Analysis	102
4.3 Research Question 1: What are the needs assessment measures that go into the organisation of SPAM in public schools in Afigya Kwabre District?	102

4.4 Research Question 2: How does SPAM affect teachers' performance in public basic schools in the Afigya Kwabre District?	105
4.5 Research Question 3: How are SPAM activities for public basic schools in the Afigya Kwabre District evaluated?	109
4.6 Research Question 4: What are the challenges facing the organisation of SPAM in the Afigya Kwabre District?	112
4.7 Results from the Interview	115
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	127
5.1 Introduction	127
5.2 Summary of Findings	128
5.3 Conclusion	128
5.4 Recommendations	129
5.5 Suggestions for Further Research	130
APPENDIX A: QUESTIONNAIRE FOR TEACHERS	153
APPENDIX B: INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICE PERSONNEL AND HEADS OF HEAD TEACHERS	156
APPENDIX C: INTRODUCTORY LETTER	157
APPENDIX D: <u>RE-APPLICATION FOR PERMISSION TO PRE-TEST MY QUESTIONNAIRES</u>	158
APPENDIX E: <u>RE-APPLICATION TO CONDUCT RESEARCH IN AFIGYA KWABRE SOUTH DISTRICT OF EDUCATION</u>	159
APPENDIX F: PICTURES	160

LIST OF TABLES

TABLE	PAGE
4.1: Gender of Respondents	99
4.1.1: Educational Qualification of Respondents	99
4.1.2: Respondents Religion	100
4.1.3: Teaching Experience of Respondents	100
4.1.4: Respondents Rank	101
4.2: Needs assessment measures in the organisation of SPAM in basic schools	103
4.3: Ways SPAM affect teachers' performance in basic schools	106
4.4: Evaluation of SPAM activities for public basic schools	109
4.5 Challenges Facing the Organisation of SPAM in the Afigya Kwabre District	112



ABSTRACT

The study was conducted to assess the effects of School Performance Appraisal Meeting (SPAM) on teachers' performance in Basic Schools in Afigya Kwabre District. Descriptive survey using questionnaire and interview was adopted. Purposive sampling technique was used to select all thirty-six (36) Junior High Schools (JHS) where SPAM was conducted from a total number of eighty-five (85) public basic schools in the Afigya Kwabre District. The mixed method approach was employed. Purposive sampling was used to select the District Director of Education, one (1) experienced Circuit Supervisor and nine (9) Head teachers. Census sampling was used to select all the teachers in the thirty-six (36) schools SPAM was held. Quantitative data was analysed using descriptive statistics: frequency counts, percentages, mean and standard deviation. For qualitative data, content analysis was done based on identified themes and categories of responses. The interview was transcribed for interpretation and results presented in narrative form. Findings of the study included; teachers' needs and interests were not assessed prior to SPAM. Teachers continued to improve on their performance and funding was a great challenge. The conclusions were; teachers were still interested and attended SPAM programme organised for them. The effects of SPAM activities on teachers' performance depended on the availability of teaching and learning resources, appropriate physical infrastructure and supervision, and availability of funds and logistics are likely to improve the quality of SPAM organisation in the Afigya Kwabre District. The study recommends that the needs and interests of teachers are assessed at the school level. Stakeholders should provide the necessary teaching and learning resources and assess long term funding sources for SPAM programmes.

CHAPTER ONE

INTRODUCTION

This chapter focuses on the background, problem statement, the purpose, objectives of the study, research questions, and significance of the study, limitation, delimitation and organisation of the study.

1.1 Background to the Study

The performance of teachers is critical to the survival of the students' performance in the educational institutions in the world, and excellent academic performances are supported by a well- streamlined and purpose- driven human labour that is capable and determined to challenge to meet targets (Emojong, 2004). In general, educational institutions and the stakeholders of education should have interest in igniting different strategies, such as, motivation, retention and development. Among these are: remuneration, compensation, incentives and appraisal meetings (Fletcher, 1994).

For any country to develop, education plays a vital role in its citizens. Education has responsibility to provide solutions to the twenty first century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth, and peaceful living together (UNESCO, 2017).

All persons shall have the right to equal educational opportunities and facilities, and with the view of achieving full realisation of that right (Constitution of the Republic of Ghana 1992, Article 25 Clause 1). In this regard, basic education shall be free, compulsory and should be available to all to enable the world achieve the Sustainable Development Goals for Agenda 2020 (UNICEF, 2016). Significantly, African countries

have adopted several Performance Appraisal approaches such as School Performance Appraisal Meeting (SPAM) and Performance Monitoring Tests (PMT) are indicators that render teacher's ability to promote student achievement. These include subjective ratings by principals and other experienced educators who are familiar with the teacher's day-to-day work (Jacob, Brian, and Lars Lefgren 2008) and ratings based on structured classroom observation in order to improve teachers' performance in African Continent (Kane, Jonah, Dougla., & Staiger (2006).

The Ministry of Education (MOE) and the Ghana Education Service (GES) have taken measures to address identified constraints of quality basic education. For effective teaching and learning in pre-tertiary institutions, the Inspectorate Division of the Ghana Education Service in 1997 introduced a Participatory Performance Monitoring System (PPMS). PPMS is a systematic collection of information at regular intervals in basic schools for initial assessment through monitoring and analysis of problems affecting the performance of basic schools. The two components of PPMS are Performance Monitoring Test and School Performance Appraisal Meeting (SPAM). SPAM is a meeting of school teachers and the entire community, convened by the District Education Office to discuss the performance of their schools in a district-wide performance monitoring test and design strategies to improve school performance at the basic level (Circuit Supervisors' Hand book, 2012 p.46). School Performance Appraisal Meeting is an activity designed to keep all stakeholders in education, particularly local communities, well-informed about the amount of teaching and learning going on in their school, and also to give all the members of the community, not just representatives, the opportunity to

participate meaningfully in deciding on how to improve outcomes in their school (Circuit Supervisor's Handbook, 2012 p.46).

Timperly (2011) opines that, appropriate appraisal scheme has the capacity to improve the professionalism in teaching, the management of schools, the quality of education provided to students, as well as providing legitimacy to the public to the demands for accountability. Thus, stakeholders of education have been organising SPAM activities in Ghana to aid the improvement of teachers' performance in basic schools but it seems less effort has been made to evaluate the potency of this phenomenon.

Against this background, this study seeks to ascertain the effects of SPAM on teachers' performance in Ghana by taking the Afigya Kwabre District in the Ashanti Region as case study.

Overview of SPAM in Afigya Kwabre District

The Afigya Kwabre District is one of the thirty (30) districts and municipalities created in 2008 by the then President John A. Kufuor. It was carved out of Mampong with its capital in Kodie. The district is located in the central part of Ashanti region. It is bounded by Kumasi Metropolitan Assembly to the South, Sekyere South and Ejura to the North, Offinso Municipal to the West, and Atiwima to the South-East. The location of the district in the central part of Ghana and also, along the highway which runs from the South to the North makes it easily accessible. To obtain maximum quality teaching and learning outcomes in the district, the Afigya Kwabre District Education Directorate organises SPAM for its schools yearly to enhance schools' performance. The Afigya Kwabre District has eighty-five (85) public Junior High Schools out of which SPAM was

conducted in thirty-six (36) as at 2019. (GES, Afigya Kwabre District SPAM Report, 2019).

The Afigya Kwabre District Education Directorate SPAM Report (2008) revealed that the first SPAM was organised in 2008 for five (5) selected schools that performed poorly in the 2007 BECE in the district. However, after the first SPAM in 2008, the directorate encountered challenges in the change to a new district, lack of funds and logistics affected the continuation of the activities of subsequent SPAM until 2014/2015 academic year. Again, the Afigya Kwabre District Impact Assessment on SPAM (2016) indicates that, thirteen (13) Junior High Schools were selected for SPAM across all the circuits after 2015 BECE results were analysed. Also, the Afigya Kwabre District Impact Assessment on SPAM (2018) revealed that nine (9) schools were selected for SPAM after the 2017 BECE in the district. From the reports of the Afigya Kwabre District Impact Assessment on SPAM as at 2019, Afigya Kwabre District has so far conducted SPAM in 36 out of 85 public basic schools in the Directorate.

Also, the analysis of BECE results from 2016 to 2018 of all the thirty (30) Districts, Municipals and Metropolitan in the Ashanti regional ranking revealed Afigya Kwabre District in 2016 was 11th with (69.9% pass with 30.9% fail). In 2017, the district again ranked 11th (74.8 % pass with 25.2% fail) and in 2018 was positioned 9th (74.4 % pass with 24.6 % fail) (GES, Afigya Kwabre District Education SPAM Impact Assessment, 2018). From the analysis, it is noted that, there is an up-ward improvement in the percentage fail from 2016 to 2018. The analysis indicates that, many pupils are passing the BECE with consistency in general improvement from 2016 to 2018 in the Afigya Kwabre District.

Hevia and Vergara- Lope (2019) revealed that educational accountability through SPAM holds school and teachers accountable for the educational outcomes by adopting standardised tests on a widespread basis to motivate change and steady improvement. The usage of appropriate appraisal scheme such as SPAM has the capacity to improve the professionalism in teaching, the management of schools, the quality of education provided to students, as well as providing accountability to the public. The Afigya Kwabre District Education Directorate have been organising SPAM to aid the improvement of performance in public Basic schools. Against this background, this study seeks to ascertain the effects of SPAM on teachers' performance in Ghana by taking the Afigya Kwabre District in the Ashanti Region as a case study.

1.2 Statement of the Problem

Performance Appraisal (PA) plays a significant role in the development of many institutions and organisations in the world. PA in schools is an ongoing process used to identify, measure and develop teachers' performance in accordance to institutions goals (Flore, 2010). The Global Education Monitoring Report in 2017 show that not all accountability methods are currently helping in the achievement of the United Nations Sustainable Development Goals (SDG) number 4 which aims in ensuring inclusive education, equitable and quality education and learning (UNESCO, 2017).

The world all over, policy makers, educators and stakeholders are looking for ways to improve performance in the education sector effectively. School appraisal systems are adopted to enhance teachers' teaching skills and pupils learning outcomes. Gleeson and Husbands (2013) admit that, Performance Appraisals in Schools thus,

SPAM remains under researched, and to improve school performances, teachers are the fundamental players in teaching and learning process and direct, and continuous interactions with students (Elmore, 2010).

Gichuki (2015) in a study in Kenya on School and Teacher Performance Appraisal found that School and Teacher Performance Appraisal serve between management and professional development needs, schools in this case, appraisal aims at supporting the teacher towards improving his work by identifying his professional strength and weaknesses.

In Ghana, School Performance Appraisal Meeting (SPAM) activities and teachers' performance assessment is notably an important function of performance management process in basic schools in Ghana (Circuit Supervisor's Handbook, 2012. Konadu, 2016). The Advisory Unit on Decentralised Education Management (AUDEM) of the Ghana Education Service (2011) revealed that, most SPAMs focus on basic morale issues in schools such as absenteeism and truancy rather than academic performance.

According to Danku, Dordor, Soglo and Bokor (2015) and Amuzu, Ankalibazuk and Abdulai (2017 p.41), in similar studies noted that SPAM in individual school performance and teachers' performances to harness effective teaching and learning, teachers' satisfaction with performance appraisal is sometimes quite complicated and hard to predict due to its behavioral aspect and SPAM activities are conducted to provide strategies to improve pupils' performances and the condition of the school.

According to the Circuit Supervisor's Handbook (2012, p. 46) the Ministry of Education through the Inspectorate Division on monitoring and supervision visited 3,500 basic schools in Ghana revealed that 14% of teachers were absent, 16% of the head

teachers were absent and no teaching was taking place in 21% of the schools. Again, the 1997 Criterion Referenced Test (CRT) conducted in Primary 6 in 5% of Primary schools showed that only 6.0 % of pupils attained mastery in English and 2.7 % in Mathematics (Circuit Supervisor's Handbook, 2012 p.47). To check these inherent weaknesses in basic schools, SPAM was instituted as a participatory process to identify and analyse the problems affecting the performance of schools after a performance monitoring test was conducted and report published by the Inspectorate Division of GES in 1997. The activities of Performance Appraisal and SPAM when effectively carried out, can promote teacher productivity, accountability and efficiency at work, thus improving the performance of the students and the school in general (Nyatera, 2011). Despite these clear benefits, previous researches in Ghana indicate that teachers held negative perceptions about their performance appraisal in basic schools in Ghana (Nyatera, 2011). However, Konadu (2016) noted that studies on SPAM revealed positive impact on the attitudes of both teachers and community towards the education of the Ghanaian child. Though the Afigya Kwabre District Education Directorate has conducted SPAM in public basic schools in the district, however, schools continue to record low performances and not much has been done in terms of scientific research in the field of SPAM in the Afigya Kwabre District. This study is to investigate the effects of SPAM on teachers' performance in public basic schools in the Afigya Kwabre District.

The key questions to be addressed in this study are: what are the needs assessment measures that go into the organisation of SPAM in public basic schools in the Afigya Kwabre District? How does SPAM affect teachers' performance in public basic schools in the Afigya Kwabre District? How are SPAM activities for public basic schools in

Afigya Kwabre District evaluated? What are the challenges facing the organisation of SPAM in the Afigya Kwabre District?

1.3 Purpose of the Study

The purpose of the study was to investigate the effects of SPAM on teachers' performance in basic schools in Afigya Kwabre District of the Ashanti Region.

1.4 Objectives of the Study

Specifically, the study sought to:

1. analyse the needs assessment measures that go into the organisation of SPAM in public basic schools in the Afigya Kwabre District.
2. find out how SPAM affect teachers' performance in public basic schools in the Afigya Kwabre District.
3. determine how SPAM activities for public basic schools in the Afigya Kwabre District are evaluated.
4. identify the challenges that mitigate against the organisation of SPAM in public basic schools in the Afigya Kwabre District.

1.5 Research Questions

To achieve the objectives for the study, these questions are raised:

1. What are the needs assessment measures that go into the organisation of SPAM in public basic schools in the Afigya Kwabre District?

2. How does SPAM affect teachers' performance in public basic schools in the Afigya Kwabre District?
3. How are SPAM activities for public basic schools in Afigya Kwabre District evaluated?
4. What are the challenges facing the organisation of SPAM in Afigya Kwabre District?

1.6 Significance of the Study

The study is of great significance since it will serve as a guide to what needs to be considered when organising SPAM in basic schools. It will build on the literature on SPAM and teachers' performance in Ghana with specific focus on the Afigya Kwabre District, which has attracted little or no attention in literature. The study will also provide stakeholders with useful information to enhance the organisation of SPAM, and Ghana Education Service (GES) with useful information on the effectiveness of SPAM on academic performance in basic schools. The study on SPAM will again, help policy makers with information to plan, make strategies and principles that will guide stakeholders to improve teaching and learning in basic schools.

1.7 Delimitations of the Study

The study targets basic school teachers, heads of head teachers and some District Education officials in the Afigya Kwabre District where SPAM activities were organised. The study covers the needs assessment measures on SPAM, how SPAM enhances teachers' performance to impact pupils' learning outcomes. The study covers evaluation

of SPAM activities and some challenges organisers face in the organisation of SPAM in Afigya Kwabre District.

1.8 Limitations of the Study

The limitations of this study had to do with the research design chosen. The use of questionnaire and interview schedule were the instruments for the data collection. Majority of the respondents responded to closed-ended questionnaire. It limited their responses and very likely to affect the outcome. The problems associated with the use of the questionnaire and the interview may include misinterpretation on the part of the respondents and the tendency that respondents may try to impress the researcher or portray themselves as well-informed. Again, because majority of respondents responded to closed- ended questionnaire, it limited their responses and very likely to affect the outcomes.

1.9 Definition of key Terms

These terms were defined: appraisal, basic education, performance, performance appraisal, teacher performance, school performance.

Appraisal- an act of assessing a teacher, pupil or school. This refers to measuring how well a teacher, pupil or school performed on the basis of established work targets with a view to bring improvement.

Basic education- level of education which comprises 2 years Kindergarten, 6 years Primary and 3 years of Junior high school in Ghana. Basic education in this study will be

taken as education instruction that children receive in the first 9 years of formal education in Ghana.

Performance- the action or process of performing a task or function by a teacher or pupil. The process of comparing what a teacher or pupil has achieved as against established work targets.

Performance appraisal- to identify, observe, measure and develop human performance (teachers and pupils) in a school. A systematic process of evaluation of how well a teacher or pupil is performing in relation to his duties and responsibilities in order to recommend what need to be improved on.

Teacher performance- a teacher's demonstrated impact of performance on students learning as established through student's achievement test scores, observed pedagogical practices, or student surveys.

School performance- denotes the extent to which a student, teacher or school has achieved their short or long –term educational goals.

1.10 Organisation of the study

The study is organised into chapters. Chapter one deals with the background to the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study as well as the delimitation, limitation, definition of terms and organisation of the study. Chapter two entails the review of literature. Sources of related literature such as journals, documents, published and unpublished books, those of students and newspapers are consulted and reviewed to provide relevant information and guide to the topic under study.

Chapter three covers the methodology to conduct the research. This includes the introduction, research design, population, sample size and sampling techniques, data collection methods and data analysis procedures. Chapter four presents and discusses the data collected from the field of study while chapter five gives the summary of the study. The findings gathered from the study based on the problem and draw conclusions. It further presents the recommendations as a result of the findings and suggestions for future study.

1.11 Acronyms

AUDEM	Advisory Unit on Decentralised Education Management
CRDD	Curriculum Research Development Division
CRT	Criterion Referenced Test
DCE	District Chief Executive
DDE	District Director of Education
EfA	Education for All
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
HoH	Head of Head teachers
ID	Inspectorate Division
IEQ	Improving Educational Quality
MoE	Ministry of Education
OECD	Organisation for Economic Cooperation and Development
PTA	Parent Teacher Association
PMT	Performance Monitoring Test

PPMS	Participatory Performance Monitoring Systems
SBA	School Based Assessment
SRC	School Report Card
SISO	School Improvement Support Officer
SPAM	School Performance Appraisal Meeting
SMC	School Management Committee
SPIP	School Performance Improvement Plan
SPR	School Performance Review
TPA	Teacher Performance Appraisal
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education, Scientific and Cultural Organisation
WSD	Whole School Development



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the theoretical framework and the literature review on the topic under study. To be guided by the research questions, the researcher reviews literature relating to the concept of SPAM in basic schools, need assessment in SPAM, performance appraisals, teacher performance appraisals, evaluation of teaching (teachers) and learning outcomes (pupils) and factors militating against the organisation of SPAM in basic schools in Afigya Kwabre District.

2.1 Theoretical Framework

Theories have been advanced in the area of social science disciplines, such as Sociology, Geography, Economics and Psychology. This study will adopt the System's theory input-output model developed by Ludwig Von Bertalanffy in 1964. Berrien, in his book *General and Social Systems* (1968) expressed the idea that systems theory was seen by many as having the potential for spanning the natural and social sciences by offering a common framework for the various disciplines.

Therefore, Systems are bounded regions in time and space, involving energy interchange among their parts, which are associated in functional relationships, with their environment (Koontza & Weihrich 1998). System theory is also a set of objects together with relationships between the objects and between their attributes in an environment or institution or discipline. This relationship is between the inputs and the outputs (Berrien, 1968). Input: Those energies or information absorbed through the boundary into a system

while output is the process by which the system regulates its responses to outside stimulations to produce a feedback (Berrien, 1968).

Koontz and Wehrich (1988), cited by (Amuzu, Ankalibazuk & Abdulai 2017), noted that, an organised enterprise does not exist in a vacuum: it is dependent on its environment in which it is established. They continued that, inputs from the environment are received by the organisation, which then transforms them into outputs.

This study adopts the pupils (inputs) are admitted into basic schools (organisation) from different socio-economic backgrounds, the management of the school (head teachers, teachers and major stakeholders) transform the pupils through the process of teaching and learning and the output of pupils is seen through their academic performance (short- and long-term learning outcomes) in the Basic Education Certificate Examination. The importance of theory to the researcher is that it provides for the unification and classification of available knowledge and suggests the design of experimental studies that will broaden our present scope of knowledge about the topic under study.

