

Factors Influencing Effective Teaching and Learning in Selected College of Education in Ghana

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Abstract- This study was concerned with the factors that influence effective teaching and learning at Agogo Presbyterian Teacher Training College. Because the study was limited to one college, all the students and the tutors formed the population which stood at 534 students and 35 tutors. Through the simple random sampling, 30 tutors and 130 students were selected to constitute the sample for the study. Descriptive survey research design was used and questionnaire was the instrument used for data collection. The self-administered questionnaires were pre-tested at Saint Louis Training College in Kumasi with a sample of 60 respondents. The pre-testing helped a lot to confirm the reliability and validity of the instruments. Data collected during the pre-testing and the main data administration stages were analyzed manually and electronically using the SPSS software. Descriptive Statistics like frequency tables and simple percentages were used in data presentation and that preceded the discussion of data collected. The findings that emerged from the study indicated that most of the factors that could influence teaching and learning positively are in place and that teaching and learning in the College is going on normally. In spite of this, there were few dark spots that had to do with the library not fully stocked, and some teaching and learning materials not available in the College. It was accordingly recommended that something should be done about those dark spots to ensure continuous improvement in the academic standards of the College.

Index Terms- Colleges of Education, PTA- Parent Teacher Association, Fcube and TLMs

I. BACKGROUND TO THE STUDY

The realization of the objectives of any organization be it a factory, a school or a church to a larger extent depends on the human aspects of production while capital and land could be described as the material aspect. Economists classify the human aspects of production as being skilled or unskilled. The skilled worker is the one who has undergone some reasonable period of training which is usually undertaken through formal education. The role that education plays in any society cannot therefore be overemphasized. Education is believed to be a vehicle for social and economic transformation. It brings about social progress and economic development. On the social side, education modifies people's beliefs, customs and practices. It reduces poverty,

diseases and ignorance, paving the way for modernity, civilization and good governance (Busia, 1968).

From the economic point of view, writers of economic and education indicate that, there is a high correlation between the investment people and nations make in education and the level of economic development and the standard of living which the people enjoy (Harbison & Myers, 1964). This is because education equips people with ideas, knowledge, attitude, competencies, skills and technical know-how to enable them to contribute to the economic development and the welfare of the society. Haddad, Carnoy, Rinaldi & Regel (1990) has also supported this observation. Empirical studies conducted by Harbison and Myers (1964) indicated that the standard of living of people can be measured in terms of the level of education the people have attained. They further stated that, nations with abundant natural resources but low literacy rate like African and Latin American countries are usually less developed than those with little or no natural resources but have high literacy rate like Denmark and Switzerland. This statement can be supported by the fact that people with high literacy rate can use their skills, knowledge and technical know-how to marshal the resources in the community to their advantage.

According to Conable (1988), it is in the recognition of the key role education plays in national development process that the World Bank and other International Monetary Agencies continue to support educational expansion and improvement in Sub-Saharan African countries. Commenting on education and national development, Conable states that without education, development cannot occur, and that there exists considerable evidence now that, improving the educational status of the poor, women and indigenous people increases economic growth and reduces poverty. London (1996) and Rovosky (2000) supporting the importance of education to the socio-economic development of nations stated that the provision of universal basic and higher education to the developing countries should be given serious attention. This is because education has been observed to lie at the centre of planning and the key to personal and national development. Realizing the immense role of education in national development, nations, both developed and developing, undertake reforms in order to get the best or draw near to the best type of education which could impact positively on the socio-economic growth. Other researchers (Barran, 1995; Fullan, 1982), have observed education to be the main instrument for individual and economic development as well as the major social force for

equalization of opportunity. It is no doubt therefore that the developing countries contract loans to reform their education in order to achieve the above stated goals.