According to the Education for All (EfA) Global Monitoring Report of 2005, the main input variables are material and human resources, with the governance of these resources as an important additional dimension. Material resources, provided both by governments and households, include textbooks and other learning materials and the availability of classrooms, libraries, school facilities and infrastructure. Human resource inputs include managers, administrators, other support staff, supervisors, and, most importantly, teachers. Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes.

Useful proxies here are pupil/teacher ratio, average teacher salaries and the proportion of education spending allocated to various items.

Ankomah, Koomson, Bonsu and Oduro (2005) identify input variables as educational personnel, instructional and materials, educational facilities and educational finance. Educational personnel include teachers and non-teaching staff.

Teachers are the principal factors in educational provision and they affect the quality of education in a significant way. The attributes of concern include the number of teachers available and pupil-teacher ratios as well as the personal characteristics of the individual teachers. These personal characteristics include academic qualification, pedagogical training, content knowledge, ability or aptitude and years of service and experience. Instructional content and materials refer to the content of education and the curriculum which are crucial in determining learning outcomes.

Ankomah et al. (2005) also observe that the output of educational service is the achievement of students in examinations. For many, including parents, the performance of students at the national level or standardised examinations is not enough indication of whether quality education has been provided. Outputs can also be assessed on non-measurable things such as improved health habits and effective participation in social and political activities.

This theoretical framework is relevant to this study because it helps the researcher construct the objectives of the study, the research questions and also helps the researcher identify the ways by which the performance of teachers and students' learning outcomes can be assessed through the activities of SPAM. The literature on SPAM and its influence on teachers' performance are quite extensive in both the developed and developing

countries. Even though in the Ghanaian context, there are studies on the teachers' appraisal and staff appraisal systems, there is little or nothing about the SPAM and its influence on teachers' performance in the Afigya Kwabre District. This study therefore intends to fill this lacuna.

The literature review is in the following thematic areas: Concept of SPAM, needs assessment in SPAM, performance appraisal, SPAM activities and teachers' performance evaluation and challenges of SPAM activities.

2.2 Concept of SPAM

School Performance Appraisal Meeting (SPAM) is a meeting of school teachers and the entire community, convened by the district education office to discuss the performance of their schools in a district-wide performance monitoring test and design strategies to improve school performance at the basic level (Head Teacher's Handbook, 2010). This means that SPAM is the medium through which stakeholders of education and community members meet to discuss issues concerning the problems of schools' performance and the strategies to help attain set targets. This definition suits the topic under study but advances the influence of community SPAM on the performance of teachers in basic schools. The Ghana Education Service under the directive of Ministry of Education established and implemented Performance Management System which involved objective setting, regular performance review and corrective actions with mechanisms for monitoring and accountability in the basic schools. The two components of the new monitoring system were the PMT and SPAM. The expectation from PMT and

its accompanying SPAM, accurate data on improvements in public basic schools would be obtained. (GES, 2011).

SPAM also known as “School Review”, “School Self-Evaluation”, “School Evaluation”, “Community Participation” is a lever of change that assist with decision making, resource allocation and school improvement by the quality of teachers teaching to improve students learning outcomes in schools. Schools need feedback on their performance to help them identify how to improve their practices and the school should be accountable for their performance. According to OECD (2013 a.), SPAM, or School evaluation or School review concentrates on key processes such as teaching and learning, school leadership, educational administration, school environment and the management of human resources. It does so in association with an analysis of student outcomes, both the achievement /progress of students and the equity of student results. It also considers inputs such as the infrastructure, funding and characteristics of the school staff. It further outlined the scope and definition by the following aspects:

- the effectiveness of the structure and process in place within a school
- the implementation of national educational policies and regulations within the school
- the quality of student learning at the school
- the capacity for schools to improve

School Performance Appraisal Meeting keep all stakeholders in education, particularly local communities, well-informed about the amount of teaching and learning going on in their schools and also to give all the members of the community, not just representatives, the opportunity to participate meaningfully in deciding on how to

improve outcomes in their school (Circuit Supervisor's Handbook, 2012.p.46). The view by the circuit supervisors Hand book is similar to the one given by the Head teachers Hand book but it emphasised the role of supervision which this study advances.

According to the School Management Committee (SMC) Resource Handbook (2010), SPAM improve school performance and give stakeholders the chance to participate meaningfully in deciding on how to improve the learning outcomes. This opinion by the SMC Resource Hand book states that SPAM develop strategies to improve performance of schools which this study focuses on but it fails to add the fact that the problems of the schools need to be identified and the targets set before the strategies can be developed.

SMC Resource Handbook (2010) state that SPAM is a medium of setting a participatory process for identifying and analysing the problems affecting the performance of schools. This definition suits the topic under study because it focuses on the identification of schools' performance problems and analysis of the results to help set targets for improving the performance of teachers but it fails to discuss the identification of the problems of schools' performance and the setting of targets to attain the desired results by teachers in basic schools.

Thus, carefully analysing the opinions of the various scholars on the meaning of SPAM, the one given by the Head teachers' Hand book is the foundation of this work because it has outlined the various ways or activities of SPAM which this study is focused on.

2.3 Types of SPAM

According to the Head teachers' Hand book (2010, p173) and Circuit Supervisors' Hand book (2012, p 47), School Performance Appraisal Meetings are held at four different levels namely, District level, Circuit level, Community level and School level.

The District level SPAM provide district level stakeholders in education with detailed feedback on the state of learning achievements in public primary schools in the district (SMC Resource Hand book, 2010). The District Chief Executive (DCE) convenes the meeting while the District Director of Education (DDE) facilitates the SPAM.

The Circuit level SPAM discuss in detail the performance of schools within the individual circuit based on test results obtained and to identify the problems and sets strategies to achieve the targets (Head teachers Hand book, 2010). The District Director of Education invites the circuit level stakeholders. The Deputy/Assistant Director (Supervision) chairs the meeting while the Circuit Supervisor facilitates the SPAM.

The Community level SPAM is the most delicate and difficult to organise, especially in the rural areas where the majority of the community members are illiterate and have very little knowledge of what makes a good school so the facilitator or the circuit supervisor will have to plan his meeting very carefully. The community SPAM therefore is facilitated by the circuit supervisor who convenes a meeting of all adult members of the community ensuring that the other participants are present (SMC Resource Hand book, 2010).

The School level SPAM is organised to discuss with teachers the performance of each class and discuss with Parent Teacher Association (PTA) and SMC executives to develop strategies to attain the set targets (Head teachers Hand book, 2010). The head

teacher facilitates the school level SPAM while the Chairperson of SMC presides at the meeting.

Based on the propositions made by the Head teachers Hand book, 2010 on the levels or types of SPAM shows that SPAM is usually organised based on four levels which include district level, circuit level, community level and school level SPAM but among all these types of SPAM this study is focused on the community SPAM and its influence on teachers' performance.

2.4 Organisers of SPAM

SPAM is organised at each level and based on the levels the facilitators include the DCE, DDE, CS and Head teacher. The facilitator is assisted by a secretary to ensure that the meeting is carefully recorded and that copies of the reports are sent to all the stakeholders. Organisers /facilitators ensure that dates and venues are fixed for any of the levels of SPAM, the convener will have to consult the people involved in order to agree on a suitable date, time and place for the meeting.

2.5 Composition or Participants of SPAM

According to the Circuit Supervisor's Handbook, (2012, p 50), SPAM consists of members such as the District Chief Executive, District Director of Education, district education officers, head teachers, teachers, district training officers, circuit supervisors, chiefs, Queen mother, assembly members, SMC and PTA members, members of the community, all class teachers of the schools, local manager of educational unit, unit committee members, outstanding educated citizens, NGOs/ civil society and enlightened

opinion leaders who meet to identify the problems of schools and to set targets for the attainment of better performance of schools. The outline of the participants of SPAM given by the Head teachers Hand book is extensive and thus, captures teachers as participants and therefore suits this study because it is focused on teachers' performance.

2.6 Stakeholders and their Roles in SPAM

According to the Circuit Supervisor's Handbook (2012:52-55), one major activity at Community SPAM is that the participants are encouraged to discuss the roles which the various stakeholders are expected to play to ensure the attainment of the objectives of schooling and the reliasation of parents' expectations for sending their wards to school. The roles expected of the various stakeholders are below

2.6.1 Central government/MOE/GES

- Formulate and implement educational policies
- Supply textbooks and other teaching / learning materials
- Pay teachers' salaries
- Manage and supervise schools

2.6.2 District Assembly

- Provide and maintain school infrastructure
- Provide school furniture

2.6.3 Community

Generally, the community should provide support for teachers and pupils in improving teaching and learning. Specifically, it should

- assist teachers to secure residential accommodation
- ensure that children of school-going age in the community attend school
- provide pupils with uniforms, adequate food and money for transportation
- provide pupils with requisite stationery
- ensure good upbringing and discipline among children in the community
- pay regular visits to the schools and find ways to support the teachers
- maintain cordial relations with school staff
- ensure that pupils attend school regularly and punctually

2.6.4 Teachers

Help pupils acquire knowledge, skills and attitudes prescribed in the school curriculum.

To do this the teachers are expected to

- prepare in advance their expanded scheme of work
- prepare their teaching notes well in advance
- attend school punctually and regularly
- use most appropriate methods to teach
- make full use of daily instructional hours
- lead exemplary lives as role models for the pupils
- maintain healthy relations with the community
- make good use of school property
- give adequate written exercise and mark them

- ensure that pupils correct mistakes in all marked exercises.

2.7 Objectives or Activities of Community SPAM

According to the Circuit Supervisor's Handbook (2012, p47) the objectives or activities of community SPAM are as follows:

- To discuss the performance of an individual school or a number of schools in a given community especially, mock exams, district wide test and BECE.
- To identify and discuss the peculiar problems that affect primary education within the community.
- To set achievable performance targets for each class.
- To develop strategies to attain the new targets set.

The opinion of the Circuit Supervisor's Hand book on the objectives or the activities of community SPAM have touched on all the objectives of this study and therefore this study supports its opinion.

2.8 Benefits of School Performance Appraisal Meeting

- According to the Circuit Supervisor's Hand book (2012. p.49), the benefits of SPAM activities are as follows:
- Accurate information on performance of each public primary school is obtained.
- Teachers who produce good results are identified for appropriate rewards.
- Teachers who produce poor results are identified for appropriate support or sanction.
- Communities become more aware of quality education.
- Teacher accountability to the community is established.

- vii. Community ownership of school is strengthened.
- viii. Community interest in and support for schools is enhanced.
- ix. Competition among schools and communities is generated.
- x. Learning outcomes in literacy and numeracy increase.

The benefits of the activities of SPAM outlined by the Circuit Supervisor's Hand book is extensive and have covered the relevance of SPAM objectives and this study supports this because is focused on the performance of teachers which will identify teachers for rewards, supports or sanction which will help improve teachers' performance in the basic schools. The academic performance of the child at school is highly influenced by the type of school environment the child is associated with. The contribution of teachers in the whole business of teaching and learning as well as the effort put into the learning process by the parents and other stakeholders of the community (Etsey, 2005). An institution through its SPAM achieve the desired results in academic performance once all factors and stakeholders play their respective roles by providing additional resources to support children and schools which are falling behind.

2.9 Needs Assessment Measures

A Needs Assessment is a systematic approach that progresses through a defined series of phases (Witkin & Altschuld, 1995). They continue that needs assessment focuses on the ends (i.e., outcomes) to be attained, rather than the means (i.e., process). For example, reading achievement is an outcome whereas reading instruction is a means toward achieving the end. It gathers data by means of established procedures and methods designed for specific purposes. The kinds and scope of methods are selected to

fit the purposes and context of the needs assessment. Needs assessment sets priorities and determines criteria for solutions so that planners and managers can make sound decisions. Needs assessment sets criteria for determining how best to allocate available, people, facilities, and resources. That leads to action that will improve programmes, services, organisational structure and operations, or a combination of these elements. The conduct of needs assessment is done to identify the strengths and weaknesses of a school (learner) in SPAM in line with areas producing good and poor results for appropriate actions (GES, 2011).

Needs assessment is a process that can help educators at all level successfully identify, understand, and better address education challenges. Needs assessment process is an important step in improving the effectiveness of education investments that lead to better outcomes of students. Needs Assessment is a systematic process which determine and address “gaps” between current conditions or “want”. The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need which is desirable to improve performance. The needs assessment process is an important step in improving the effectiveness of education investments that lead to better outcomes for students (Cuiccio & Husby-Slater, 2018). Needs assessment measure the nature and extent of need for a program and are an important part of evaluation-related activities that are conducted in public sector. Organisations such as schools can use the information produced by needs assessment to identify educational and social problems and then design and implement appropriate programmes and policies to improve performance.

Needs Assessment entails planning which is often used for improvement in individuals, education and organisations and can be an effective tool to clarify problems and identify appropriate interventions (Fulgham & Shaughnessy, 2008).

According to Kaufman (2000) an actual needs assessment can only be identified independent of premature selection of a solution (wherein processes are defined as means to an end, not an end unto themselves). He continued that to conduct quality needs assessment, first determine the current results, articulate the desired results, and the distance between the actual need. Once a need is identified, then a solution can be selected that is targeted to closing the gap.

2.10 Purpose of Needs Assessment

The needs assessment measures that go into the organisation of SPAM help educators identify, understand and prioritise the needs that the district and schools should address to improve performance in the school. Organisers of SPAM undertake needs assessment measures to enable them prioritise the intervention appropriate for the school. To identify priority needs is the first in a series of closely tied steps that include understanding root causes that contribute to the areas of need, selecting evidenced-based strategies that address those areas, preparing for and implementing selected strategies and evaluating whether those strategies are addressing improvement needs and achieving desired results (Cuiccio & Husby-Slater, 2018).

Cuiccio and Husby-Slater (2018) state that a successful needs assessment leads to actionable priorities and meaningful, long term change. They further explained that achieving these results requires more than just one or two people completing a form

behind closed doors; it requires active and meaningful engagement of all stakeholders in a process to examine, identify, and diagnose the challenges that need to be addressed for improvement to occur. Cuiccio and Husby-Slater (2018) indicate that understanding root causes that contribute to the areas of need, select evidence-based strategies that address those areas, preparing for and implementing selected strategies are addressing the improvement needs and achieving desired results.

McCawley (2009) observed that needs assessment provides a method to learn what has already been done and what gaps in learning remain which allow educators to make informed decisions about needed investments, thereby extending the reach and impact of educational programming. He came out with a thoughtful performed needs assessment should provide the following:

Impact. Insights about how education and training can impact your audience (students)

Approaches. Knowledge about educational approaches that may be most effective

Awareness of existing programmes and of gaps in available training to enable efficient use of resources

Outcome. Information about current situation that can be used to document outcomes

Demand. Knowledge about potential demand for future programmes

Credibility that the programme is serving the target audience, an important part of communicating greater competence and professionalism to funding authorities who want to know a programme's impact.

Witkin and Altschuld (1995) came out with a model which can guide in conducting a comprehensive needs assessment. The model is referred to as 'A Three Phase Needs Assessment Model'. It is presented below.

2.11 A Three-Phase Model of Needs Assessment

Phase I: Explore What Is

The purpose of Phase I is to investigate what is already known about the needs of the target group; to determine the focus and scope of the needs assessment; and to gain commitment for all stages of the assessment; including the use of the findings for program planning and implementation. It includes such activities like prepare a management plan, identify concerns, determine measurable indicators, consider data sources and decide preliminary priorities.

Two major objectives of the exploration phase are gaining: 1) a sense of commitment to the needs assessment at all levels in the organisation; and 2) an assurance that decision makers will follow-up (i.e., use) the findings with appropriate and timely action.

Each Phase involves 5 steps as shown below:

STEP 1: Prepare Management Plan Successful projects have leadership. A key person in planning and managing a needs assessment is the project manager. Form a Needs Assessment Committee. The members of a Needs Assessment Committee should represent those organisations and individuals that are critical to ensuring commitment and follow-up. Then you determine a reporting schedule. Timely reports to top management and other important stakeholders with opportunities for interaction on major issues also are critical.

STEP 2: Identify Major Concerns and reach consensus on the goals (desired outcomes) of greatest importance to the target group. Refine the list of goals to the top 3 – 5 goals.

Brainstorm a list of concerns/factors for each of the goals and finally decide on the major concerns for each goal.

STEP 3: Determine Need Indicators and identify indicators that could verify that the concern/issue exists. [An indicator is data that can verify that a concern exists.]

STEP 4: Consider Data Sources and determine what kinds of information would be helpful to more clearly define the need and where to get the data.

STEP 5: Decide on Preliminary Priorities of data then set the priorities of each concern as a focus in the gathering.

Phase II: Gather and Analyse Data

The task of this phase is to document the study, the ‘what is’ of the concerns/issues to compare the status with the vision of ‘what should be’ and to determine the magnitude of the needs and their causes. The major output from this phase is a set of needs statement in tentative order of priority based on the criticality of the need and its causes.

The activities include determining the target group, gathering data to define needs, prioritising needs identifying and analysing cause and summarising findings. These activities involve the following 5 major steps;

STEP 1: Determine Target Groups to determine the scope of the needs assessment—e.g., all districts with eligible migrant children.

STEP 2: Gather Data to Define Needs to gather data to define needs specify a desired outcome based on the program’s goals, collect data to determine the current state of the

target group in relation to the desired outcome and then formulate need statements based on discrepancies between current and desired outcomes.

STEP 3: Prioritise Needs—Based on Data List concerns (need areas) in rank order of importance (e.g., School affiliation, English Language, Course Completion). Within each area of concern, separately rank the identified needs (e.g., Within School affiliation— Counselor-student contact, peer network, extra curricula activities).

STEP 4: Identify & Analyse Causes, determine general and specific causes of high priority needs. In general, try to answer question “Why does this need persist?” Identify the factors that are amenable to intervention with control of your programme.

STEP 5: Summarise Findings and document findings by need with an explanation of the major causes. Share the results with the Needs Assessment Committee, managers, and other key stakeholders.

Phase III: Make Decisions

It cannot be emphasised too strongly that a needs assessment is not complete unless plans are made to use the information in a practical way. Phase III is the bridge from the analysis to action- to use needs assessment findings. It answers important questions: What needs are the most critical? What are some possible solutions? Which solutions are the best?

This final phase also has 5 steps.

STEP 1: Set Priority of Needs

Criteria for assigning priorities among needs are based on several factors:

The magnitude of discrepancies between current and target states; Causes and contributing factors to the needs; The degree of difficulty in addressing the needs; Risk

assessment—the consequences of ignoring the needs; The effect on other parts of the system or other needs if a specific need is or is not met; The cost of implementing solutions; and other factors that might affect efforts to solve the need.

Set priorities in two stages: (a) broad areas, such as goals, concerns (needs) or target groups; and (b) critical needs within each area.

STEP 2: Identify Possible Solutions

Set criteria (or standards) for judging the merits of alternative solution strategies. At a minimum, proposed solutions should meet the criteria of effect on causes, acceptability, and feasibility (includes resources). Generate and examine potential solutions. In examining possible solutions—review and document research and evaluation data that supports the merits of each alternative.

STEP 3: Select Solutions

Evaluate and rate each solution separately against the evaluation criteria. Consider whether each of the high-ranking solutions will drive toward the contemplated change or whether they will push in the opposite direction, preventing change. On the basis of all the information, select one or more solutions for each need area.

STEP 4: Propose Action Plan

The plan should include descriptions of the solutions, rationale, proposed timelines and resource requirements.

STEP 5: Prepare Report

At the end of this phase, a written report should be prepared to communicate the methods and results of the needs assessment to decision-makers, policymakers, and key stakeholders. The report should include:

Description of the needs assessment process; Major outcomes (identified needs); Priority Needs (and criteria used to determine such priorities); Action Plan (with the data and criteria used to arrive at the solution strategies); and Recommendations for future needs assessments.

The model concludes the Phases with the following summary;

There is no one correct needs assessment model or procedure. The active use of a Need Assessment Committee is one important method for obtaining expert advice and gaining commitment to the process and using the results.

- Make sure needs focus on desired outcomes and are listed as the gaps between “what is” and “what should be.”
- Before you gather data, spend the time to investigate what is known about the needs of the target group - to identify all of the concerns.
- Develop measurable need indicators to guide your data collection process.
- Perform a causal analysis - Ask “why” does this need still exist? To solve a problem, planners must understand it first.
- Share information with decision makers, policymakers, and stakeholders throughout the needs assessment process. Frequent communication with these groups is important for the “buy in” needed to use the needs assessment results.
- Document the research base for potential solutions.

- Prepare a written report that describes the methods and results of the needs assessment.

SPAM keep all stakeholders well-informed about the amount of teaching and learning going on in a school and also practices in the community that impact negatively on the learning of children. In planning for SPAM activities, it is important that teachers, school administrators, supervisors, parents and other stakeholders be involved in the planning of strategies and interventions so that their students' needs are addressed. Stakeholders have the chance to participate meaningfully in deciding on how to improve the outcomes of their pupils' performance. The needs of schools are prioritised goals; develop action plans and the allocation of resources to help improve teaching and learning outcomes of students. Prior to the organisation of SPAM, need assessment offer a representation of a school's strengths and weaknesses used to create a plan for SPAM to improve performance of the school.

Assessing the needs of a school (learner) is important to determine the necessary support to be made to improve quality teaching and learning. According to Noessel (2003), educational needs assessment for schools and learners represents the gap between what the school (learner) wants to get out of the learning experience and current state of knowledge, skill and enthusiasm. He stated that when facilitators (organisers) assess learning environment, they should assess the preparedness of participants (learners). The potential learning needs are identified into four different domains namely cognitive, social, affective and psychomotor.

Cognitive	Social	Affective	Psychomotor
Recognise good questions	Communicate with peers	Attain goals	Be in a comfortable setting
Ask good questions	Give and receive support	Nurture positive attitudes	Have transportation
Get help from experts	Experience external motivation	Be open to feedback	Have child care
Practice problem solving	Make a difference	Have time for reflection and self-assessment	Get enough sleep
Think independently	Interact while problem solving	Possess well-founded self-confidence	Have good diet/adequate energy level
Create work products	Explore and challenge conventions	Define and respond to locus of control	Exercise
Process new information	Grow with friends	Have a sense of belonging	Have access to equipment and tools
Use learning resources	Manage time and tasks	Understand motivations of others	Engage in appropriate and timely demonstrations

Faculty Guidebook, (Dick, Carey, & Carey, 2004).

2.12 Purpose of Needs Assessment in SPAM

In the conduction of needs assessment, organisers, education authorities, school personnel use the data provided to identify and prioritise areas for improvement and evidence-based practices and programmes to enhance students' performance and outcomes. Needs assessment in SPAM identify the strengths and weaknesses of the school in order to enable supervisors and authorities design or recommend specific program to help teachers improve upon their performance. According to Louw, (1999) needs assessment examines the population that the programme intends to target, to see whether the need as conceptualised in the program actually exists in the population; whether it is, in fact, a problem; and if so, how it might best be dealt with. This includes identifying and diagnosing the actual problem the programme is trying to address, who or what is affected by the problem, how widespread the problem is, and what are the measurable effects that are caused by the problem. The knowledge of the needs of the school, teaching and learning challenges will help education authorities, school authorities, parents and the community become more responsive to provide the needed resources to aid effective teaching and learning.

Cuiccio and Husby-Slater (2018) revealed that, needs assessment data analysis include both qualitative and quantitative data set and ideally should balance among input data, output data and demographic or community context data.

- Input data describe resources intended to support achievement. This category might include information related to improvement plans, curriculum materials and supplies, training, resource allocation, and intervention programmes.

- Output data refer to information that illustrates that outcomes or results and could include student and teacher attendance, student achievement, program reviews, classroom observations, behaviour referrals, and so forth.
- Demographic or community context data provide information regarding important contextual factors that the district or school likely does have the power to change but that may affect implementation of interventions. Such information includes student subgroup population and demographic, local economic trends, student mobility, and overall enrolment patterns.

Examine existing data related to identify needs can serve as a baseline for later comparison when evaluating program effectiveness and student outcomes. Schools can examine numerous data sources and look at these data across different time periods (e.g., last year, last three years) to identify the patterns in student performance.

The sources of data and information on needs assessment that culminate into the activities of SPAM are numerous. It has been observed that from the analysis of the PMT data collected between 1998 and 2000 there were substantial improvement in pupils' performance. BECE results and district level examination organised by districts are basis to conduct SPAM. GES (2002a) suggests that PMT results formed the subject of discussion at SPAM meetings and B.E.C.E. results of schools to conduct the various levels of SPAM. SMC, teachers and the rest of the community meet to discuss the results of pupils' performance on PMT administered locally, and from the deliberations on the raw data draw up plans to improve the quality of schooling (GES WSD Report 2004). Performance standards are objective, measurable, realistic and stated clearly and specific measures that will be used to appraise performance. Standardised results provide scope

for school authorities and teachers to make informed decision about teaching performance and may assist in identifying future areas for growth and development. The range of achievable performance targets for the whole district: the range is expected to cater for both the weak and well performed schools are discussed and realistic and achievable targets are set for the circuit in relation to the district targets. According to Muller & Associates (2001) target by educational literature presents a broadly accepted definition which can be summed up in a well-travelled acronym **SMART**:

Specific

Measurable and manageable

Achievable, appropriate and agreed

Relevant, realistic and recorded

Time –related

In addition, Australian and UK education policy makers broadly agree that a target has the following three essential characteristics

1. It is an outcome to be aimed for.
2. It is measureable, quantitatively or qualitatively or both
3. It is to be attained within a specified time

It is recommended that; a target is a quantifiable performance level or change in performance level to be attained within a specified time. The performance targets set for the district are discussed and realistic and achievable targets are set for the circuit in relation to the district targets (Circuit Supervisors' Handbook, 2012: 54).

2.13 Strengths of Target Setting

The strength of targets set has a potential benefit in education as a measure to improve educational performance. Loveman (1997) indicates benefits of target setting in education. Target setting

1. Provides a focus for planning
2. Test the realism of aims and objectives
3. Motivate people to improve performance
4. Harness effort
5. Enable measurement of progress and corrective management action
6. Constitute the basis for detailed work and time plans
7. Promote transparency
8. Increase accountability
9. Add to the basis for evaluation
10. Offer measurable output in return for the resources invested

Similarly, Fielding (1999) observed that target setting

- Clearly demonstrate what it is we are doing
- Open up our work to external scrutiny in ways which are easily understood, and
- Fit sympathetically within a rigorous framework of audit control.

In setting targets, priority focusses on areas that need improvement and ensure school capacity and resources are in place, staff and actionable measures to benefit students learning that will be taken to improve results and achieve targets.

2.15 Weaknesses of target setting

Fielding (1999) though articulated usefully the strength of target setting also argued out that, the need for reservations and counter-argument to be considered.

1. Target setting was a means to a wider educational end, not an end in itself. That while pragmatic virtues might include an apparent capacity to raise test scores, questions about how those scores were raised, whose test scores were raised and what test scores were for, needed to be born in mind.
2. With the limitations of current measuring instruments, there was a risk not only of mis-measuring the measurable, but misrepresenting the more elusive or unmeasurable aspects of education.
3. The emphasis on realism in target setting was to be applauded, there was a risk that competence would be elevated at the expense of creativity.
4. While there it was also necessary for targets to be relevant and meaningful, what was meant by those terms, and whose version of those meanings was to prevail.
5. It was important to remember that while transparency was a virtue, interventions such as audits could themselves alter behavior and thus distort outcomes.
6. Was target setting really about development or accountability

Targets are relevant for measuring performance in learning outcomes in schools and continue to support improvement and also used to assess and report achievement in regards to the desired level of performance. Target setting in SPAM occurs as an interactive process that takes a variety of qualitative and quantitative information into account.

2.16 Meaning of Performance Appraisal

Fisher (1995) defines performance appraisal as a process of management which entails improving the organisations performance through enhanced performance of an individual. This is a systematic evaluation of a staff work performance in relation to how well he or she is performing the job relevant tasks (Parill, 1999). Research shows Performance Appraisal (PA) has become a significant component of many organisations strategic approach to better their performance as they seek to measure, improve and develop their employee's competencies as well as distribute rewards.

The idea of appraising performance has been for many years; either it has become a world spread instrument of human resource management but adopting different forms in different organisations (Elverfiedt, 2005). According to Redman (2001), performance appraisal has become one of the most common tools of assessing staff performance against set objectives. Gichuki (2015) posit that many organisations both private and public currently have embraced performance appraisal upon knowledge that the productivity of a worker or lack of it can determine the success and or failure of the organisation. According to Noe (1996) performance appraisal is an important part of organisational performance management system the management ensures that staff duties responsibilities and output are aligned to the organisational objectives. If well rolled, they say its results may give any institution a competitive edge over others. Many of the institutions have adopted at least an annual employee's performance review to measure the performance of their staff (Rao, 2004).

2.17 Performance appraisal methods

The performance appraisal methods are explained by the various scholars as follows:

2.17.1 Ranking methods

According to Wayne (1992), simple ranking requires that a rater orders all employees from highest to lowest, from best employee to worst employee etc. Alternative ranking requires that a rater initially lists all employees on a sheet of paper alternating them from the top to the bottom of the list until all employees have been ranked.

Grobler, Warnich, Carrell, Elbert and Hatfield (2010) also postulated that, the ranking method is comparative, thus, supervisors or other raters judge employees' performances in relation to each other instead of against an absolute standard. Supervisors usually rank their employees from effective to least effective in total job performance. According to Grobler et al, (2010) the advantages of ranking method are that it is easy to complete and also ranking completely avoids problems of central tendency or leniency. Again, they found some challenges with the ranking method. According to them, the method is seldom developmental since employees do not receive feedback about performance strengths and weaknesses or any future directions. Grobler et al also pointed out that when ranking is used, there is no common standard of performance by which to compare employees from various departments because employees in each department are compared only with one another.

2.17.2 Degrees feedback

According to Ward (1995), 360 feedback is the systematic collection and feedback of performance data on an individual or group derived from a number of the

stakeholders on their performance. 360 degrees which is also called multi-source assessment or multi-rater feedback generates its performance data on individual from their peers (team members or colleagues in other parts of the organisation), supervisors (those one reports to), subordinates (those who report to the individual), customers, self and team. Also, according to Mathias and Johnson (2004), 360 degrees feedback recognises that the manager is no longer the sole source of PA information. Instead, various colleagues and constituencies supply feedback about the employee to manager, thus, allowing the manager to obtain input from a variety of sources. Mathias and Johnson (2004) again postulate that, the sole purpose of 360 degrees feedback is not to increase reliability by soliciting like-minded views but rather to capture the various evaluations of the individual employees' different roles.

2.17.3 Essay method

Wayne (1992) observed that the narrative essay is the simplest type of absolute rating system. Here a rater describes in writing, an employee's strengths, weaknesses and potentials together with suggestions for improvement. If essays are done very well, they have the tendency to provide detailed feedback to subordinates regarding their performance. Notwithstanding, comparisons across individuals, groups or departments are almost impossible since different essays touch on different aspects of each employee's performance. It then becomes difficult to use essay information for personnel decisions since subordinates are not compared objectively and ranked relative to each other.

According to Mathias and Johnson (2004), the format allows the rater more flexibility than other methods do and this makes appraisers often combine the essay with other methods. According to them, one challenge with the method is that, the effectiveness of the essay approach depends on the supervisor's ability to write. Some supervisors do not express themselves well in writing resulting in a poor description of employee performance.

Critical incident method

Sudhir (2001) indicates that a critical incident means a significant act by an employee exceeding or failing, any of the requirements of his job. It denotes an exceptional behaviour of an employee at work, for example, resisted the implementation of charge and refused to help a fellow worker to accept the management decisions. This method requires every supervisor to record all such significant incidents in each employee's behavior which indicates effective or successful action and those which show ineffective or poor behaviour.

Torrington and Hall (1995) also upheld the method with the view that it looks at behaviours and that a list of critical incidents on a given employee provides a rich set of examples from which the employee can be shown which of their behaviours are desirable and which ones call for improvement.

With the challenges concerning the critical incident method, Torrington and Hall argued that using this method is quite time consuming and burdensome since appraisers are required to write these incidents down regularly. They also argued that the method

faces the same challenges as the essay since these do not lend themselves to quantification.

According to Mathis and Johnson (2004) in critical incident method, the manager keeps a written record of both highly favorable and unfavorable actions in an employee's performance during the entire rating period. According to them, when a "critical incident" involving an employee occurs, the manager writes it down. They also saw the method as having challenges since producing daily or weekly written remarks about each employee's performance takes considerable time. Again, they observed that employees may become overly concerned about what their superiors write and begin to fear the manager's "black books".

Behaviorally Anchored Rating Scale (BARS)

BARS were developed as a response to the shortcomings of the graphic scale approach. According to Harris (1997) the major aim of BARS is to provide a set of scales that is defined in a precise behavioral manner. According to Wayne, (1992) BARS method has received considerable attention by academics in recent years. Wayne maintains that, these scales combine major elements from the critical incident and graphic rating scale approaches in that the appraiser rates the employee based on items along a continuum but the points are examples of actual behavior on the job rather than general descriptions or traits.

Grobler et al (2010) also stressed that BARS are significant because they have clear standards as the critical incidents along the scale help to clarify what is meant by extremely good performance, average performance etc. According to Mathias and

Johnson (2004) BARS compare what the employee does with possible behaviors that might be shown on the job.

Harris on the other hand, argued that the development of BARS is time consuming than the other methods. Wayne also argued that BARS require considerable efforts to develop, yet there is little research evidence to support the superiority of BARS over the other types of rating systems.

Management by Objectives (MBO)

In the opinion of Torrington and Hall (1995) MBO is a process that converts organisation objectives into individual objectives. It can be said to consist of four steps: goal setting, action planning, self-control and periodic reviews. They observed that, in goal setting, the organisation's overall objectives are set. At the individual level the manager and subordinates jointly identify those goals that are critical for the subordinate to achieve in order to fulfill the requirements of the job as determined in the job analysis. These goals are agreed upon and then become the standards by which the employee's results will be evaluated.

According to Werther and Wehrich, (1975), the heart of MBO consists of goals that are objectively measurable and mutually agreed on by managers and employees. In action planning, the means are determined for achieving the ends established in goal setting, thus, realistic plans are developed to attain the objectives.

According to Mathias and Johnson (2004), MBO specifies the performance goals that an individual and his manager agree to try to attain within an appropriate length of time. They again emphasised that MBO should not be a disguised means for a superior to

dictate the objectives of individual managers or employees. They observed that the MBO process seems to be most useful with managerial personnel and employees who have a fairly wide range of flexibility and control over their jobs.

Meaning of Teacher performance Appraisal

Teaching is a profession that is widely acknowledged for its ability to pass on knowledge, skills and transform attitude among the people for the human development. This daunting task is carried out by the teachers at the school level and where their effort is managed to ensure that they teachers give the best for the development of the child (Asira, 2011). Teaching and learning is however known to work at best if done by an effective instructor (Stronge, 2006). Darling-Hammond, Wise & Klein, (1995) agrees that the quality of a teacher affects the learners' success more greatly than any other school related variable therefore the management of teachers' performance becomes an essential school administrative function where performance appraisal is one of its key components.

Teachers' performance is the process by which teachers' performance is measured against established targets (Dessler, 2008). The data obtained then informs the teacher's level of performance, in-service training requirement and possible deployment. Here in Ghana, Muli (2011) says when properly conducted performance appraisal has been found to have the capacity to directly influence on the attitude and behaviour of teachers' performance and equally students learning outcomes. Teachers' performance appraisal is therefore required in schools to provide a framework to which teachers can be measured on what they do as well as providing a learning opportunity of what they need to improve on professionally, in order to meet the needs of all the stakeholders. Performance

appraisal process is however not without challenges especially once the system is poorly designed and implemented. Perceptions towards performance reviews also tend to hold significant influence towards better performance of the staff. Flore (2010) concludes that considering the reactions from the stakeholders especially the teachers is critical. Jensen, (2011) through a research conducted in Australia demonstrate further that the learning systems linked to an effective teacher's appraisal process can improve the effectiveness of a teacher by 20-30% and therefore improving the performance of the students. Teachers themselves finds increased job satisfaction assured job security and professional growth and all which have positive impact on their work productivity (OECD, 2010).

According to Decenzo and Robbins (1996) teacher performance appraisal can be viewed as the process of assessing and recording staff performance for the purpose of making judgments about staff that lead to decisions. It is undertaken to discover how productive an employee is and whether the employee can continue to perform in future to help achieve institutional goals. It constitutes an essential part of the HRM process and is a factor in determining the crucially important dimensions of employee and organisational effectiveness for success. The view of Decenzo and Robbins is that teacher appraisal is process of assessing and recording teachers' performance in their subject areas. This study supports this view because it focuses on measuring the performance of teachers but it advances the use of SPAM activities.

Derven (1990) contends that Teacher Performance Appraisal has been described as a management tool designed to encourage communications in the office, improve the quality of work produced, and promote individual accountability. This is the concept underpinning the legal requirement that all agencies evaluate employee performance.

According to Derven, teacher appraisal performance is the major management tool employers' use in assessing the quality of work to promote individual accountability which this study supports. Therefore, this study advances the use of SPAM activities in assessing the performance of teachers in basic schools.

Winston and Creamer (1997) define teacher performance appraisal as an organisational system comprising deliberate processes for determining staff accomplishments, through rating, to improve staff effectiveness. While Winton and Creamer describe teacher appraisal performance as an organizational system use in determining staff accomplishments, Derven describes it as a management tool but they both focused assessment of staff performance which supports the key objective of this study.

Shelley (1999) describes teacher performance appraisal as the process of obtaining, analysing and recording information about the relative worth of an employee. The focus of the performance appraisal is measuring and improving the actual performance of the employee and also the future potential of the employee. Its aim is to measure what an employee does and this study supports this view opined by Shelley.

According to the Head teachers Hand book (2010, p 254), teacher performance appraisal is a process in which a teacher collaborates with you in evaluating that teacher's work as a professional person. This view relies on the collaboration between the teacher and the supervisor to help the teacher achieve his or her set targets in his job which this study vehemently advances.

Circuit Supervisor's Hand book, (2012, p 66) opines that, teacher performance appraisal is a process of analysing what that teacher has done and is doing in his or her

job in order to help him or her to do better, by developing strengths or overcoming weaknesses. This view is similar to the one opined by the Head teachers Hand book the later does not talk about collaboration between the teacher and the supervisor but scholars directed their views to evaluation of the teacher's performance.

Thus, after analysing the various views of the scholars on the meaning of teacher appraisal performance, the one opined by Derven (1990) best suits this study because it has touched on all the aspects of evaluating the performance of teachers in basic schools in order to improve the learning outcomes of the students.

Purpose of Teacher performance appraisal

Derven (1990) states the main objectives of an appraisal system are usually to review performance, potential and identify training and career planning needs. In addition, the appraisal system may be used to determine whether employees should receive an element of financial reward for their performance.

Mullins (2002) opines the primary objectives of an appraisal are to assess part performance, identify training needs, set and agree on future objectives and standard as well as to facilitate the achievement of these goals. Naturally when people know that their performance is monitored and that their continued existence, promotion, pay rise, training and development are dependent on the results of their assessment, they would be motivated to work hard, contributes to both their teams' goals and the goals of the organisation.

Mathias and Johnson (2004), teacher performance appraisal is widely used for administering wages and salaries giving performance feedback and identifying individual

employee's strengths and weaknesses. According to them, TPA can be a primary source of information and feedback for employees which are often key to their future development. In the process of identifying employee strengths and weaknesses, potentials and training needs through PA feedback, supervisors can inform employees about their progress, discuss what areas they need to develop and identify development plans.

Noe (1996) noted that, organisations use TPA in many administrative decisions: salary administration (pay rise), promotions, retentions, termination, layoffs and recognition of individual performances. Again, the purposes of an effective appraisal system are to link employee activities with the organisation's strategic goals, furnish valid and useful information for making administrative decisions about employees and provide employees with useful developmental feedback.