Chumun (1995) noted that many developing countries like Tanzania, Kenya, Sri Lanka, Mauritius and Nigeria to mention but just a few, have undertaken reforms in their education especially in the areas of assessment and school curricula. All these reforms are undertaken in order to make education become relevant to their socio-economic needs. Ghana also being a developing country is no exception in educational innovations. Since 1951, Ghana had made a number of reforms in her education. Some of these reforms are the Accelerated Development Plan (ADP) launched in 1951 and the 1961 Education Act which made education fee-free and compulsory at the basic level. Between 1967 and 1987, a number of educational committees were set up to review education in the country with the view to making education more relevant to the need and aspirations of the people. In the Colleges of Education I for instance, an in-in-out programme was designed and implemented in 2001 to replace the old system in which the students spend the whole 3 years on campus to receive face-to-face tuition from tutors. Simply put, the in-in-out programme is a 3 year programme designed by the Ministry of Education and Ghana Education Service as enshrined in the fCUBE policy document. As the name suggests, the first two years are spent on the college campuses while the third year is spent outside the college campus.

During the first two years in college, teacher trainees are taught using the conventional face-to-face methods. In the third year, however, teacher trainees undergo one year internship in schools of attachment where they practice how to teach but continue their studies based on distance learning methodology. It is worthy, however to note; the "out" component of the "in-in-out" programme is designed to replace the previous 12 week practical teaching which was found inadequate to teacher trainees to acquire the required skills for teaching in our schools.

The rationale of the programme is to produce qualified and effective teachers for basic schools through competency based training. In view of this, emphasis is on integrating content with methodology leading to the development of practical teaching skills. Therefore, during the period of the out programme which lasts for a whole academic year, teacher trainee will have on the job training through practical teaching. However, in considering learning and how to improve student learning, one needs to understand the ways in which an individual learns. It is widely accepted that while it is possible to identify common constituent element the learning process varies at an individual level. Students will develop a way or style of learning and refine that style in response to three groups of factors which are unconscious personal intervention by the individuals themselves and interventions by some other external agents. The term learning style only began to appear in the learning life-nature in the 1970s. One of the reasons put forward for the emergence of the term is that learning style has a practical application, particularly in education and training. Barcan (1995) suggested that it appeared as a replacement term for cognitive style and cognitive style is only part of an individual's learning style. The term learning style indicates an interest in the totality of the processes undertaken during learning.

It is possible to attempt to create what is viewed as an appropriate environment for learning through the design of a

course structure. In practice however, this theoretical ideal may become subsumed beneath a learning environment which subsequently develops during the course of a programme, as a result of the composition of a particular group of students. Each group of students will produce a unique pattern of circumstance, values, learning styles, pressures and opinions that will interact in complex ways to generate a new and unique learning climate (Hammond & Collins, 1991). The role of a tutor or lecturer in this situation is not to overcome this climate in favour of their own ideal-type environment but to adapt the programme to meet the needs of that particular group. A vivid educational structure that is imposed on an individual may satisfy the course requirements but it may act as a development block for people whose learning attribute do not match that structure. The achievement of greater self-direction requires the development of a co-operation learning environment which the learner perceives as being democratic, flexible, challenging and most importantly non-threatening. This will require that the tutor or the lecturer breaks down barriers to learning and self-direction that may be present. This covers those barriers created by the student during the course which are wrong choice of learning approach, poor motivation, and lack of confidence, poor learning skills and bad learning experience. These negative tendencies should be done away with and replaced with good attitude and skills of learning.

It is also important that their process of breaking down barriers not perceived by students and lecturers as one-off activity. The learning environment is dynamic in nature and new barriers to effective learning may subsequently develop during the running of a programme. In the initial stages of a programme, the lecturer or tutor will need to ensure the existence of an appropriate control structure, as students undergo the transition from being other-directed in their learning by external influences, to being self-directed. This transition is achieved by providing a scaffold structure that allows students to progressively take control of their learning, but that also offers sufficient guidance and direction in the early stages to prevent individuals from becoming lost. This structure revolves around providing clearly communicated and understood aims and objectives for the students at regular intervals. These aims and objectives should also be accomplished in the beginning with evaluation exercises to ensure that individuals are progressing to identify at the earliest opportunity, current and potential problems.