Cleavel, Murphy and William (1989) disclosed that, in work organisations, performance measurement typically takes place in the form of formal performance appraisals which measure worker performance in comparison to certain predetermined standards. Performance appraisals serve many purposes for the individual worker, for the workers' supervisor and the whole organisation, they further noted that, for the worker, TPA serves as a means of reinforcement, career advancement, information about work goal attainment and a source of feedback to improve performance. For the supervisor, TPA serves as a basis for making personnel decisions, assessment of workers' goal attainment, opportunity to provide constructive feedback to workers and an opportunity to interact with subordinates.

Thus, the views of the various scholars about the purpose of teacher performance appraisal is extensive and therefore suit this study because they have expounded on most

of the benefits of teacher performance appraisal. But this study advances the use of SPAM activities to assess the performance of teachers in basic schools.

Teachers Performance Appraisal Methods

Lawler (2010) suggests that formulating performance standards and developing targets is a critical requirement in establishing effective appraisal process, but an effective evaluation and measurement of how well the objectives are accomplished is equally important. All performance appraisals consist of a performance measurement system that requires appraisers make decisions based on earlier observations, to measure an individual performance. The reasons of measuring performance are to obtain information as to whether the target set has been achieved by the designated worker (teacher) and to what extent.

According to Armstrong (2006), it would be useless to set performance standards unless there is an agreed method on how these can be measured and assessing performance forms the basis of providing feedback to the said organisation. On performance appraisal methods in schools, Ling (2005) finds teaching and learning a sophisticated activity that occurs in different forms and context. It is therefore better to collect information about teachers' performance from a wide range of measuring tools. Various schools may apply different methods of teacher appraisal but Darling – Hammond, Wise and Klein (1995) suggests 7 most common ways of carrying out teachers' performance appraisal in schools. These include (1) Classroom assessment, (2) Self-assessment, (3) Peer review, (4) students test results, (5) competency tests, (6) teachers interviews, and (7) students rating. In a study carried by Jensen (2011) in

Australia on better teacher appraisal and feedback, he suggested other best practices to include 360 degree and parents' survey. According to him, 360 – degrees method works on the basis that an effective appraisal process requires feedback from several sources; including the school administrators, senior teachers, effective and less effective teachers, students and parents within the same cycle. Though external to the school, parents in this case may be a useful source that can be used to broaden the perspective on appraisals, on the reasons that their personal knowledge about their children education can be used to inform teachers' appraisals and therefore contribute to teachers' improvement.

Omayo (2010) in a previous research conducted in Borabu district identified the routinely methods used to carry out the teachers' appraisal including; setting of targets 55.2%, written essay 21.05%, individual ranking 10.52% and examining of records of work (7.89%). According to a review done by Gichuki (2015) the choice of an appraisal method may dictate perceptions about performance appraisal. On the other hand, getting measurement that is agreeable, accurate and not subject to biases is challenging and could be a source of appraisal dissatisfaction among employees including teachers (Murton, Innman & Osullivan, 2010).

To deal with these challenges, research done in schools indicate that highly performing system of conducting teachers' performance evaluation uses more than one instrument of data collection and assessment. Based these scholars, it concurs that principals and teachers should select a combination of appraisal instruments to their schools from a range available since together they can obtain an accurate view of the strength and weakness of teachers. Effectiveness of a teacher can be reinforced while

individual teacher professional development can be worked on to deal with any weakness.

Teachers Performance Appraisers

Wendy and Boudream (2000) observed that attitude towards the performance appraisers is important because it is likely to influence perceptions about effectiveness of an appraisal system. The mindset of a staff during the performance appraisal has a likelihood of impacting on the engagement between employees and his or her evaluator.

A study by Russell and Goode (1988), confirms that there is a positive influence between fulfillments on appraisal process with satisfaction on an appraisal source. Performance appraisal have been subjected to many of criticisms, often associated with injustice in the way they conduct the process. Inevitably, the appraisers can be impartial or at least perceived as such and be subjected to allegation of, favourism and inconsistency.

In education sector Monyatsi et al., (2006) in a research done in Botswana confirmed that teachers' appraisal conducted by the school administrators is perceived as oppressive, punitive and causing considerable negative feelings among the teachers. He concluded that this is not conducive in teaching and learning process. According to Gorton (1997), there has been feeling lately, that teachers have become better prepared and more specialised in their subject matter and teaching methodologies. As such, many of them now question whether the administrator, who has typically been out of classroom for years, has the capacity to evaluate them effectively. The result is that administrators

have encountered challenges in appraising the teachers and in particular getting them to accept administrative judgments and views about their strengths and weakness.

Teacher Performance Appraisal Feedback

Performance feed-back is an interactive process between a worker and a supervisor where information is exchanged relating to the target performance and the performance exhibited (Indiana University of Human Resource, 2011). The act of performance feedback is the activity of communicating information to an employee about their achievement on task expectations. (Hillman, Schwandt & Bartz (1990). Feedback plays a significant role at works in that it avails data on people about their work performance, and also its quality. It is therefore central to performance management (London, 2003).

Pratt and Stenning (1998) however suggest the following steps in order to create the required satisfaction in PA feedback among the teachers.

- (i) Focus the feedback on process not personality,
- (ii) Base the feedback on actual observations rather than assumptions or personal interpretation,
- (iii) Hold the feedback discussion as soon as possible after class observation,
- (iv) Share information rather than giving advice unless asked for,
- (v) Stick to areas which the teacher can do something about.

To either reduce negative perceptions, feedback should be given in a confidential environment (Dalton, 1996). Feedback can also be conveyed a less formal interaction and be frequently while challenges in performance should be ironed out through open

discussion. The resultant discussion with the teacher concerned must be considered as a grounding of the teaching-learning process of the school (Sindhi, 2013). Notably, the way teachers receive and the use of feedback report on performance is a major factor in determining the success of an appraisal system.

Challenges of teacher performance appraisal

The use of ratings and other techniques in PA assume that the human observer is reasonably objective and accurate but raters' memories are quite fallible and raters subscribe to their own sets of expectations about people, expectations that may or may not be valid. Despite the fact that a completely error-free TPA is only an ideal we can aim for, with all actual appraisals falling short of this ideal, a number of factors that significantly impede objective appraisal.

Halo error

Decenzo and Robbins (1996) note that the halo effect or error is a tendency to rate high or low on all factors due to the impression of a high or low rating on some specific factor. According to them, if an employee tends to be conscientious and dependable, the rater might become biased toward that individual to the extent that he will rate him or her positively on many desirable attributes.

Similarity error

Decenzo and Robbins (1996) state that, when evaluators rate other people in the same way that the evaluators perceive themselves, they are making a similarity error. In

this case, evaluators who see themselves as aggressive may evaluate others by looking for aggressiveness thus, those who demonstrate this characteristic tend to benefit while others are penalized.

Central tendency

Beardwell and Holden (1997) noted that central tendency is the reluctance to make extreme ratings (in either direction); the ability to distinguish between and among rates; a form of range restriction. According to them, raters who are prone to the central tendency error are those who continually rate all employees as average. In this case, if a manager rates all subordinates as 3, on a scale of 1 to 5, then no differentiation among the subordinates exists. As such, failure to rate subordinates as 5, for those who deserve that rating and as 1, if the case warrants it, will only create problems, especially if this information is used for pay increases.

Many researches pointed to the errors that supervisors often make during performance appraisal which could be the main source of dissatisfaction. Such errors are very likely to affect employees' appraisal results by which the performance scores received by people may be inaccurate (Suhaimi, 2011, Kavanagh et al, 2007 and Latham et al, 2005). In the study of Hannay, (2010), specified number of perceived problems with performance appraisals such as:

- Reduction of performance as employees set “easily achievable” goals
- Creation of emotional negative feelings
- Against the need for team working
- Emphasis on task rather than overall process results

- Foster a short-term view
- Foster political game-playing
- Costly practice requires for designing, preparing and conducting appraisals including training costs and handling appraisal appeals and potential problems.

Historical overview of Teacher Performance Appraisal (TPA) systems

The history of TPA is quite brief. Its roots in the early 20th century can be traced to Taylor's Pioneering Time and Motion studies. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the world war II- not more than 60 years ago.

Yet in a broader sense, the practice of appraisal is a very ancient art. In the scale of things historical, it might well lay claim to being the world's second oldest profession. Dulewicz, (1989) noted that there is a basic human tendency to make judgment about those one is working with as well as about oneself. Appraisal it seems, is both inevitable and universal. In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others including subordinates, naturally, informally and arbitrarily. The human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgment made will be lawful, fair, defensible and accurate.

TPA systems began as simple methods of income justification. Thus, appraisal was used to decide whether or not the salary or wage of an individual employee was justified. The process was firmly linked to material outcomes. If an employee's

performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order. Little considerations if any were given to the developmental possibilities of appraisal. It was felt that a cut in pay or a rise should provide the only impetus for an employee to either improve or continue to perform well. These observations were confirmed in empirical studies. Pay rates were important, yes, but they were not the only element that had an impact on employee performance. As a result, the traditional emphasis on reward outcomes was progressively rejected. In the 1950s in the United States, the potential usefulness of appraisal as a tool for motivation and development was gradually recognised. The general model of performance appraisal as it is known today began from that time.

In the view of Apekey (2006), PA in contemporary times gives supervisors and employees the opportunity to review the performance of the latter against set performance standards. This is to help identify their strengths and weaknesses in order to enable the supervisors design or recommend a specific programme that will help employees improve upon their performance.

The Teacher performance appraisal process

The performance appraisal process consists of six inter-related steps as follows: establishing performance standard, communicating standards and expectations, measuring the actual performance, comparing with standards, discussing results (providing feedback), decision making (taking corrected reactions). (Armstrong & Baron, 2005).

Establishing performance standards

The first step in the process of TPA is the setting up of the standards which will be used as the base to compare the actual performance of the employees. This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organisational goals and objectives. The standards set should be clear, easily understandable and in measurable terms. In case the performance of the employees cannot be measured, great care should be taken to describe the standards.

Communicating the standards

Once set, it is the responsibility of the management to communicate the standards to all the employees of the organisation. The employees should be informed and the standards should be clearly explained to them. This will help them to understand their roles and to know what exactly is expected from them. The standards should also be communicated to the appraisers or evaluators and if required, the standards can also be modified at this stage itself according to the relevant feedback from the employees or the evaluators.

Measuring the actual performance

The most difficult part of the performance appraisal process is measuring the actual performance of the employees that is, the work done by the employees during the specified period of time. It is a continuous process which involves monitoring the performance throughout the year. This stage requires the careful selection of the

appropriate techniques of measurement taking care that personal bias does not affect the outcome of the process and helping rather than interfering in an employee's work.

Comparing the actual with the desired performance

The actual performance is compared with the desired or the standard performance. The comparison tells the deviations in the performance of the employees from the standards set. The result can show the actual performance more than the desired performance or if the actual performance is less than the desired performance, it depicts a negative deviation in the organisational performance. It includes recalling, evaluating and analysis of data related to the employee's performance.

Discussing results

The results of the appraisal are communicated and discussed with the employees on one-on-one basis. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employee's future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better.

Decision making

The last step of the process is to take decisions which can either improve performance of the employees, take the required corrective actions or the related HR decisions such as rewards, promotions, demotions and transfers etc. The above steps

provide a framework for the study to evaluate the performance appraisal system on the employees of the Ghana Education Service.

Evaluation of teacher performance appraisal

Many companies and institutions carry out regular performance appraisals of their employees to identify areas where they are succeeding and displaying good work, as well as noting areas that need improvement. The results of appraisal can also be used to decide the extent of salary increases and bonuses (Ali, 2012). A number of different strategies are available for carrying out a performance appraisal.

Armstrong and Baron (2005) suggest that performance appraisal system should link individual performance with reward. It is assumed that linking performance with reward increases the level of performance. Boice and Kleiner (1997) add that linking employees with reward motivates employees and commits them to the appraisal process. It will also show the employees that the completion of the performance targets and objectives will affect them directly.

Stronge (2006) contends that increasing the frequency of appraisal is a strategy of improving performance appraisal. He adds, setting up workflows for appraisals every quarter or if required even every month and manage the execution will enable employees and supervisors to remember what actually happened and make it more real for evaluation. Further, display of transparency has been referred as one of the strategies of improving performance appraisal (Aksal et al, 2011). They explain, transparency leads to satisfaction and acceptability of the appraisal by everyone.

Moreover, linking the appraisal results to high impact outcomes which are tangible such as incentives, increments, promotions, training and even separations; make

the entire appraisal process meaningful, effective and enabling organisations to achieve their goals (Longenecker and Nykodm, 1996). Donaldson and Stobbe (2003) argue that, an effective performance appraisal trusts employee to do the right thing if they know what the right thing is. Consequently, setting performance goals is critically important, but how to set goals is the most important factor of all. Goals should be set in a way that reinforces the employee's ability to plan and implement the steps necessary to reach the goal. They insist, performance appraisal must support and reinforce the employee's empowerment, his/her ability to describe the course to successful accomplishment. Aslam et al (2011) recommend that, managers and subordinates should understand the appraisal system. The appraisal system should be explicitly described specific to the purpose of the appraisal to reduce the confusion and ambiguity of the process. They suggest the goal should be that everyone knows why appraisals are being conducted.

Furthermore, Laurence and Longenecker (1998) suggest that so as to improve performance appraisal, appraisal skill training for managers is a must. The ability of the supervisor to skillfully appraise his/her subordinates is critical to an effective appraisal. Training must focus on helping managers develop specific appraisal skills and confidence in their ability to effectively evaluate others. In reference to Laurence and Longenecker (1998), appraisal skills should include; Goal setting; communicating performance standards; Observing subordinates' performance; completing the rating form and conducting the appraisal review. In addition, another strategy as proposed by Stronge (2006) is to improve performance appraisals by using an employee self-evaluation. Incorporating a self-evaluation section into performance appraisals, gives the employee an opportunity to think about his performance over the time period being assessed and list

what he thinks are his strengths and weaknesses. An employee can also detail his/her achievements and successes over the period, as well as areas where he/she feels he/she can improve. This will give a supervisor good material on which to build discussion and objectives. Self-appraisal should follow a guideline or template to guide the employee through the process. Encourage employees to provide substantiation and evidence to areas where they feel they have made achievements.

Concepts of Quality Education

The Improving Educational Quality (IEQ) project (1991) defines quality education simply as the acquisition level of output of student knowledge and skills as measured by achievement in examinations. This definition appears to be the most often perceived view of quality of education as noted in chapter one earlier regarding the concerns on the performance of students in the Basic Education Certificate Examination. Low or poor performance is often interpreted as poor educational quality. However, it must be observed that achievement in examinations are limited to only the cognitive domain and that the other domains, the affective and psychomotor, are not sometimes measured even though they are important in the development of the complete individual.

A World Bank Policy Study Report of 1988, cited in Amenumey (2007), also indicates that educational quality pertains to how well the school or system prepares students to become responsible citizens and instills attitudes and values relevant to modern society in them. The same document notes that educational quality encompasses how well the educational system does the job of accommodating modern market-oriented skills to traditional, home-based values and needs. From this perspective, it can be

observed that when we talk of educational quality we are concerned with how well students acquire knowledge, skills, competencies and relevant attitudes to enable them cope with societal needs. Once these are achieved, then we can talk of achieving quality education, to a large extent.

Educational quality has been generally defined as a way of relating inputs, processes and outcomes. Adams (1993) furthers this by pointing out that some authors' definition of quality education in terms of inputs and outputs while others see quality as being just the process or change in condition. Thus, the means and the ends and the processes that mediates them, are equally. One cannot invest heavily in educational inputs such as infrastructure, textbooks, stationary and teachers and ignore how these inputs investments have been applied in the education of students and expect to have good output. One has to maintain an effective educational value chain: good input, effective process and great outcomes.

According to Glickman et al. (2010), the term can be defined in two ways in terms of either inputs or outputs. That is, quality education is said to be high when inputs such as teacher qualification, class size, teaching methods, pedagogical materials and curriculum are found to be very good. Also, quality is said to be high if students achieve many of the curriculum objectives. Bergquist and Armstrong (1986) go beyond looking at educational quality in terms of either inputs or outputs but rather define it as a relationship between input, outputs and value-added measures, which are assessed in desired outcomes.

Educational Quality in Ghana

Basic education, considered as the minimum period of schooling needed for every child to acquire basic literacy, numeracy and problem-solving skills is very critical to every nation. It provides opportunity for children to build the foundation for lifelong learning and knowledge-based economic and social development. It is therefore, not surprising that many countries spend large percentage of their resources in providing quality basic education. Ghana like many other developing countries, guided by international protocols such as the Education for All (EFA) goals, and the MDGs have initiated several interventions to reform their education system. The FCUBE, EQUAL Project, 'National Literacy Accelerated Programmes'; 'No Child Left Behind' (NCLB); 'No Can't Wait'; 'Whole School Development'; and 'School-Based Management' (SBM), School Feeding and Capitation Grants programmes are among the many initiatives that governments have introduced to address the many challenges confronting the quality of education in Ghana. According to the Education for All (EFA) Global Monitoring Report of 2005, Whole School Development (WSD) in Ghana acquired the status of a national improvement intervention to shift more power and responsibility to the school community participation in education service delivery at the local level. These initiatives and interventions, which are further enhanced under the still evolving SDGs, had sought, in many instances, to improve the education systems and to ensure that all school-going children have access to quality basic education.

Perhaps, as a result, Ghana has experienced major improvements, including increased enrolment, high growth rate, high retention and completion rates and improved

teacher competence. However, as indicated in many education reports, there had been concerns about the outcome of quality education delivered (GES, 2012).

Studies on SPAM and Teachers' performance in Ghana

School performance is assessed through a combination of brief visits and comprehensive school assessment conducted by Circuit Supervisors and District Education Office staff. Factors in evaluating school performance include PMT, BECE results, other test results, staff attendance and punctuality, community support for school activities, teacher-pupil interactions, and conditions of school buildings.

The rationale for SPAM as an innovation was introduced for effective tool for monitoring of teaching and learning outcomes in basic schools (Acheampong, 2004, Circuit Supervisor's Handbook, 2012 p. 46)

The Inspectorate Division of the GES introduced a Participatory Performance Monitoring System in pre-tertiary institutions to ensure effective teaching and learning based on the following principles:

- Accountability, transparency and active community participation are crucial to quality improvements in education
- Teachers must be made accountable to the community
- Communities must be empowered to assume ownership of their schools
- Performance monitoring test results must be communicated in good time to communities
- The system should provide communities and parents with accurate information on how much learning is taking place in their schools and offer a forum for

transparent and open discussions, by all stakeholders, of problems affecting teaching and learning in their schools so that appropriate solutions can be found

- The system should be simple, practical, cost-effective and participatory ie, involving school administrators, teachers, pupils, parents and entire community and should be integrated into structures for popular decision making already existing in the community (Circuit Supervisor's Hand book, 2012.p 48). School administrators, other stakeholders and parents have to get involved and make contributions towards helping the school achieve its missions and goals (Sapungan & Sapungan, 2014).

The components of the performance monitoring system

Performance Monitoring Tests (PMT)

School Performance Appraisal Meeting.

The PMT is an annual nation-wide test organised by the Inspectorate Division (ID) of GES. Test instruments in English and Mathematics together with other documents such as Format for Recording School Characteristics, Format for Recording School Records and List of Schools are distributed by District Directors to schools in the circuits in the district. Circuit Supervisors are used as Test Administrators to administer the PMT in all the schools. When the report of the PMT was published and circulated, SPAM was used as a participatory process to identify and analyse the problems affecting the performance of schools at the basic level of education. SPAM is not restricted to PMT and BECE. Assessment records such as, end of term examination, end of year and other

test organised by the District Education office to conduct SPAM. (Circuit Supervisor's Hand book, 2002.p 48-52).

According to Ankomah et. al. (2005), the PMT and SPAM introduced have proved to be effective tools in monitoring teaching and learning outcomes in basic schools. They further state that, the results of PMT discussed at SPAM where parents have the opportunity to analyse the performance of their children and map out strategies for improving their performance and the school achieving set targets and that records suggests that the initiative has impacted positively on quality teaching and learning in schools. There are strong indications from the field that the SPAM is having some positive impact on the attitudes of teachers and communities towards the education of the Ghanaian child and the dramatic improvement in learning achievement in basic schools are the impact of SPAM on learning achievement in Kushea JSS and Nnudu Presbyterian Basic School (GES, 2011).

Activities from SPAM indicates that Accra Metropolitan Directorate organised SPAM as a tool that provide opportunities for schools to provide answers to the responsibilities entrusted them and also allowed authorities and parents to air their opinions on prevailing concerns in the school of their wards (Ghana News Agency,2015, June, 12).

Again, Adibo in the Northern region – Assemblies of God Care Ghana (AG) Care organised SPAM involving eight basic schools aimed at setting performance targets for schools, ways of improving the situation in school, finding ways of curbing truancy, lack of parental care for their wards, teenage pregnancy and dropout rates in the schools (Ghana News Agency, 2019, October 4).

SPAM was held in Akim Oda to provide stakeholders in education in the Birim South district detailed feedback to the state of learning achievement in the public schools (Ghana News Agency 2014, January, 14) Similarly, Adomanu basic schools in Adansi North district in the Ashanti region also conducted SPAM to solicit stakeholders' support to address the poor performance of BECE in the area (Ghana News Agency, 2011, March, 18). Mpiani (2012) revealed that, SPAM educates the community to understand that the child's development is a shared responsibility of all the stakeholders.

LINK School Performance Review community development international working with government and communities confirms that, SPAM is held with stakeholders to conduct a Strengths, Weaknesses, Opportunity and Threat (SWOT) analysis of schools in addition to receiving School Performance Review (SPR). School performance appraisal in schools in the world is relatively a recent phenomenon in 2000 (DfEE, 2000) in a formalised mandatory form and teachers for the first time became subject to the human resource practice of the private sector, a means to enjoin the needs of organisation with the needs of individuals for the sake of school effectiveness. The success of schools was envisioned as the inevitable result of introducing appraisal and the measurement of competence of teachers (Mahony & Hexttal, 2001). WSD and ID of GES trained district personnel to conduct SPAM to discuss the results of pupils' performance on monitoring test administered locally and from the data up plans to improve the quality of schooling (GES, WSD Report, 2004).

Parents in the community and stakeholders get information through SPAM on how their children and schools performed to help teachers and school authorities improve the focus and content delivery in the classroom. Ahiabor (2017) states that, the fact

remains that community participation and SPAM activities should lead to a better sense of ownership of schools on the part of parents and other community stakeholders or members and ensure that education that is provided is of good quality and relevant to children's future life. This will additionally lead to increased support to schools from their communities in areas of financial and other contributions (Addae-Boahen, 2007).

Pupils' Performance and Learning Outcomes

School learning environment encompasses the factors within the school that may or may not provide suitable conditions for the promotion of effective teaching and learning. Researchers on this theme have had different focuses as illustrated in the empirical literature. First and foremost, Agyemang, Baku, Gbadamosi, Addabor, Adoo-Adeku., & Cudjoe. (2000) argued that, teacher qualification has been time and again found to impact on the academic performance of pupils. A teacher who lacks the professional skill will be unable to deliver in class, which will induce poor students' performance. A teacher who does not have both the academic and the professional qualifications would undoubtedly have a negative influence on the teaching and learning of a given subject (Etsey, Amedahe & Edjah, 2005). It is further argued that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service, would be less dedicated to his or her work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service. In a particular study, it was discovered that teachers and students blame each other for poor academic performance (Asikha 2010). In addition, Asikha (2010) revealed that, while the teachers noted their qualification did not account for poor academic

performance of students, the students, however, noted that it accounted for the poor academic performance.

Teaching methods adopted by teachers during instructions in classes have been found to greatly influence the learning of students (Donkor, 2010). In a similar study, it was found that teachers indicated that the method of teaching may cause poor academic performance while the students held a contrary opinion (Asikha, 2010). However, Muodumogu (2014) revealed that teachers did not have essential literacy skills and so do not use research-proven and result-oriented strategies in executing the work. This situation implies that the understanding of pupils in the lesson is hampered. The end effect is that it will lead to poor performance in literacy.

Furthermore, Estsey (2005) indicated that, teaching and learning materials availability determines the level of academic performance. The author added that, where these materials (i.e. textbooks, laboratory equipment, carpentry tools, etc.) are not accessible to both teachers and students, it can cause low academic performance as teaching and learning becomes ineffective, and in the end becoming unsuccessful. The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons since it makes teaching and learning practical. This is because the use of teaching and learning materials will influence pupils' comprehension of lessons.

According to Etsey (2005), qualification of teachers and regularity of circuit supervisor visits affect students' performance in the long term. If circuit supervisors are more regular in schools, it would put teachers on their toes and in a state of preparedness, regularity and punctuality to schools each working day. This has a potential to prevent teacher absenteeism which would automatically go a long way to improve teaching in the

schools. If teachers are always present owing to regular visits of circuit supervisors, pupils would be challenged to change their attitudes toward school (Abu-Hilal, 2000).

Teachers' performance appraisal and Learning outcomes (Evaluation)

Research on the impact of teacher quality on student achievement consistently shows that teachers matter for student achievement. According to Ahiadeke, Yoder and Fair (2013) the evaluation of teachers' performance through supervision are information collected during school visits, and sources of information include documents (teacher lesson plans, records of teacher punctuality and attendance, pupils' exercise books and head teacher's supervision notes), interviews with head teachers and sometimes with pupils and community members, and observation of teachers' lessons. Children assigned to a teacher with a one standard deviation higher quality gain in terms of achievement in the order of 0.10 to 0.25 standard deviations. In addition, the economic returns to higher quality teachers can be substantial. For example, Chetty, Friedman & Rockoff (2011) show that children assigned to teachers with a higher 'value-added' (i.e., teachers that produce larger achievement gains) attend college more often, earn more and live in better neighborhoods. Staiger, Douglas & Jonah (2010) predict a total gain of 330 to 760 thousand dollar in lifetime income for a class that has a one standard deviation better qualified teacher.

It is ideal that good teachers produce good students as far as teaching and learning is concerned. Rice (2003) observed that, a good teacher's most important task is contributing to and enhancing the learning and achievement of his or her students. Teacher evaluation has two major purposes. Organisation for Economic Cooperation and Development (2005) states that first, it seeks to improve the teacher's own practice by

identifying strengths and weaknesses for further professional development, i.e. the improvement function, it helping teachers learn about, reflect on, and adjust their practice. Second, it is aimed at holding teachers accountable for their performance in enhancing student learning, i.e, the accountability function. It entails performance-based career advancement and or salaries, bonus pay, or the possibility of sanctions for underperformance and involves evaluating performance at nodal points in a teacher's career. It further explained that the combination of both improvement and accountability functions into a single teacher evaluation process raise difficult challenges. That when the evaluation is oriented towards the improvement of practice within schools, teachers are typically open and willing to reveal their self-identified weaknesses, in the expectation that conveying that information will lead to more effective decisions on developmental needs and training. SPAM or school review or school self-evaluation has the merit of being immediate, responsive to the school's specific needs and circumstances and its results are 'owned' by the school and the needs for accountability is subject to inevitable tension between rigour and depth on the one hand and a natural desire not to undermine the confidence of parents and superiors (educational authorities) on the other.

Ngala and Odebera (2010) on benefits of professional development, found out that teachers acquire more knowledge which can help them deliver more while in the class. He established that more productive teacher and professional training programs make a difference to the teachers' abilities to utilise their available time in the teaching and learning process. This covered the general benefits of professional development but the current study focused on the influence of teacher's professional knowledge on students' academic performance.

Enhancing achievement and providing quality educational experience for all students has long been the most important outcome expected of schools. Evidence suggests that teacher quality is the single most important school variable influencing student achievement (OECD 2005, p.26), hence the key role teaching and teachers play in enhancing student achievement is recognised.

According to the Head teacher's Handbook (2010), the ways of evaluating the activities of SPAM are as follows: teacher appraisal, workshops for teachers, organising school level SPAM, organising in-service training for teachers, supervision, follow-up visits, motivation through awards, school-based assessment such as end of term examination, class tests, debates, quizzes, project works, mock examination and final examination. This outline of the strategies used in assessing SPAM activities given by the Head teachers' Hand book is elaborative and has covered all the ways of assessing SPAM activities in a community. Thus, this study supports this opinion because is focused on the teacher appraisal through SPAM activities to ascertain the learning outcomes of students.

Challenges of SPAM activities

Organisers conduct SPAM in schools and communities they believe will improve quality teaching and learning to enhance better performance. SPAM which was introduced under the WSD programme collaborated GES authorities to conduct SPAM with SMCs, teachers, PTAs, and the rest of the community to discuss results of pupils' performance and draw up plans to improve the quality of schooling (GES-WSD Report, 2004). Educational authorities attest to the fact that at each level of SPAM is to discuss

and address issues of the school, teachers and pupils for improvement of performance. However, there is a number of challenges militating against the effective and efficient organisation of SPAM.

Stakeholder engagement is extremely important in SPAM because it represents a fundamental step for development of the school. Accountability reports are key actions to meet stakeholders' expectations and to obtain agreements, confidence and resources necessary for the feasibility of the actions undertaken by the school. SPAM is organised in schools that are most likely to benefit from it. Educational authorities agree that the quality of teaching and learning and partnership with the stakeholders in education enhance improvement in pupils learning outcomes. However, there are a number of problems militating against the organisation of SPAM in basic schools.

According to Hoover-Dempsey, Bassler & Brissie (1992), parents' beliefs about whether the effects of involvement will contribute to their children's academic achievement also influence their levels of involvement. Parent income level also affect their levels of involvement (Delgado-Gaitan, 1991). Lack of vested interest as many families do not see the value in participating and do not believe their involvement will result in any meaningful change. Some parents felt that teachers waited too long before telling them (parents) about a problem and that they only hear from teachers when there is bad news and tension in relationship between parents and teachers are identified common areas of conflict between parents and teachers.

Some urban areas have low rates of home ownership and tend to rent to move around a lot, which makes it difficult to build relationship between families and school staff, family's involvement programmes were often not fully implemented. Lontos

(1992) indicates that barriers to the involvement or participation of parents (stakeholders) exist for both school and family created by limited resources while others originate from the beliefs, perceptions and attitudes of family and staff of school. Teachers' misconception of parents' abilities. Limited family resources, lack of time is one major reason given by parents and family members for why they do not get more involved and lack of transportation and child care also keep families from participating.

Many programs are faced with budget constraints because most original projects do not include a budget to conduct an evaluation (Bamberger, 2000). This therefore, results in evaluations of teaching and learning programmes especially evaluative activities such as SPAM being allocated smaller budgets that are inadequate for a rigorous evaluation. Due to the budget constraints it might be difficult to effectively apply the most appropriate methodological instruments to carry out SPAM activities in the number of schools within the stipulated period. These constraints may consequently affect the time available in which to do the evaluation (Bamberger, 2000).

When the organiser is not given adequate time to plan the evaluation process time constraint may be significant. For example, Beack (2010) suggests a hypothetical situation an organiser is summoned to conduct an evaluation when the project is already underway. Time constraints are particularly problematic when the organiser is not familiar with the programme being undertaken (Bamberger, 2000). Time constraints and also by careful planning to ensure effective data collection and analysis within the limited time space. Liontos, (1992) observed that barriers to parental participation in school exist for both school and family. He further stated that some barriers created by limited resources while others originate from the beliefs, perceptions and attitudes of families

and staff of schools. According to Jafarov (2015), literature relating to factors influencing parental involvement or participation in educational activities can be grouped into three namely; parent related factors, school related factors and student related factors.

Parent related factors

Parental participation can be affected by several socio-political factors such as socioeconomic conditions and parents' negative school experience. The educational background of a parent is one factor that contribute to the participation of wards educational achievement. Research indicate that parents with high level of education have considerably more attendance in the activities or meetings organised at the school. On the other side, parents with low level of education may be less involved because they do not feel self-confidence enough to contact a school staff or authority. Jafarov (2015), noted that the problem with low levels of education is that they cannot help their children with homework or other school related issues, because their knowledge is limited but when it comes to parents with degrees, they show lack of time as a reason for not getting involved (Baeck, 2010).

Hoover-Dempsey et al., (1992) observed that parents' beliefs about whether the effects of participation will contribute to their children's academic achievement also influence their level of involvement. Again, the low socioeconomic level status of parents is more likely to affect the mobility to schools to participate in activities. Low income workers tend to have rigid work schedules which can make it difficult for them to participate in the children's school or attend school functions. Lack of transportation to

schools or centers to participate in schools' activities or programmes is another factor (Pena, 2000). Limited family resources such as lack of time, lack of transportation and child care also keep families from participating.

School related issues

On school related issues, language barrier is a factor militating against parental participation in school activities. The language used at school can be very academic. At community SPAM, native language is used but the fact that it is a schools' activity, parents perceive an academic language would be used. According to Mapp (2012) cited in Jafarov (2015) state that if parents trust the attitude of school staff, they are likely to get more involved because every parent wants to trust the school and to be trusted.

The relationship between parents and school is another challenge. Tension in relationships between parents and teachers as well as school staff attitudes and environment is a common area of conflict. Parents' belief that teachers and authorities wait too long before telling them about a problem and that they only heard from teachers when there was bad news. Teachers and school authorities request made within an adequate and attractive school environment have a noticeable effect on parents deciding to get involved. Parents' role in getting involved are unclear and they may need clear explanation from teachers about what they should do.

Student related issues

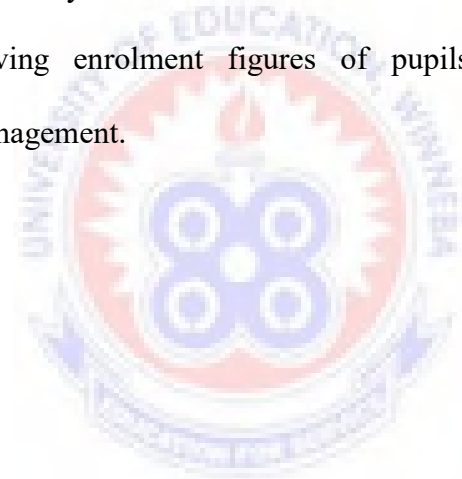
Though teachers play a pivotal role in pupils' performance in school, parents are likely to get involved and participate in school activities if they comprehend that not only

teachers, but students expect them to get involved (Hoover-Demsey et al., 2001). Horny and Lafaele (2011) showed that students' age as an issue affect the level of parental involvement. Male students' mothers contact teachers more frequently than female ones and male students' parents' involvement levels are higher than females in elementary school, but in high school female students' parents' involvement levels are higher than males (Deslandes & Potvin, 1999).

The decision to conduct SPAM depends on several factors including the amount of funds available. Many programs are faced with budget constraints because most original projects do not include a budget to conduct an evaluation (Bamberger, 2000). Therefore, this automatically results in evaluations of SPAM programmes being allocated smaller budgets that are inadequate for a rigorous evaluation. Acquisition of equipment, materials and movement to SPAM centers is problematic. Due to the budget constraints it might be difficult to effectively apply the most appropriate methodological instruments. These constraints may consequently affect the time available in which to do the evaluation (Bamberger, 2000).

Time constraints are particularly problematic when the organiser is not familiar with the programme being undertaken (Bamberger, 2000). When the organiser is not given adequate time to plan the evaluation process time constraint may be significant. These constraints may be dealt with through careful planning and consultation with program organisers and stakeholders. By clearly identifying and understanding the needs ahead of the SPAM, costs and time of the evaluative process can be streamlined and reduced, while still maintaining credibility. Konadu (2015) revealed that the success of every school depends greatly on the involvement of parents and guardians for they

provide the basic needs of children and wards, and school needs (for teaching and learning) and participate several meetings such as SPAM, SMC, PTA to initiate plans for programmes and projects to improve the teaching and learning conditions in the school. The knowledge of the challenges and needs of the community by school authorities and stakeholders will help tailor education to equip students with skills that will make them become responsible members of the community (Atta, Agyenim-Boateng & Frimpong, 2000). They added that head teachers rally students, teachers, parents, community members and other stakeholders around a common goal of raising students' performance. Through SPAM, community and stakeholder involvement in school activities has been a vital tool in improving enrolment figures of pupils and persistence in school accountability and management.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focused on the methodology employed for the study. It included the research design, philosophical underpinning of the study, population, sampling technique and sample size, instruments used, pilot test, reliability and validity, data collection procedure, data analysis and ethical considerations.

3.1 Research Design

Research design according to Creswell (2009) is the plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. De Vaus (2001), opines that it is the overall strategy that is chosen to integrate the different components of a study in a coherent and logical way, thereby, ensuring a researcher to effectively address the research problem.

The researcher employed the descriptive survey design using a mixed method approach in conducting the study. According to Best and Kahn (2007), descriptive research design is concerned with the conditions or relationships that exists, such as determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; or trends that are developed. Amedahe (2002), opines that in descriptive research, accurate description of activities, objects, processes and persons is the objective. Kasunic (2005) maintains that a survey which is well conducted allows you to generalize the beliefs and opinions of many people by studying a subset of them.

The study adopted a mixed method approach. According to Johnson and Onwuegbuzie (2004), mixed methods research refers to the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. They further explained that mixed methods research is also an attempt to legitimise the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices. According to Creswell (2013), mixed method research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The mixed method of data collection employed by the researcher is to help augment the strength associated with both quantitative and qualitative paradigms to provide a more complete understanding whilst minimising the weaknesses associated with employing either approaches alone. Quantitative data results collected was first analysed then followed by the qualitative data results with more detailed explanation. The study adopted the explanatory sequential method to analyse the data. According to Creswell (2013), in explanatory sequential mixed method, the researcher conducts quantitative research, analyse the results and then build on the results to explain in more detailed with qualitative research. The qualitative (text) data are collected and analysed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase.

Creswell (2013) opines that Qualitative research is a means of exploring and, understanding the meaning individuals or groups ascribe to a social or human research, and the process involves emerging questions and procedures, collecting data in

participants' setting, analysing the data inductively, building from particulars to general themes and making interpretations of the meaning of the data. Qualitative research was used in analysing the data to ascertain the effects of SPAM on teachers' performance and influence on pupils learning outcomes in basic schools in the Afigya Kwabre District. The mixed method helped the researcher to use both numeric data and non-numeric data to analyse the data that was collected on the topic under study. In other words, it helped the researcher to use expressions and illustrations in the data analysis to find out the effects of SPAM on teachers' performance and its impact on pupils learning outcomes in basic schools in the Afigya Kwabre District in Ghana.

Mixed Methods research has been established as a third methodological movement over the past twenty years, complementing the existing traditions of quantitative and qualitative movements (Tashakkori & Teddlie, 2003, Teddlie & Tashakkori, 2009). The term 'mixed methods' refers to the use of two or more methods in a research project yielding both qualitative and quantitative data in a single study (Cresswell & Plano Clark, 2007; Greene, 2007; Teddlie & Tashakkori, 2009).

Pragmatic worldview approach was adopted with the intent of enquiry on the assumption that collecting diverse types of data best provides a more complete understanding of a research problem than either quantitative or qualitative data alone (Creswell, 2013). Pragmatism is generally regarded as the philosophical partner for the Mixed Methods approach. It provides a set of assumptions about knowledge and enquiry that underpins the Mixed Method Approach and which distinguishes the approach from purely quantitative approaches that are based on a philosophy of (post) positivism and

purely qualitative approaches that are based on a philosophy of interpretivism or constructivism (Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Rallis & Rossman, 2003).

Pragmatism provides a basis for using mixed method approach as another option open to social researchers if they decide that neither quantitative nor qualitative research alone would provide adequate findings for the particular piece of research they have in mind (Tashakkori & Creswell, 2007b; Johnson et al., 2007). Multiple research strategies are becoming researchers' choices due to the fact that methodological pluralism render better quality data than a single approach (Creswell, 2009).