In conclusion, it is gratifying to note that in order for learning to be effective in achieving desired outcomes, educators need to have an awareness and understanding of individuals' learning styles. Although, it is possible to identify the learning styles of individuals, it is questionable whether such an approach is valid. Higher education teaching should seek to move beyond the enhancement of performance within a narrow spectrum of activities and consider the development of foundation skills such as self-directed learning.

II. STATEMENT OF THE PROBLEM

The ultimate aim of every educational institution is to improve the quality of teaching and learning in order to achieve its set objectives. The quality of teaching and the worth of every school or college to a large extent are assessed on the basis of its academic achievement. Unfortunately, a critical look at the Agogo

Presbyterian Teacher Training College (APTTC) A-3 year Post Secondary Certificate examination results for the past three years reveals downward trend in academic performance. The assertion is that this abysmal academic performance is basically due to lack of effective teaching and learning. Even though this is considered to be a serious problem, it appears not much have been done by way of scientific research to ascertain the quality of teaching and learning in the college and what factors influence effective teaching and learning. It is therefore the desire of the researcher to carry out this research to find out the factors which influence effective teaching and learning at the APTTC. This will go a long way to help the college and its authority to put the necessary logistics in place to enhance academic excellence in the college.

III. PURPOSE OF THE STUDY

The study was aimed at finding out the existing factors that affect the effective teaching and learning at the Agogo Presbyterian Teachers Training College, Among other things, the study sought to find out tutor's qualification and how its effectiveness influences the academic performance of the students. The study also sought to find out how supervision in the college affects students' output. Other things the study focused on were the ways by which the college library affect students' performance; the extent to which teaching and learning materials affect the students learning ability; how discipline influence students' learning outcomes; and how students' entry grades affect their performance.

1. To what extent does the college library affect students' performance?
2. To what extent do Teaching Learning Materials affect students learning ability?
3. Do curriculum and instructional materials have any influences on teaching and learning in the college?

IV. SIGNIFICANCE OF THE STUDY

Among other things, the study would provide a guide to Principals in the recruitment of qualified and competent tutors to teach in their colleges. Also, the study would provide insight into the problems associated with academic work and how to find solutions to them. Furthermore, the study would serve as a guide to policy makers and stakeholders in education to take pragmatic steps to remedy some of the problems identified in the study. The study will also be of immense help to both staff members and students to improve upon all spheres of academic endeavour.

V. EFFECTIVE SUPERVISION

The head of the institution has supervisory roles. Longman Dictionary of Contemporary English (2008) defines supervision as the "act of being in charge of a group of workers or students and be responsible for making sure that they do their work properly" (p.467). Stoner, Freeman and Gilbert (1995) on their part defined supervision as that phase of the school administration that deals primarily with the achievement of the appropriate selected instructional expectation of the educational service. Asiedu-Akrofi (1978) gave the role, of the head of the college. As a

supervisor the head is to work co-operatively with the teachers under him to create favourable circumstances for learning in the school. Kraft (1994) then asserted that "effective supervision is a key factor in goal achievement" (p.6). To supervise is to rigorously find out that parts of a system are working according to plan. It is to ensure that every resource: man, money, material and time are utilized to the benefit of the department. Again, Asiedu-Akrofi (1978) said that a supervisor performs the following tasks:

- i) He looks for teachers' hidden talents and encourages them to build on them.
- ii) He establishes good rapport between himself and his subordinates.
- iii) He provides leadership for the teachers.