3.3 Population and Target Population of the Study

Polit and Hungler (1995) defined population as the entire aggregation of cases that meet designated set of criteria. According to Best and Kahn (2007), population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. A population is the total number of all the individuals which have certain characteristics and are in the interest of the researcher.

The population of this study comprised of all public Junior High School teachers in SPAM schools and district education office personnel at the Afigya Kwabre District. The target population included teachers and heads of head teachers in SPAM schools and are beneficiaries of SPAM in all public Junior High Schools in the Afigya Kwabre District. Precisely, it was prudent to solicit views from the District Education Office personnel to ascertain the organisation and conduct of SPAM, and the extent of influence on teachers' performance in Afigya Kwabre district. Currently, the total number of JHS

schools SPAM had been conducted are 36, in 9 Circuits and 289 teachers. Out of 289 questionnaires administered, 282 questionnaires were returned representing 98%.

3.4 Population of Study

Officers from the Directorate

Population	Number
District Director of Education	1
Circuit Supervisor	1
Total	2

Circuit Heads of Head teachers

Population	Number
Tetrem	1
Boamang	1
Ahenkro	1
Denase	1
Kodie	1
Buoho	1
Aboabogya	1
Ankaase	1
Atimatim	1
Total	9

Teachers of SPAM Schools

Population	Number
Tertrem DA JHS	7
Rashidiyya Islamic JHS	7
Tertrem Pentecost DA JHS	5
Kyekyewere DA JHS	8
Kyekyewere Methodist JHS	7
Buoho Bomso DA JHS	10
Sasa DA JHS	6
Ntribuohu DA JHS	13
Krobo Model Basic	13
Aduman DA JHS	10
Apagya DA JHS	8
Kodie DA JHS	9
Kodie Methodist JHS	9
Ahenkro DA JHS	12
Ahenkro Islamic Complex	7
Kwamang Methodist JHS	8
Kwamang SDA JHS	7
Ahenkro Methodist JHS	11
Akrofrom DA JHS	6
Nkwanta Penteng DA JHS	7
Nkwanta Essase Methodist JHS	10

Osei Kwadwo DA JHS	12
James White DA JHS	5
Divine DA JHS	6
Perfect DA JHS	7
Mpobi DA JHS	9
Abrade DA JHS	6
Eeman Islamic Basic	10
Aboabogya DA JHS	8
Adwumakase Methodist JHS	7
Adwumakase DA JHS	7
Aboabogya Methodist JHS	5
Wawase RC JHS	8
Abroma DA JHS	6
Adukro DA JHS	8
Soko DA JHS	5
Total	289

Source: Field survey, 2019.

3.5 Sampling Technique and Sample Size

Purposive sampling technique was used to select all thirty-six (36) SPAM schools in the Afigya Kwabre district to assess the influence of SPAM on teachers' performance in public basic schools. The purposive sampling technique was also employed to select the District Director of Education, one (1) experienced Circuit Supervisor who has

organised several SPAM and is experienced in the activities of SPAM and nine (9) Heads of Head teachers who are well experienced in SPAM activities and leaders of the Head teachers were interviewed in the Afigya Kwabre District. Purposive sampling technique, also known as judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses (Lawrence, Sarah, Carla & Jennifer 2013). Amin (2005) asserts that purposive sampling is appropriate where respondents are targeted due to their positions, expertise, and situation. The District Director of Education, one experienced Circuit Supervisor and nine Heads of Head teachers were selected due to the knowledge and insights they have on issues of SPAM in the Afigya Kwabre District.

Census sampling technique was also employed to select all 289 teachers in the SPAM schools in the Afigya Kwabre District. Census sampling technique is a method of statistical enumeration where all members of the population are studied. Census is a survey conducted on the full set of observation objects belonging to a given population. According to OECD (2001), census is the complete enumeration of a population or groups at a point in time with respect to well defined characteristics. The census sampling method gave the researcher the opportunity to have intensive study and high degree of accurate data from the teachers in the SPAM schools in the Afigya Kwabre District. See table 3.4.

The researcher used all the teachers in the SPAM schools in the study. The sample size was 289 teachers in 36 SPAM schools in the Afigya Kwabre District. A sample is a representation that shows characteristics that are common to the target population. According to Agyedu, Donkor and Obeng (2011), a sample is a subset of the population and consists of individuals, objects or events that form part of the population.

A sample is a representative of the population to the extent that it exhibits the same distribution of characteristics as the population (Arthur, 2012).

3.5 Data Collection Instrument

According to Gay (1992), all research studies involve collection of data. The data of a study are the pieces of information obtained in the course of investigating. In this study, data was collected by the use of questionnaires and interview schedules.

According to MacMillan (2004) questionnaire is a written document containing statements or questions that are used to obtain the subjects' perceptions, attitudes, beliefs, and values. The questionnaires were used to reach as many respondents as possible to collect the data on the study. The use of questionnaire affords a comparatively straight forward way of analysing data.

3.5.1 Questionnaire Design

The questionnaire was administered to the teachers who attended and participated in SPAM in the district. The researcher used self-designed structured questionnaires for the study. A 4-point Likert scale of 1= Strongly Agree, 2= Agree, 3= Disagree 4= Strongly Disagree. The questionnaire was grouped into 5 sections (A-E). Section A stated the background information of teachers. The rest of the sections (B-E) solicited teachers' views on each research question. The first set of questions were based on the first research question which sought to find out the needs assessment measures that go into the organisation of SPAM. The second section found out the influence of SPAM on teachers' performance and the third section dealt with issues relating to how SPAM activities are

evaluated. The last section gathered teacher's views on challenges that face the organisation of SPAM.

3.5.2 Interview Protocol

According to Scott and Usher (1999), interviewing is an essential tool of the researcher in educational enquiry. Interviewing utilises open ended questions to enable the researcher to understand and capture the points of view of other people. Bell (1999) noted that, the major advantage of the interview is its adaptability. The researcher used a semi structured individual method of interviewing. According to Wragg (2002), "A semi-structured interview schedule tends to be the one most favoured by educational researchers as it allows respondents to express themselves at length but offers enough shape to prevent aimless rambling" (p. 149). Semi-structured interviews are thought to allow the participant to have greater control over the interview process and are more likely to give the researcher rich data and a clearer understanding of the perspectives and realities of the participant (Wragg, 2002; Mutch, 2005; Creswell, 2009).

The interview guide was used to solicit more information from the District Director of Education, one experienced Circuit Supervisor and all nine (9) Heads of Head teachers in the district. Interview guide employs verbal questioning to respondents to answer face-to-face situation.

A five - item interview protocol was designed and the components of the interview guide asked respondents the basic needs assessment measures that go into the organisation of SPAM, ways SPAM influence and affect teachers' performances, the ways of evaluating SPAM and challenges faced in the organisation of SPAM in public basic schools in the Afigya Kwabre district.

3.6 Pilot Test of Research Instruments

After the questionnaire and interview protocol had been approved by the thesis supervisor, pilot testing was conducted in two (2) basic schools in the Offinso Municipality namely, Offinso State “C”, and Asamankuma Nasurideen Islamic Basic School to further ensure that the instruments were reliable. A pretest is a critical examination of the survey instrument that will help determine if the survey will function properly as a valid and reliable social science research tool (Converse and Presser, 1986). According to Bell (1999), the purpose of piloting is to get the bugs out of the instruments so that the respondents will experience no difficulty in completing the questionnaire and also enable one to have a preliminary analysis to see whether the wording and format of questions are appropriate.

Offinso State “C”, and Asamankuma Nasurideen Islamic Basic School were purposely selected because, they were not used in the main study. SPAM was organised for them and have similar characteristics of the study area. In the schools, twelve (12) and fifteen (15) teachers were conveniently selected for the pilot testing. In all, twenty-seven (27) teachers responded to the questionnaire. Respondents’ participation in SPAM made it easy to access them. This was done in both selected schools.

The teachers were provided with instructions on how to complete the questionnaire and were asked to provide feedback on the instruments’ general appearance, clarity of directions, ease of comprehension and length. The teachers were given one week to respond after which another visit was made to the schools to retrieve the questionnaire. Based on respondents’ feedback from the pilot test, the questionnaire

items were modified appropriately and the interview protocol reviewed to enhance comprehension and avoid ambiguity. Errors were identified and corrected.

3.6.1 Reliability

Reliability is the degree of consistency that the instrument or procedure demonstrates. The instrument was pilot tested in Offinso State “C” and Asamankuma Nasurideen Islamic Basic schools which are outside the study population. This helped to assess the level of understanding and consistency in the results of the instrument and to find out if they best answer the research questions. Cronbach’s alpha was used to test the reliability of the questionnaire with Alpha value of 0.873.

3.6.2 Validity

The accuracy of any research depends on the consistency of the instrument and procedure used in collecting data, hence the use of interviews and questionnaires in collecting data for the research analysis. Validity is the appropriateness, meaningfulness and usefulness of specific inferences made from the instrument. Validity of the instrument measured what it was designed to measure. Both Face and Content validity was used to ensure that the instruments were valid. Face validity refers to the likelihood of a question being misinterpreted or misunderstood. Content validity refers to whether an instrument covers adequately all the topics concerned.

The instruments were scrutinised by my supervisor, an authority in the field of research to address issues concerning ambiguity and inconsistencies. The final instruments were reviewed by my supervisor.

3.7 Data Collection Procedures

An introductory letter obtained from the Department of Educational Leadership was sent to the Municipal Director of Education, Offinso. Based on this, the Municipal Director gave the researcher a letter of introduction to the schools for the pilot testing of the research instruments. The researcher again sought permission from the District Director of Education, Afigya Kwabre district to conduct the main study in all thirty-six (36) Junior High Schools that SPAM was organised in the Afigya Kwabre District. The head teachers were very receptive and greatly facilitated the data collection.

The researcher visited the schools personally to administer the questionnaire. In each school visited, permission was first sought from the head teacher and then guided by the list of teaching staff. Teachers at the JHS are subject teachers and therefore teach in turns according to the school's timetable. The researcher used the school's break time and waited for the teachers who were engaged to also have their turn. The researcher herself administered the questionnaires and that enabled her explain the rationale for the study, procedures and directions for completing the questionnaires. The respondents were encouraged to do independent work to increase the reliability of their responses. The respondents were given the opportunity to ask questions for clarity. In a few instances, where not all the questionnaires distributed were retrieved on the same day, the assistance of a teacher was sought to collect them on my behalf. Two hundred and eighty-nine (289) respondents were given the questionnaires and two hundred and eighty-two (282) were returned. The overall return rate was 98%.

3.8 Conduct of Interviews

The District Director of Education, an experienced Circuit Supervisor and Heads of Head teachers were purposively selected to be interviewed. Interviews were held to obtain in depth information that may not be adequately captured by the questionnaires. Appointments for the interviewees were scheduled to take place at the participants' convenience and in their offices. The interview guide was given to the interviewees in advance so that they could well reflect on the protocol items. This measure helped in eliciting the required responses. Generally, the interviews and tape recordings of proceedings lasted between 45 to 55 minutes.

After each session, the researcher settled down to transcribe the notes she took from the interview conducted from the interviewee in the field. Such quick turnaround time on the transcription helped me avoid memory lapses. In transcribing, the data gathered were examined according to the order of the items.

3.9 Data Analysis Procedures

Data collected for the study were analysed descriptively with both quantitative and qualitative approach. Sequential explanatory method was employed. The researcher first analysed the quantitative results and then built on the qualitative results. Quantitative data was analysed using Statistical Package known as the Statistical Product for Service Solution (SPSS Vs 21). The quantitative data that were collected was analysed with descriptive statistics and presented in tables, frequencies, mean as well as standard deviation to answer all the research questions.

The interview data were organised and analysed using focus by question analytical strategy. Kusi (2012), opines that using question analytical strategy is suitable when the questions in the schedule are semi-structured or open-ended. He further points out that it is useful when questions in the schedule are relatively limited. The recorded interviews were listened to severally and the field notes were also read many times before transcribing them. This was to ensure that what was transcribed was true of the tape recordings and field notes taken. To identify easily, the transcripts were numbered from one to nine (1-9) in the order of District Director, Circuit Supervisor but no particular order for the Heads of Head teachers from the third to ninth. Two heads of head teachers were indisposed and could not undertake the interview. The analysis was then done question by question across all the interviewees' data. Thematic analysis was employed to analyse the interviewed transcripts. The transcripts and tape recordings were read through and listened to several times carefully for familiarisation. Then, the data was coded or labelled to describe their content and themes generated. The themes were reviewed and defined to identify common themes or patterns and categories of response and then interviews were transcribed for interpretation.

3.10 Ethical Considerations

In research, confidentiality, anonymity and non-traceable is a guarantee (Creswell, 2009). The respondents were informed of their rights to willingly accept or decline to participate and to withdraw participation at any time without penalty. Subjects were informed about the purpose of the study, the procedures that would be used to collect the data and were assured that there were no potential risks or costs involved.

Anonymity and privacy were assured and adhered to as respondents' names were excluded on the questionnaire. No form of identification was required of the respondents and their responses not disclosed to any third party. Scientific honesty is regarded as a very important ethical responsibility when conducting research. Dishonest conduct includes manipulation of design and methods, and retention or manipulation of data to suit the researcher's interests. The researcher tried to avoid any form of dishonesty by recording truthfully the responses as indicated by the respondents and duly acknowledged all source to avoid any form of plagiarism.



CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter analyses the data from the field work, which covered 282 respondents from the Afigya Kwabre District in the Ashanti Region. Specifically, the chapter deals with the demographic characteristics of the respondents, the need assessment measures that go into the organisation of SPAM, the ways SPAM affects teachers' performance and the evaluation of SPAM activities. In addition, the chapter also discusses the challenges facing the organisation of SPAM. The results are organised in two parts. The first part deals with the analysis of the demographic data while the second part deals with the analysis of the main data related to the research questions.

4.1 Demographic Characteristics of Respondents.

In Table 4.1, the demographic characteristics of respondents are represented. A total of 282 respondents out of 289 sample size, representing 98% filled and returned their questionnaires.

Table 4. 1: Gender of Respondents

Variable	Frequency (282)	Percentages (%)
Male	179	63.5
Female	103	36.5
Total	282	100.0

Source: Survey, 2019

From Table 4.1, it is observed that as many as 179 of the respondents representing 63.5% were males as against 103 (36.5) who were females. Thus, majority of the respondents were males.

Table 4. 1.1: Educational Qualification of Respondents

Variable	Frequency (282)	Percentages (%)
GCE/O'Level	5	1.8
/SSSCE/WASSCE		
Three Yr. Cert. A	8	2.8
HND/DBS/DBE	60	21.3
Bachelors' Degree	201	71.3
Others (Masters' Degree)	8	2.8
Total	282	100.0

Source: Survey, 2019

Again, majority of the respondents 201 (71.3%) had bachelor's degree. This shows that majority of teachers teaching at the JHS are University degree holders but there are 8 (2.8 %) of teachers with Cert 'A' in the Afigya Kwabre District.

Table 4.1.2: Respondents Religion

Variable	Frequency (282)	Percentages (%)
Christianity	254	90.1
Islam	24	8.5
Traditional	4	1.4
Total	282	100.0

Source: Survey, 2019

In terms of religion, majority of respondents 254 (90.1%) were Christians and 24 (8.5 %) were Moslems while 4 (1.4 %) Traditional. This suggests that majority of teachers teaching are Christians with few Moslems and Traditional believers.

Table 4.1.3: Teaching Experience of Respondents

Variable	Frequency (282)	Percentages (%)
Less than 3 years	20	7.1
3-6 years	77	27.3
7-10 years	98	34.8
11-14 years	44	15.6
15+ years	43	15.2
Total	282	100.0

Source: Survey, 2019

Furthermore, with regards to teaching experiences, only 20 (7.1%) had taught less than 3 years. It is significant to note that as many as 98 (34.8%) had taught between 7-10 years. It is clear that majority of teachers had taught for about 10 years and this suggests that they had a lot of experience to share on teaching as well as SPAM. It is also gratifying to note that 44 (15.6%) and 43 (15.2%) had taught for 11-14 years and beyond 15 years respectively. This indicates that majority of the teachers in the district are well experienced teachers and will have positive impact on the students' performance in the Afigya Kwabre district in the Ashanti Region.

Table 4.1.4: Respondents Rank

Variable	Frequency (282)	Percentages (%)
Supt II & I	22	7.8
Snr. Supt II & I	74	26.2
Prin. Supt.	149	52.8
Asst. Dir. II & I	37	13.1
Total	282	99.9

Source: Survey, 2019

As many as 149 (52.8%) had attained the rank of Principal Superintendent in GES and are qualified to teach. Again, 37 (13.1 %) are Assistant Directors II & I and are capable of taking leadership positions as Head teachers and officers in the Afigya Kwabre District Education.

4.2 Main Data Analysis

The analysis of the main data is presented in line with the research questions. The analysis is done using descriptive statistics such as frequencies, percentages, means and standard deviation. The standard deviation measures the amount of variability from the individual data values to the theoretical mean based on or calculated through theoretical distribution. The theoretical possibility of an event is the number of ways that the event can occur, divided by the total number of outcomes. Thus, using the 4-point Likert Scale, the number of ways were added and divided by the total number of outcomes ($1+2+3+4=10 / 4= 2.5$). The theoretical mean is 2.5. The reliability coefficient for every section of the questionnaire are indicated accordingly. Section B= 0.701, Section C= 0.722, Section D= 0.704 and Section E= 0.706

4.3 Research Question 1: What are the needs assessment measures that go into the organisation of SPAM in public schools in Afigya Kwabre District?

To answer question one, respondents were asked to determine the extent to which they agree or disagree with the following statements on the needs assessment measures that go into the organisation of SPAM in public basic schools in the Afigya Kwabre District. The responses were based on a 4-point Likert scale ranging from Strongly Agree to Strongly Disagree but for easy analysis strongly agree and agree were put together as agree whilst strongly disagree and disagree were put together as disagree.

Table 4. 2: Needs assessment measures in the organisation of SPAM in basic schools

No.	Needs Assessment Measures	A	D	M	SD
1	Organisers of SPAM identify the educational needs of schools	250(88.6)	32(11.3)	1.82	.749
2	Educational needs are identified through school performance appraisal	260(92.2)	22(7.8)	1.77	.637
3	The strengths and weaknesses of performance of schools are identified	261(92.6)	21(7.5)	1.69	.637
4	B.E.C.E and Performance Monitoring Tests results in a district –wide performance (common and standard exam results) are assessed for SPAM	251(89)	31(11)	1.82	.674
5	Peculiar problems that affect the schools are identified	253(89.8)	29(10.3)	1.74	.697
6	Achievable performance targets are set	244(86.5)	38(13.5)	1.77	.740
7	Early notice is given before the organisation of SPAM	263(93.2)	19(6.7)	1.61	.699
Source: Survey, 2019		Theoretical mean = 2.5		Mean of Means =1.74	

Table 4.2 shows teachers' views on the needs assessment measures that go into the organisation of SPAM. It showed that 261 (92.6%) of teachers agreed that the strengths and weaknesses of schools are identified as a measure in the organisation of SPAM while 21 (7.5%) disagree. The strength of school performance entails what is going right and the weakness entails what is going wrong. The analysis of Weakness, Strength, Opportunity and Threats (SWOT) help to identify areas thriving, stagnant and holding the school back and need development. School performance in data collection used to diagnose strength and weaknesses in pupils' mastery of curriculum objectives and guide curriculum and instruction. And 260 (92.2%) attested to the fact that educational needs are identified through school performance appraisal as against 21 (7.8%) disagreed. Performance appraisal serve two purposes of accountability and development and occur at different levels thus, educational system, school and individual. The focus on

accountability for the organisation or school as well as providing mechanisms for the school and individuals to grow and improve. This is in line with Elliot (2015) that performance appraisal provides scope for teachers, school leaders and stakeholders to make informed decisions about teaching performance and identifying future areas for growth and development. Again, 244 (86.5%) agreed that achievable performance targets are set to achieve SPAM objectives in the school while 36 (13.5%) disagreed. This means that realistic and achievable targets are set in relation to the district targets. Performance targets are outcomes to be aimed for and are measurable and attainable within a specified time. This finding is in line with Muller and Associates (2001) that target setting bring about cultural change in schools, make them more conscious of the value of gathering and using data on students' outcomes, and more focused on providing assistance to students where it is needed. Fielding (1999) indicated that, in setting targets priority focusses on areas that need improvement and ensure school capacity and resources are in place, staff and actionable measures to benefit students learning that will be taken to improve results and achieve targets.

One thing notable was the fact that, almost all teachers 263 (93.2) agreed that they got early notification before the organisation of SPAM while only 19 (6.7) disagreed. Elliot (2015) states that plenty of notice issue of an agenda must be given when setting up performance appraisal meetings. As suggested by Cuissio and Hushy-Slater (2018) what we measure determines to a great extent, what people in the organisation or institution will attempt to excel. He further states that the criteria we choose to measure must represent performance as it was stated and articulated in the appraisal guideline of an organisation and school performance appraisal must be based on certain indicators such

problem identification, setting targets and evaluation of the targets to help improve workers performance. Thus, these needs assessment measures that go into the organisation of SPAM will help teachers in the Afiya Kwabre district to improve their performance.

To this Kent (2007) advises that performance appraisals need not to be stressful or threatening as they are. With proper preparation and a few key criteria or need assessment measures in place, the performance appraisal process can be enhanced through a more cooperate approach. However, the belief that we can expect to reap this enhancement only after we make this transition towards more participative performance appraisals; ones that focus not solely on performance, but also on personal development. School Performance appraisal needs certain assessment indicators such as the identification of instructional needs, identifying the strengths and weaknesses of the organisation and setting performance targets. These needs assessment measures usually motivate the workers to put up their best to achieve the organisational goals. Thus, these needs assessment measures in SPAM activities will improve the performance of teachers in the Afigya Kwabre district in the Ashanti Region.

4.4 Research Question 2: How does SPAM affect teachers' performance in public basic schools in the Afigya Kwabre District?

Teachers in the classroom play significant roles on the learning outcome of pupils' performance. Professional development is key to developing and maintaining quality teachers. The respondents were therefore asked the extent to which they agree or

disagree with the following statements on how SPAM affect teachers' performance. The result is presented in Table 4.3.

Table 4.3: Ways SPAM affect teachers' performance in basic schools

No.	Ways SPAM affect teachers' performance	A	D	M	SD
1	I plan lessons taking into account of various levels of pupils behavioral skills	261(92.6)	21(7.4)	1.55	.675
2	SPAM challenged me to improve my content delivery and classroom management	257(91.1)	25(8.9)	1.72	.649
3	SPAM motivated me to improve my teaching methodology	254(90)	28(9.9)	1.73	.672
4	I gave adequate class exercises, marked promptly and ensured pupils correct mistakes in all marked work	273(96.8)	9(3.2)	1.55	.572
5	SPAM provided me a forum to discuss pupils performance and achievements	256(90.8)	26(9.2)	1.76	.665
6	I assessed pupils' performance through their feedback	270(95.7)	12(4.3)	1.62	.566
7	SPAM helped in my performance appraisal and promotional interviews	229(81.2)	53(18.8)	1.95	.704

Source: Survey, 2019

Theoretical mean = 2.5

Mean of Means =1.69

Results from table 4.3 showed that 273 (96.8 %) agreed to the fact that SPAM influenced them to give adequate class exercises, marked promptly and ensured that pupils correct mistakes in all marked work. This implies that teachers give pupils adequate class exercises and ensure that pupils carried out corrections on marked work. Marking and remarking corrections of pupils' class exercises, works and projects reflect the daily teaching and learning accountability in the classrooms. To achieve optimal learning of the child the teacher should take care of students' progress according to their capacity and the success of the students depend upon the competences of teachers, their sense of dedication and accountability.

Additionally, 270 (95.7%) teachers agreed that they assessed pupils' performance through their pupils' feedback. Performance and feedback are strong positive influence measure on teachers, increase in job satisfaction and improve teaching practice. Almost all the respondents attested that pupils' performance are assessed through their feedback. This finding agrees with Perkins (1993) that active engagement or performance on the part of students and ongoing rich, appropriate feedback provided by the instructor. In a similar study, Elliot (2015) found out that students need feedback about performance and progress, so do teachers and timely feedback about how to improve and in what areas should be part of a continuous learning process for both teachers and students alike. Dessler (2008) however argues that appraisal feedback process is mostly uncomfortable between the appraiser and appraisee. In SPAM, teachers become defensive for especially when their performance weaknesses are noted (Megersa, 2019).

Again, 254 (90%) teachers agreed that SPAM motivated them to improve their teaching methodology. This result means that SPAM motivated teachers to improve their methods of teaching. The outcome of pupils' performance compelled them to adopt teaching methods and strategies that were successful in teaching and managed classroom environment. Teachers noted that motivation plays an important role in their teaching, they are motivated when their pupils' performance progress. This is in line with Kadzamira (2006) and Aacha (2010) who concluded that employees including teachers are motivated by both intrinsic and extrinsic factors that none of the two sets should be overlooked by employers. Lastly, 229(81.2%) teachers agreed that SPAM helped in their performance appraisal and promotional interviews in their educational activities while close to one-third 53 (18.8%) disagreed. One objective of conducting performance

appraisal is to promote employees (teachers). This result means that almost all the respondents affirmed that SPAM helped them in their performance appraisal capabilities and promotional interviews. This finding agrees with Obisi (2011) that performance appraisal acts as a basis for decision making about promotion and salary increase. Competent teachers should have knowledge and skills in both generic and content-specific knowledge in areas such as child development, classroom management, motivating children to learn, interpreting and using assessment data, individualising instructions, aligning content to the state's standards, developing appropriate instructional materials and working with children with disability. Armstrong (2006) underscores the fact: A good employee is one who not only performs well in terms of productivity but also minimises problems for the organisation by being able to work on time, by not missing days and by minimising the number of work-related problems.

In many schools, a holistic approach to the perfection of performance may begin from Teacher-based evaluation of the informal/unwritten professional etiquettes through school performance appraisal meetings and other performance appraisal programmes. This view confirms that performance appraisal programmes influence workers performance therefore teachers are indeed influenced greatly by the activities of SPAM in the Afigya Kwabre district. Decenzo and Robbins (1996) noted that performance review or appraisal programmes are important to individual performance since they give a personal view of how one has achieved intended goals by having a brief insight into what has been done perfect and what is still lacking in the performance requirements. Thus, SPAM activities influence the basic teachers in the Afigya Kwabre district in the Ashanti Region. A head teacher in a J.H.S in the Afigya Kwabre district, reported that the SPAM

activities being organised in the district help teachers to improve upon their mode of delivery, classroom management and regular attendance to school and therefore posit that efforts must be put in place improve the organisation of SPAM programmes in the district to help improve teachers and students performance.

4.5 Research Question 3: How are SPAM activities for public basic schools in the Afigya Kwabre District evaluated?

The objective of evaluation process and mechanisms consist of feedback for improvement, accountability for performance and information about quality of practices of teachers, learners and the school. Presented in Table 4.4 is teachers' views on the nature and kind of evaluation of SPAM activities on teachers in basic schools.

Table 4.4: Evaluation of SPAM activities for public basic schools

no.	evaluation of spam activities	a	d	m	sd
1	spam organisers evaluate their activities after the meeting	239(84.8)	20(7.1)	1.95	.696
2	evaluation of spam activities take the form of discussion and analysis of pupils' output of work	262(92.9)	20(7.1)	1.72	.622
3	school level spam is conducted by the individual school	213(75.8)	68(24.1)	1.94	.828
4	after spam there are follow up visits to schools by stake holders	199(70.6)	82(29.1)	2.23	.865
5	school-based inset (sbi), cluster based inset (cbi) and workshops are organised to refresh methodology and content of teaching	228(80.8)	54(19.2)	1.96	.882
6	school based assessment (sba) of pupils are used to determine my output of work	261(92.5)	21(7.4)	1.68	.693
7	performance appraisal system to improve professional skills is evaluated	263(93.2)	19(6.7)	1.79	.572
8	organisers monitor and supervise to check whether my pupils are improving and my own performance	228(80.9)	54(19.2)	1.98	.831
9	the activities of spam serve as a basis for incentive for teachers and pupils	184(65.2)	98(34.8)	2.26	.904

Source: Survey, 2019 Theoretical mean = 2.5 Mean of Means = 1.94

From the results illustrated in Table 4.4, almost all 263 (93.2%) teachers agreed that evaluation of SPAM programmes was normally done using performance appraisal systems to improve professional performance skills. Performance appraisal systems manage the employee (teacher) performance process of an organisation (institution or school) to evaluate the job performance of a team through qualitative and quantitative feedback and turning them into actionable insights. This result implies that fairness in appraisal system improve professional skills. Elliott (2015) supported this by indicating that professional learning enhances teachers' knowledge and skills, leading to improved teaching and improved teaching raises student achievement. Again, 261 (92.5%) agreed that School Based Assessment of pupils were used to determined teachers' output of work. School Based Assessment replaced the previous Continuous Assessment in schools collecting periodic information on pupils' learning status for the purpose of planning improvement programmes in the performance of pupils. Records such as class exercises, assignments, projects, quizzes, end of term examination are marked, recorded and kept for assessment. Results from the table indicates that SBA of pupils determined teachers' output of work. Anderson (2005) states that outputs include student achievements, participation, attitudes and aspirations. Teachers output of work based on assessment of pupils is in tandem with the assertion with Adofo (2011) that learners' ability to perform is dependent on teacher's expertise and capabilities.

Furthermore, 228 (80.9%) agreed that organisers and supervisors checked whether they (teachers) and pupils were improving on their performance. This result implies that organisers monitored and supervised improvement in pupils' and teachers' performance. Organisers monitored and supervised schools to check whether or not

schools were performing against how they should perform and identify factors hindering effective teaching and learning and offer help where necessary. The collection of data tends to serve several functions directly pertinent to improving schooling and reducing inequalities, identify problem areas in the school system so that corrective measures can be taken. Campbell (1986) attested that effective and efficient management of curriculum and instruction in educational institution is a prerequisite for stability and improvement of academic performance. On the other hand, 184 (65.2%) agreed that the activities of SPAM serve as a basis for incentive for teachers and pupils however, one third, 98 (34.8%) disagreed to that. Teachers who produce good results are awarded with appropriate rewards while those who produce poor results are supported or sanctioned to improve performance. Teachers reported that SPAM activities though serve as an incentive package for deserving teachers and pupils, however that in reality, was not happening regularly. Vegas (2005) noted that incentives have direct implications on teachers' work and behavior. However, Hanuskhek et al (2004) argues that the adoption of performance incentives, while also holding school and teachers accountable for the choices they make, is crucial if students' achievement is to improve.

According to Sulsky and Keown (1998), the appraisal process involves assessing or evaluating the employee's work performance during the review period relative to specific indicators and overall rating through such rating categories as; highly successful, fully successful, making progress and unsatisfactory. These rating should be done through interview, discussion, students' performance and workers or teachers successes or failures. This confirms that the ways of evaluating SPAM in the Afigya Kwabre

district in the Ashanti Region are indeed helping the teachers to improve their performance and classroom management strategies.

Nkata and Maicibi (2004) present four common sources of information that are frequently used by managers to measure or evaluate actual performance; personal observation, statistical reports, oral reports and written reports through ways such as organisation of INSET (CBI/SBI), workshops, monitoring and supervision. Each has its strengths and weakness; however, a combination of them increases both the number of input sources and the probability of receiving reliable information and improving the output of workers.

4.6 Research Question 4: What are the challenges facing the organisation of SPAM in the Afigya Kwabre District?

The results on the challenges facing the organisation of SPAM in the Afigya Kwabre district are presented in Table 4.5.

Table 4.5 Challenges Facing the Organisation of SPAM in the Afigya Kwabre

District					
No	Challenges facing SPAM organisation	A	D	M	SD
1	Lack of funds to cater for logistics and refreshment for participants	266(94.3)	16(5.7)	1.54	.626
2	Some head teachers and teachers feel bad when their school is selected	249(88.3)	33(11.7)	1.60	.805
3	Inability of major stakeholders to attend	245(86.9)	37(13.1)	1.72	.743
4	Lack of participation of parents/guardians	242(85.8)	39(13.8)	1.83	1.434
5	Lack of time on participants to sit through out	252(89.4)	29(10.3)	1.87	1.369
6	The distance from home to SPAM venue	213(75.5)	69(24.5)	2.01	.816
7	If there is another programme on the same day for SPAM	215(76.3)	67(23.7)	2.04	.860

Source: Survey, 2019 Theoretical mean = 2.5 Mean of Means = 1.80

The most challenge affecting the organisation of SPAM based on the percentage of the response was lack of funds to cater for logistics and refreshment. Table 4.5 shows 266 (94.3%) of respondents agreed that funding was a challenge. Evidence from literature supports this finding, stating financing programmes and activities has proven to be a major problem. SPAM depends on several factors including the amount of funding available for the meeting. In line with this, OCED (2017) indicates that fund allocation and strategies are important as the ability to provide quality education for all and to respond to new priorities depends on the availability of adequate funding for education, the mechanisms through which school funding is governed, distributed and monitored play a key role in ensuring that resources are directed to where they can make the most difference. The decision about what approach to take for training and meeting depend on several factors including the amount of funding available for training. Cascio (1992) indicates that self-directed informal training can be very low-cost; however, the learner should have the capability and motivation to pursue their own training or learning.

While the distance from home to SPAM venue and if there's another programme on the same day of SPAM were found not to be major challenges of SPAM, lack of participation of parents/guardians 242 (85.8%), inability of major stakeholders to attend 245 (86.9%) and some head teachers and teachers feeling bad when their schools are selected 249 (88.3%) were identified as likely to impede the success of SPAM activities. Mpiani (2012) contend SPAM educates the community and stakeholders to understand that the child's total development is a shared responsibility of all stakeholders. Jafarov (2015) revealed that to capture the full potential of stakeholder groups, parents and community involvement in schools must go beyond social activities and fund-raising

efforts to address student achievement head-on, and school staff must lead this effort. When schools, districts, parents and community groups collaborate and align their efforts to address achievement, more students will succeed, success can be sustained, and public education will be the best.

One other challenge identified was lack of time for participants to sit through out. As much as 252 (89.4%) of teachers attested to that. Singh, Mbokodi and Msila (2004) observed that one of the challenges that hampers effective parental involvement is time, that low income that some receive per month, which leads them to working more jobs. They continued that due to the above there is burden on teachers and schools because parents and educational authorities expect to produce good results yet no support from parents. Parental /participants involvement in SPAM has proven to be one major problem, parents and members of the community is no longer active (MoESS, 2008). Time constraints are particularly problematic when the organiser is not familiar with the programme being undertaken (Bamberger, 2000). Ntekane (2018) indicates that schools can use strategies to get parents involved in children learning and schools' activities, through going out to the community, or by encouraging parent participation by publicising through traditional means (announcement, flyers) and non-traditional methods which include the use of television, phone calls and sending emails. However, some schools do not have sound strategies that motivated parents and participant involvement in school activities (Kwaatubana and Makhalemele, 2015).

Kwaatubana and Makhalemele (2015) note that to capture the full potential of stakeholder groups, parents and community involvement in schools must go beyond social activities and fund-raising efforts to address student achievement head-on, and

school staff must lead this effort. When schools, districts, parents and community groups collaborate and align their efforts to address achievement, more students will succeed, success can be sustained, and public education will be the best.

4.7 Results from the Interview

To obtain an in-depth knowledge on issues surrounding the needs assessment, how SPAM affect teachers' performance, evaluation and challenges in the organisation of SPAM in the Afigya Kwabre district, the views of the District Director of Education, an experienced Circuit Supervisor now called School Improvement Support Officer (SISO) and Heads of Head teachers were solicited and presented.

QUESTION 1

What needs assessment measures are considered in the organisation of School Performance Appraisal Meeting (SPAM)?

One objective of needs assessment is to set priorities and determine criteria for solutions such that planners, organisers and educational authorities can make appropriate decisions.

The following were responses from the interviewees.

The District Director stated that,

Well, the Afigya Kwabre District Education Directorate has a number of interventions adopted to improve academic performance in the district just like other districts in Ashanti region. SPAM is one of the activities conducted for basic schools to enhance teaching and learning. As a Directorate, the need assessment we consider first is the position of the school attained in the BECE results in the District. Mostly, schools that

performed poorly, then, the availability of resources such as funds and logistics to undertake the SPAM.

An experienced Circuit Supervisor who has organised several SPAM activities in the district said,

Actually, in this district, SPAM programmes are organised yearly and therefore, the needs of schools are assessed before selecting a number of schools in the district. The Directorate analysed the results of the schools' position in the BECE. Then, one or two schools in a cluster that performed poorly are selected and SPAM organised. Also, in certain situations where a nearby school performs well, that school is invited to SPAM to share their success story for the low performed school(s) to learn from. So, early notice is given to the school, chief and elders, assembly man/woman, opinion leaders etc. before the day of SPAM. Another important fact is that, to carry out activities to promote effective teaching and learning in schools, a number of activities and programmes as well as monitoring and supervising play a significant role. However, inadequate or lack of funds impede conducting these programmes. Therefore, the Directorate also consider the financial stand of the District Office.

A Circuit HoH said that,

Interestingly as a Circuit HoH, I have attended several SPAM programmes and the main needs assessment measure that goes into the organisation of SPAM is using the BECE results, and at the school level SPAM, we include

the end of term examination result. Again, issues such as non-availability of textbooks and other teaching and learning materials, teachers' negative attitude towards school and teaching, poor attendance to school by pupils and teachers as well as ineffective use of instructional time are needs that are considered too.

Another Circuit HoH also stated that,

Frankly speaking, one important point of reference for accountability in basic schools is the School Record Card (SRC). SRC is a system of accountability which provides opportunity for the public to hold the school accountable for the teaching, and learning and through which improvement could be measured. This report system is based on information about the performance of a school. You know, in identifying needs, when there is evidence to inform schools and stakeholders of education of the schools' performances, the information is used to prepare School Performance Improvement Plans (SPIP) for purposes of improving teaching and learning.

Again, another Circuit HoH indicated that, apart from analysing the BECE results,

In fact, as we all know, the needs and challenges affecting the performance in basic schools are numerous. So, high priority is given to the most pressing educational need that the School Performance Improvement Plan (SPIP) sets out changes and targets to make to improve the level of pupils and teachers' performance and achievements.

The responses from DDE, CS and HoHs indicate that organisers of SPAM conduct needs assessment measures in the schools in the Afigya Kwabre District. These findings

support the quantitative data that needs of schools are identified before SPAM. The needs assessment process is an important step in improving the effectiveness of education investment that lead to better outcomes for teachers and pupils (Cuiccio &Husby-Slater, 2018).

QUESTION 2

How has SPAM affected teachers' performance in basic schools in the Afigya Kwabre District?

The important role of a teacher is to contribute and enhance learning and achievement of his students. Classroom practices and other responsibilities are ways of assessing teachers' performance to identify particular strengths and areas for development. Therefore, the following responses were reported;

One of the Circuit HoHs reported that

Actually, interventive measures adopted in the district aim at yielding positive results as far as teaching and learning in our basic schools are concerned. The activities of SPAM affect teachers in many ways. First of all, when teachers are challenged to hit a set target, they work hard to achieve. Therefore, SPAM activities compel teachers to work as professionals, and teachers in other schools who want to avoid SPAM, try to work hard towards better achievement too...let us not forget that, good teachers can produce good and intelligent pupils.

In a serious mood, the CS reported that,

So far in the district, teachers in schools that SPAM was conducted are up to the task to compare their individual performance against the standards and operations of GES as well as the performance changes upwards or downwards of their pupils. Hmm, teacher quality is also key in teacher performance. Teachers who have majored in the subject they teach are better teachers of that subject than those who have not, and as well as years of teaching experiences affect teaching performance. Though teachers who remain in the profession improve and grow over time, you see, the responsibility lies with the stakeholders of education and parents play their respective roles and responsibilities by providing the needs of the school, pupils and those of the teachers. So, SPAM influence teachers to deliver their best in teaching adopting improved methodologies, use instructional time judiciously etc. thereby improving the learning outcomes of the pupils. It is important to state that, schools that SPAM was conducted had improved BECE results in the following year though some, however, remain same as previous years or even worse.