Additionally, Neagley and Evans (1970) asserted that a supervisor has seven main tasks to perform and they are as follows: Developing for instruction, Staffing, Organizing for instruction, providing facilities, providing materials, Inducting new staff members and Arranging for in-service education. Mankoe (2002) on the other hand sees the supervisor as one who determines work procedures, issues oral and written orders and instructions, assign duties to workers, examine work quality, maintain harmony amongst workers and adjust errors and deals with complaints. It can be seen from the foregoing that the head of an organization plays a number of supervisory roles as indicated above. The Principal of Agogo Presbyterian Teacher Training College however sees to it that, the above duties which come under the umbrella of supervision are performed creditably for the achievement of the college. She does not relent in her effort in the execution of her duties. The teachers are intrinsically and extrinsically motivated by the Principal, which go a long way to boost the morale of the teachers to work diligently. -

The most important purpose of the school head is to ensure that, teaching and learning take place in an institution effectively. This begins with the Curriculum Research and Development Division of the Ghana Education Service (G.E.S.). The syllabuses of the various subjects such as English, Mathematics and Integrated Science are also prepared and supplied by the G.E.S. and Ministry of Education. The head (principal) makes sure she obtains copies of syllabuses from the appropriate source and makes them available to subject teachers for use. This leads to the instructional supervision of the head. He/She makes sure that the necessary materials like time table, notebooks, syllabuses, textbooks are supplied to teachers to enable them prepare their scheme of work, lesson notes for effective delivery of lesson. Scheme of work and lesson notes must be vetted by the vice principal, which is responsible for that duty. In the secondary schools, the head cannot do this alone so he/she should delegate to the assistant headmaster (academic) and heads of departments. To ensure that the teachers and heads of departments do their work effectively, the head periodically call for some of the books and vet them by him or her.

The head also make random vetting of exercise book to ensure that teachers are setting exercises and marking them. One thing worthy to be mentioned is that, the principal of the college under discussion occasionally goes around to see to teaching and learning session is going on in the classrooms. This affords him/her the opportunity to observe how her teachers conduct their lesson and thus be in a better position to offer suggestion when

necessary and advise them on best methodology to employ especially by the newly trained teachers. This however, helps the head (the principal) to learn at first hand the materials needed for effective teaching and learning. In performing her supervisory role, the Principal avoids antagonistic stand between her and the teachers because such situation does not promote healthy atmosphere for effective teaching and learning. Supervision should be done as a joint effort to achieve a common objective. The instructional supervision of the head would not be complete until the records of students' performance have reached their parents and guardians. To this end, the principal ensures that tests and examinations are conducted and duly marked by teachers. The marks are entered on the report forms and duly signed by subject teachers concerned. In addition to this, the reports are signed by form masters/mistresses, housemaster or mistress on the conduct of the student and finally by the principal or vice principal. It is important to note that the teachers take their time to prepare the reports of the students since they (reports) serve as means of communication between the school and parents so that the parents or the public can assess the school.

The head is also in charge of the financial administration in the school. He is assisted by the accountant and his subordinate. The head is however liable for any lapse and therefore ensure that the accountant and his subordinates do the right thing. For example, school fees collected are paid into the school's bank accounts and also ensure that the bank pay-in slips covering those deposits are intact and in good order. The principal, moreover, requests for bank statements periodically and reconciles these statements with the figures in the school's books. All these duties help the principal to run the college efficiently, more especially in areas of feeding of students and other purchases at the college, for if the students are not well fed, they will not have the energy to learn.

VI. STUDENTS' PATRONAGE OF THE LIBRARY

From the Oxford Advanced Learners Dictionary (2008), library is a building in which collection of books, tapes, newspapers e are kept for people to read, study or borrow. In other words, library is a place where books and other academic materials are stocked for effective use by students and the public. In any school environment, library plays important role as far as the academic work of the students is concerned. It is therefore imperative to stock a library with modern books which have bearing with the programmes students are reading or studying. In this wise, the success of students to some extent depend on the school or college library whether the books are obsolete or modern. This however calls for periodic re-stock of its library with the current books in order to keep the students abreast with time. Like any institution, Agogo Presby Training College also has a library where the students learn and seek for further information beside their classroom work. Teachers normally refer students to the library to search for materials on assignment, project work or group work. This usually inculcates into the students the habit of using the library judiciously to augment their classroom work. Therefore the principal ensures that enough books are available at the library to help students in their studies. Hence, books which are supplied by the government or non-governmental organization like World Vision International are not unduly kept at the store

room. Rather, they are released to the library for their effective use by the students. The role library plays in schools cannot be over-emphasized. In the light of this, many heads of schools have not only been toiling to get good library services in their schools and colleges but have also been making every effort to get their students to make full use of the library services. Lockheed (1991) stated that patronage is a regular business given to a store, hotel and theatre and other places. Barcan (1995) and Crowther (1995) supporting this statement said that patronage is a support that a person gives to a shop, store, restaurant and other places by spending money there.