A HoH in one of the circuits mentioned that,

Yes, SPAM affects most teachers positively. Teachers who attended SPAM challenged themselves to improving their methods of teaching and completed their syllabi within time frame. Lateness to school, absenteeism and unnecessary sought of permission are curtailed and sometimes not at all. The

target set at SPAM to be achieved by pupils compel teachers to do what it takes to improve the performance of their pupils.

Another Circuit HoH reported that,

SPAM affect teachers positively. You see, at SPAM issues discussed include information about the school, resources available and unavailable, teaching and learning materials needed, information about teacher and pupil attitudes (punctuality, availability and regularity) as well as the management and the administration of the school are discussed. Then, interventions, strategies and achievable target is set thereby compelling not only the teachers but also the head teachers and other stakeholders to contribute in making decisions to improve the school's performance to promote quality education in the school.

One HoH vividly responded that,

Yes, through SPAM teachers have improved in one way or the other aspects of teacher performance as in work output, lesson delivery and class management, knowledge of subject etc. however, in some schools, pupils' performance in BECE results after SPAM rather becomes worse.

From these, interviewees agreed that SPAM affect teachers' performance in basic schools in the Afigya Kwabre District. The sources of SPAM affecting teachers' performance in school are assessed from school records, observation of teachers, interviewing teachers and pupils as well as information from the head teacher, CS/SISO and some community members. SPAM affects teacher performance by analysing what the teacher does in his work and is doing in order to help him do better by developing

strengths and overcoming weaknesses. The findings support the quantitative data that SPAM affects teacher' performance in basic schools in the Afigya Kwabre District. This finding is in line with Muli (2011) that Teacher Appraisal and SPAM have the capacity to influence the attitudes and behaviours of teachers' performance and equally pupils learning outcomes, and schools to provide framework to which teachers can be measured by providing a learning opportunity to improve professionally in order to meet the needs of all the stakeholders.

QUESTION 3

How are SPAM activities for public basic schools in the Afigya Kwabre District evaluated?

The evaluation of teachers' performance occurs in the classroom as teaching continuous at various times throughout the school academic year. On the evaluation of SPAM activities in basic school;

A Circuit HoH maintained that,

Well, the activities of SPAM are evaluated in the schools. Frankly speaking, head teachers and Circuit Supervisors represent the DDE at the school and circuit levels respectively. Therefore, we have the duty to supervise the teaching and learning activities in the schools. Therefore, head teachers have the responsibility to make sure that instructional time is used judiciously, they observe, supervise and monitor teachers, pupils and all activities in their various schools to promote quality teaching and learning. For example. SPAM was held in my school in 2018 and it has improved on my school's 2019

BECE results. The teachers went extra mile and great results were achieved with support from Old Students and community members.

CS reported that,

.....precisely, SPAM activities are evaluated in short, medium and long terms respectively. Head teachers supervise teachers' teaching and pupils learning in their schools daily. Circuit supervisors visit regularly to monitor progress and all aspect of performance of teachers including their work-output and monitoring the achievements of their pupils. Schools that could not meet the set target in the subsequent year in BECE, PMT etc. another SPAM is conducted at the school level.

Another Circuit HoHs noted that,

.....though head teachers supervise teaching and learning in the school, the visits of officers and Circuit Supervisors also check whether the interventions and strategies or plans identified by stakeholders to achieve new set targets agreed upon at SPAM are adhered to. They also check the interventions in progress and areas teachers have challenges are addressed accordingly. Finally..... in the long term, feedback from pupils' performance in summative assessments such as, end of term examination, BECE results determine the performance of teachers.

The DDE stated that,

.....improvement in learning outcomes of pupils through monitoring, supervising and checking the schools' results of the next or subsequent common examination are used to evaluate SPAM activities.

A HoH responded that,

The evaluation of SPAM activities in the school starts on the day of SPAM. Teachers give reasons for good or poor performance of their classes or subject areas based on test results. Not only teachers are evaluated on SPAM, Organisers, and other stakeholders are also evaluated of their roles and responsibility to play to ensure teachers perform their duties well. in 2018, SPAM was held in my school. In 2019, the BECE results percentage pass was 92.06 as against 55.77% in the 2018 BECE results. This was because teachers, PTA and SMC pulled all efforts to provide the needed resources and implemented the strategies discussed at SPAM.

The discussions suggest that SPAM activities for basic schools in the Afigya Kwabre District are evaluated. The discussions support the quantitative data. It is however, noted that, leadership plays a vital role in SPAM evaluation on teachers' performance as they perform various tasks in basic schools through monitoring and supervision of the head teachers, Circuit Supervisors and other stakeholders in education. These findings are in line with Ahiadeke, Yoder and Fair (2013) that, the evaluation of SPAM and teachers' performance through supervision are information collected during school visits, and sources of information from school records, observation of teachers, interviewing teachers and pupils.

QUESTION 4.

What are the challenges facing the organisation of SPAM in basic schools in Afigya Kwabre district?

Views on factors militating against the organisation of SPAM were reported by interviewees as follows;

The DDE indicated that,

Oh ok. There are challenges in SPAM organisation just like other programmes in the district. The major constrain is lack of funds and logistics in organising SPAM. Funds and logistics are required to be able to organise the programmes successfully.

Similarly, the experienced CS/SISO agreed that

Hmmm, in my several years of experiences in SPAM, the biggest problem in organising SPAM, is lack of funds and logistics. This impede organisation of SPAM yearly in the district. Quite a number of schools are usually selected but due to inadequate funds and logistics, the numbers are reduced and sometimes not all the selected schools even participate. But you see the interesting thing, despite inadequate resources, the district organises SPAM in one or two basic schools in each of the nine (9) circuits in the district whenever the BECE results gets to the district.

One Circuit HoHs maintained that,

Actually, there are sometimes low attendances in some communities. Again, some participants and community members leave the meeting early for their work places or businesses especially if the meeting is boring and time consuming.

Another Circuit HoH, admitted that,

.....though SPAM identifies peculiar problems of the school and provide strategies to improve the performance of the school, some head teachers and teachers feel bad when their school is selected. Sometimes teachers and community members do not feel comfortable when candid expressions are made. You see, teachers, parents and other stakeholders ask questions regarding the low or poor performance of the school. So, parents feel reluctant to bring their children to the school because they (parents) believe that the school is a low performing school, some parents even withdraw their wards.

A Circuit HoHs stated that,

Ah well, when we look at the challenges in organising SPAM, parental involvement cannot be left out. Parents and guardians provide children's basic needs. Thus, food, shelter, school needs. However, some parents and guardians are not able to provide these basic school needs of their children and wards neither do they visit the school to check on the regularity and general performance of the children. Today's parents are too busy to supervise and support their children learning and home works to augment the school's effort to improve teaching and learning which eventually thwart the efforts of teachers and the school.

From the discussions, there are challenges facing the organisation of SPAM in the Afigya Kwabre District. It is observed that inadequate resources: financial and material resources to carry out SPAM was a key challenge. Upon budget constraints, records indicated that the district organises SPAM. It is also noted that the influence of

SPAM on teachers may not be achieved much when stakeholders fail to provide the necessary resources to augment the teachers' efforts to improve upon their work.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study sought to find out the effects of SPAM activities on the performance of teachers in basic schools in the Afigya Kwabre district in the Ashanti Region. The main aim was to investigate the extent to which SPAM programme influence teachers' performance. In addition, the study investigated the needs assessment measures of SPAM programme, the ways of evaluating SPAM activities on teachers as well as finding out the challenges facing the organisation of SPAM activities.

The accessible population was basic school teachers, heads of head teachers and Ghana Education Service personnel in the Afigya Kwabre district in the Ashanti Region. The purposive sampling technique and the census sampling technique were used to select the schools and the teachers in the Afigya Kwabre district in the Ashanti Region for the study.

The mixed method of qualitative and quantitative design was used for the study. Structured questionnaire and semi-structured interview guide were constructed and administered to the teachers to ascertain the influence of SPAM programme on basic school teachers in the Afigya Kwabre district. The data gathered from these two instruments were analysed quantitatively and qualitatively. The purpose of this chapter is to summarise the findings and make conclusion and some recommendations which will improve the organisation of SPAM programmes and basic school teachers' performance in Ghana especially in the Afigya Kwabre district in the Ashanti Region.

5.2 Summary of Findings

1. It was realised that teachers had early notice of SPAM programme (93.2%) about the date, venue and topic to be discussed. However, the challenge was that the needs and interest of teachers are not normally identified prior to SPAM.
2. On ways SPAM activities affect teachers' performance, It was found out that teachers continued to improve on their output of work, provide quality teaching and support pupils learning (96.8%) and depended on the availability of teaching and learning resources, appropriate physical infrastructure, supervision on their work and support from the major stake holders in education.
3. Teachers improved on aspects of teachers' performance such as the work output, lesson delivery, knowledge of subject etc.
4. The evaluation of SPAM activities on teachers by performance appraisal system to improve professional skills was both formative and summative.
5. The greatest challenge militating against the organisation of SPAM in basic schools are funding (94.3%), time on participants to sit throughout the programme (89.4%) and head teachers and their teachers feel bad when their schools are selected for SPAM (88.3%).

5.3 Conclusion

The study focused on influence of SPAM on teachers' performance in public basic school in the Afigya Kwabre district. The following conclusions are drawn from the key findings;

1. due to the impact of SPAM on performance of teachers, organisers of SPAM made sure that teachers attended the programme though the needs and interests of teachers were not assessed, teachers were still interested in SPAM programme organised for them.
2. the fact that SPAM activities influence teachers' performance suggest that teachers' performance depended on the provision and availability of teaching and learning resources, appropriate physical infrastructure and supervision on their work from the various stakeholders of education.
3. due to SPAM activities, teachers were challenged to improve on their ways of teaching and output of pupils' performance through pupils' feedback.
4. since evaluation of SPAM activities on teachers' performance by performance appraisal systems was formative and summative suggests that school records, observation of teachers and interviewing fellow teachers and pupils and reports by supervisors on the performance of teachers were evaluated over a period of time, (weekly, termly and yearly).
5. timely availability of funds, logistics and support from major stakeholders are likely to improve the quality of SPAM organised in the Afigya Kwabre district.

5.4 Recommendations

Based on the findings, the study made the following recommendations:

1. The Afigya Kwabre District Education Directorate should assess the needs and interests of teachers in basic schools prior to SPAM to make teachers more committed in SPAM.

2. The Ghana Education Service through the Afigya Kwabre Education Directorate, the Afigya Kwabre District Assembly and parents should play their respective roles by providing teaching and learning resources, appropriate infrastructure and supervision to enhance effective teaching and learning in basic schools.
3. The Afigya Kwabre District Education Directorate should appraise teachers' performance termly (3 months) to ascertain teachers' level of preparedness of teaching.
4. The Afigya Kwabre Education Directorate and Afigya Kwabre District Assembly should get long term funding sources for the organisation of SPAM in all schools in the District.
5. The Afigya Kwabre District Education should involve opinion leaders such as chiefs and queen mothers, Members of Parliament, District Chief Executive and Assembly men and women in SPAM programmes to enable them be abreast with the challenges facing schools.

5.5 Suggestions for Further Research

This study did not explore certain areas that were equally important. Such areas were left out because of the scope of this study. In view of this, the researcher suggests the following areas for further research:

- a) Utilisation of SPAM activities on the improvement of students' academic performance.

- b) Influence of SPAM activities on the transfer of teachers from one school to the other.
- c) A replica of this study in a different district or region in order to validate its findings.



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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

This survey is meant to collect data for a study titled: ‘Effects of School Performance Appraisal Meeting on teachers’ performance in basic schools in Afigya Kwabre District of Ashanti Region’. This research is purely meant for academic purposes. Any information provided will be treated as confidential. I will therefore count on your support and cooperation to answer the questions.

SECTION A: Demographic characteristics of Respondents

1. Sex : Male () Female ()
2. Place of work.....
3. Indicate your academic qualification
 - a) GEC’O Level/ A’ Level
 - b) SSSCE/WASSCE
 - c) 3 Yr. Cert ‘A’ Post-Secondary
 - d) HND/DBS/DBE
 - e) University first degree
 - f) Others (Specify)
4. Religion: 1.Christianity () 2. Islam () 3. Traditional ()
5. Teaching Experiences:
 - a) Less than 3 years
 - b) 3-6 years
 - c) 7-10 years
 - d) 11-14years
 - e) 15+

6. Rank in G.E.S.....

Please indicate your level of agreement with a statement

(SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree)

SECTION B

Need assessment measures that go into the organisation of SPAM

NO	Need Assessment Measures	SA	A	D	SD
7	Organisers of SPAM identify the educational needs of schools				
8	Educational needs are identified through school performance appraisal				
9	The strengths and weaknesses of performance of schools are identified				
10	B.E.C.E and Performance Monitoring Tests results in a district –wide performance (common and standard exam results)are assessed for SPAM				
11	Peculiar problems that affect the schools are identified				
12	Achievable performance targets are set				
13	Early notice is given before the organisation of SPAM				

SECTION C

Ways SPAM affect teachers’ performance in basic schools

NO	Ways SPAM affect teacher performance	SA	A	D	SD
14	I plan lessons taking into account of various levels of pupils behavioral skills				
15	SPAM challenged me to improve my content delivery and classroom management				
16	SPAM motivated me to improve my teaching methodology				
17	I gave adequate class exercises, marked promptly and ensured pupils correct mistakes in all marked work				
18	SPAM provided me a forum to discuss pupils performance and achievements				
19	I assessed pupils’ performance through their feedback				
20	SPAM helped in my performance appraisal and promotional interviews				

SECTION D

Evaluation of SPAM activities on teachers' performance in basic schools

NO	Evaluation of SPAM activities	SA	A	D	SD
21	SPAM organisers evaluate their activities after the meeting				
22	Evaluation of SPAM activities take the form of discussion and analysis of pupils' output of work				
23	School level SPAM is conducted by the individual school				
24	After SPAM there are follow up visits to schools by stakeholders				
25	School-Based INSET (SBI), Cluster Based INSET (CBI) and Workshops are organized to refresh methodology and content of teaching				
26	School Based Assessment (SBA) of pupils are used to determine my output of work				
27	Performance appraisal system to improve professional skills is evaluated				
28	Organisers monitor and supervise to check whether my pupils are improving and my own performance				
29	The activities of SPAM serve as a basis for incentive for teachers and pupils				

SECTION E

Challenges that face the organisation of SPAM in basic schools

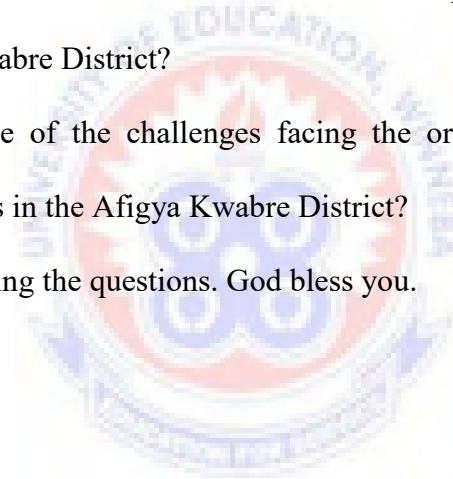
NO	Challenges of SPAM organisation	SA	A	D	SD
30	Lack of participation of parents/guardians				
31	The distance from home to SPAM venue				
32	Lack of funds to cater for logistics and refreshment for participants				
33	Lack of time on participants to sit				
34	Inability of major stakeholders to attend				
35	If there is another programme on the same day for SPAM				
36	Some head teachers and teachers feel bad when their school is selected				

APPENDIX B

INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICE PERSONNEL AND HEADS OF HEAD TEACHERS

1. What needs assessment measures are considered in the organisation of School Performance Appraisal Meeting (SPAM) in basic schools in the Afigya Kwabre District?
2. How has SPAM affected teachers' performance in basic schools in the Afigya Kwabre District?
3. How are SPAM activities evaluated on teachers' performance in basic schools in the Afigya Kwabre District?
4. What are some of the challenges facing the organisation of SPAM for basic school teachers in the Afigya Kwabre District?

Thank you for answering the questions. God bless you.



APPENDIX C

INTRODUCTORY LETTER



UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI
FACULTY OF EDUCATION AND COMMUNICATION SCIENCES
DEPARTMENT OF EDUCATIONAL LEADERSHIP

PO Box 1577, Winneba, Ghana
Tel: +233 30224 4700

uew@uew.edu.gh
Tel: +233 30224 4700

1st April, 2019

LETTER OF INTRODUCTION: CHARITY ABELKPENG

The bearer of this letter, Ms. Charity Abelkpeng, with index number 8171770001 is a graduate student of the University of Education, Winneba. She is collecting data in your institution for the purpose of writing a dissertation as a requirement for the Master of Philosophy programme in Educational Leadership.

I should be grateful if you would help her gain access to your institution. Please, kindly give the necessary assistance that Ms. Charity Abelkpeng requires to collect the data.

Thank you.

Faith Ben-Daniels, PhD
Ag. Head of Department



www.uew.edu.gh

APPENDIX D

RE-APPLICATION FOR PERMISSION TO PRE-TEST MY
QUESTIONNAIRES

GHANA EDUCATION SERVICE

*In case of reply the number
and date of this letter should
be quoted*

Tel: 03720-94643

Our Ref. No: GESS/IN/48/026/VOL.25



Offinso Municipal Office
P.O. Box 18
Offinso

June 26, 2019

CHARITY ABIEKPENG
DISTRICT EDUCATION OFFICE
POST OFFICE BOX 2754
AFIGYA -KWABRE
KODIE

**RE: APPLICATION FOR PERMISSION TO PRE - TEST MY
QUESTIONNAIRES**

With reference to your letter dated 25th June, 2019, on the above subject, I write to inform you that approval is granted for you to administer your questionnaires in Offinso State 'C' Asamankama St. Lucy and Asamankama Nasru -deen

Islamic Junior High Schools from Wednesday 26th June to Friday, 28th June, 2019.

Please note however, that all the necessary measures are put in place to avoid any inconveniences.

Thank you

(Signature)
JOYCE A. ADUAMA
MUNICIPAL DIRECTOR

Cc:
Circuit Supervisor, Offinso 'A' Circuit
Headteacher, Offinso State 'C' JHS
Headteacher, Asamankama St. Lucy JHS
Headteacher, Asamankama Nasru -Deen Islamic JHS

APPENDIX E

RE-APPLICATION TO CONDUCT RESEARCH IN AFIGYA KWABRE SOUTH DISTRICT OF EDUCATION

GHANA EDUCATION SERVICE
AFIGYA KWABRE DISTRICT EDUCATION OFFICE
(KODIE-ASH.)


REPUBLIC OF GHANA

P. O. BOX 2754
SIKANGI - KUMASI
TEL: 03230-95007/95008

6th JULY, 2019
DATE:

CHARITY ABEKPENG
DISTRICT EDUCATION OFFICE
P.O. BOX 2754
AFIGYA KWABRE SOUTH
KODIE - ASHANTI

**RE: APPLICATION TO CONDUCT RESEARCH IN
AFIGYA KWABRE SOUTH DISTRICT OF EDUCATION**

With reference to your letter dated 3rd July, 2019, on the above subject I write to inform you that approval is granted for you to conduct your research in the Directorate.

Please, note however, that all the necessary measures are put in place to avoid any inconveniences.

Thank you.


DORA ASARE (MRS)
DISTRICT DIRECTOR

APPENDIX F

PICTURES





UNIVERSITY OF EDUCATION, WINNEBA

EFFECTS OF SCHOOL PERFORMANCE APPRAISAL MEETING ON TEACHERS'
PERFORMANCE IN BASIC SCHOOLS IN AFIGYA KWABRE DISTRICT OF
ASHANTI REGION



CHARITY ABEIKPENG