From the two defined key words, it could be stated that, a library could either be patronized or not, by its customers including students. The important question asked is what role does the library play in the student's academic work? On the importance of library, Tarker (1979) noted that there is the need for students to continue to read and study to become lifelong learners. Hence, there is the need for the provision of an efficient and well stocked library. Barcan (1995) supporting this view stated that, the importance of libraries dates back from the earliest times when libraries were built in Alexandria, Athens and Rome for public use. Amoako (1996) noted that the scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction. Library is therefore the means provided to meet and stimulate the interest, appreciation and curiosities of the youth. The 1987 Education Reform brought with it the opening of community libraries of the district centres and some selected towns in the country, Sekyere (2002) noted the following as some of the benefits of the community libraries.

- (a) Making available and accessible reading and reference materials for vocational and academic work of pupils and students.
- (b) Providing materials, for reading to serve as recreation for idle pupils and students.
- (c) Encouraging children to cultivate reading habit in order to increase their vocabulary.

Amoako (1996) stated that a school without a library is like a house without a roof. However, a library may be provided but the students may not patronize it. The low patronage of the library by students may be due to a number of reasons among which are:

- (1) Lack of library inputs like furniture and lighting system
- (2) The library not being spacious
- (3) Insufficient and outmoded books
- (4) Lack of culture of learning from the library.

Students could be made to patronize the library if the above stated problems are addressed. To this end, the college must be provided with attractive library building which must be well stocked with programme related books and other relevant reading materials. Some students don't have the habit of going to the library to read or make research on their own. Instead they use some of their time to gossip and do other things which are not beneficial. In such circumstances, guidance and counselling officers and school authorities need to monitor their students' use of the library. Again, students could be made to patronize the library better if the colleges prepared time tables permit the students to visit the library. Moreover, qualified librarians could

be employed who could teach students how to make efficient and effective use of the library. Prizes donated by PTAs and Board of Governors could be given to motivate others to do the same in order to enhance their academic work.

In addition to the above, students' low patronage of the library could be notified through the Power of Communication. Keating (2001) stated that, the communicator who is the head of college or school could highlight the importance of library to the students. For such a message to be persuasive, the principal could give sufficient information and education to the students at the time when they are ready for them. Allemna (1992) also pointed out that orientation on the use of school or college library for fresh students should be given when they come to the school or college. This occasion offers the students the opportunity to know their bearing in order to acquaint themselves with the college environment. It would also whip their motivation as far as the use of a library is concerned.

Teachers should refer students regularly to a library to do research on academic work. Sometimes teachers can cite specific books for students to read from. This strategy would work effectively to motivate students to patronize the college library. Moreover, the teachers should serve as role models for the students to emulate. In conclusion, all the above measures work together to spur the students on, to patronize the school library for excellent academic work.

VII. TEACHING AND LEARNING MATERIALS

Teaching/learning materials are resources used by a teacher to enhance effective teaching and learning. Calhoun (1994) contributing to factors that influence effective teaching and learning stated that students usually perform better when they have books or study aids to help them in their learning. Sekyere (2002) stated that, teaching materials are the materials the teacher used to make students easily understand the lesson taught. Tamakloe et al (1996) also stated that teaching resources involve the materials the teacher prepares and uses to make learning easier. Similarly, the teaching/learning materials are those which the student prepare and use to make learning easier than it would have been without them. To this end, teaching/learning materials are materials which facilitate learning, understanding or acquisition of knowledge, concepts, principles or skills by the students. The main purpose for the use of any teaching/learning materials is to make teaching and learning more meaningful. By using teaching/learning materials, the teacher attempts to excite as many sense areas in children, as much as possible to bring them into complete involvement in the learning situation so that their senses will be brought to bear on the topic being treated.

A multiple approach, through learning, seeing, touching, smelling, and testing make for more complete understanding of the lesson. The reason therefore, for using teaching/learning materials among other things is to help students and pupils to focus attention on the lesson thereby captivating their interest. We should note that the teachers who rely solely on abstract teaching find that their students are frequently unable to relate effectively to the new learning situation in any well-founded basic experience. Examples of teaching and learning materials used by teachers are sketches and pictures, television, video tapes, cassette player just to mention a few. In Religious and Moral Education for instance,

we realize that the background experience of the pupils/students are so varied that the new learning does not result in a clear concept common to all but rather emerges in as many shades of meaning as there are children/students. However, in teaching children at the basic level, it is acknowledged that, children already belong to one or the other of the three main religions other than his/her own call for the use of maybe a picture, drawing, sketches, artefacts and so on. These can assist immeasurably not only on focusing attention on the new religion but also help to provide sufficient grounds for pupils to carry on to further reading and discussion of the religious practices or teachings.

Farrant (1984) interestingly, stated that teachers are the only audiovisual aids that appear in every lesson and they are memorable because they are frequently associated with some emotional experience. Apart from the drawings, sketches and pictures, we have the audio-visual materials that serve as teaching and learning materials in lesson presentation in various subjects. These include television and video tapes. Much of the vital information needed for effective teaching which is out of reach because of distance and unavailability can be managed on the classroom through any of the above mentioned materials. For example, in dealing with a topic like the "Hajj" in Islam in Religious and Moral Education, a film or documentary captured at the celebration of the Haj in Mecca can be shown to students or pupils in order to give them a real picture of the celebration. Similarly, films on crusade, group meeting, synod, etc. of Christian churches can also be used. Blake (1981) elaborating on the importance of material resources, stated that, if the number of pupils/students in the homes increase without corresponding increase of resources in the schools the quality of learning in the school will be lowered. This could easily be applied to a nation like Ghana whose population is increasing especially those in schools and colleges.

Queen (2002) reported of the spectacular academic achievement of Kanga Primary School in Ghana which hitherto, took the last position in the district common examinations. The achievement became possible because of the interventions including facilities that were provided to the school by USAID. Inferred from this fact is that, if the necessary teaching/learning materials are provided to schools, performance of students could improve all things being equal. Nowadays, for teachers to be very effective, the use of modern teaching/learning materials like computers, radio, television and access to the internet is very necessary. In Ghana, only a few schools have the facilities. Again, an insignificant number of teachers are trained to handle those communication media. It is therefore worthwhile that ICT facilities should be provided at our schools to enhance effective teaching and learning.

One importance of the use of internet is that, it makes it easy for students to access for information which cannot be found within one's environment. As the world has become a global village, the importance of internet cannot be overemphasized. Moreover, it makes it possible for students to interact easily with people abroad on issues relating to their academic work and other issues. All said and done, it is important that the authorities concern should endeavour to devote enough fund for the procurement of teaching and learning materials to enhance effective teaching/learning in our schools and colleges.

VIII. CURRICULUM MATERIALS

In Ghana, the G.E.S. has a division called the Curriculum Research and Development Division (C.R.D.D.) which deals with curriculum materials for academic work in our schools and colleges. The division's task, among others is the development and production of curriculum materials. For a whole division to be created for the production and distribution of the curriculum materials is an evidence of the important role these materials play in the academic work of students. Examples of these materials are textbooks, syllabuses, teacher's manual or guide for various subjects. Availability of curriculum materials in schools is very important in the sense that, they make it possible for a teacher to know what to teach in each term or semester and for the whole year. For instance, the syllabus specifies for the teacher to know the units to handle for a particular topic and the processes he/she need to go through. Similarly, the textbooks also unfold to the teacher and the students/pupils the subject matter to be treated. This however gives the opportunity to the learner or the teacher to read ahead and prepare adequately for the lesson (Madeus & Stufflebeam, 1989).

Curriculum has been defined in many ways and depending on the perspective of the individuals. Curriculum can be defined in terms of curriculum and produce what may be termed a comprehensive definition, Corwin (1981) defined curriculum as a logically connected set of conceptually and pedagogically analyzed knowledge and value claims. In the above definition, curriculum development is seen as a process of planning, execution and dissemination of new and structured set of learning experiences in order to bring about some changes in a learner. It is an activity which involves many people working for a long time even outside teaching, learning and school administration (Schon, 1983). Basically, the different parts of curriculum development that are called into play in the relationship are the curriculum elements of objectives, content, method and evaluation. Another definition of curriculum development model can thus be stated as a convenient method of showing the relationship amongst the curriculum elements in the curriculum development process (Tanner & Tanner, 1980).

Designing a curriculum is one of the most important but the most complex tasks in any nation's educational system. Success in this undertaking predicts success in the attainment of the nation's overall aims and objectives. This is because all development hinges on the quality of its educational system which in turn is largely determined by the quality of curriculum at all levels of the educational systems (Tanner & Tanner, 1980).

A curriculum may be designed at the national, regional or school levels depending on the scope of the concept of curriculum. For example, the curriculum for the Junior and Senior Secondary Schools were prepared at the national level by the Curriculum Research and Development Division while that of the Teacher Training College level was designed by the Teacher Education Division of the Ghana Education Service (G.E.S.) with the assistance from the C. R. D. D. As teachers translate the prescription of the curriculum document into the functioning curriculum through daily lesson planning, teaching and evaluation of learning outcomes, they are in fact, grappling with curriculum designing at the micro curriculum level. Tyler as cited in Madeus and Stufflebeam (1989) came out with the process of curriculum

planning, when he advanced four major questions which represent the steps in planning the curriculum. The questions are as follows:

1. What educational purposes should the school seek to achieve?
2. What educational experiences should be effectively organized?
3. How can these educational experiences be organized effectively?
4. How can we determine whether these purposes are being attained?

The answers to these four questions imply the following steps:

- Those curriculum objectives should be determined.
- That the learning experiences should be selected.
- That the content of the curriculum should be selected.
- That the content should be evaluated.

Most curriculum workers argue that curriculum objectives may be derived through studies of the society and the learner as well as the subject specialist. In studying the society, the purpose is to undertake an investigation to determine the needs and problems of the society which can be solved through the provision of relevant educational experiences. Studies are also conducted into the values and ideals of the society which ought to be transmitted to future generations. The results of such studies identify tentative objectives (Tyler as in Madeus & Stufflebeam, 1989). The next source of objectives is a study of the learners for the purpose of determining their needs and interests which may constitute educational objectives. In doing so, the learners' physical, social, intellectual and psychological needs are explored and in each case, tentative objectives are identified. Then the learners' interests are studied to find out these areas of interest that may constitute learning objectives. All these possible objectives derived from the studies of the learners are identified. Subject specialists are also interviewed in order to assist the curriculum worker to generate possible objectives which the school would pursue (Nacino-Brown, Oke & Brown, (1990).

The next step after identifying tentative objectives through the three sources mentioned above is to select or screen the objectives using ideas of the philosophy and psychology. Thus, certain philosophical considerations are employed in determining appropriate objectives from the list of tentative ones. In so doing, the curriculum worker guarantees that the statement of objectives does not contradict the values of the school, the school's community and the nation. He ensures that it is the role of the school and not of any other agency, to ensure for the attainment of the objectives (Nacino-Brown, Oke & Brown, 1990). In selecting objectives using ideas of psychology, the curriculum worker seeks answers to questions pertaining to the feasibility of the objectives, their appropriateness for the age of learners outside the school, their attainability within the time limit that is psychologically possible, and so on. The students are supplied with the available textbooks and other materials which are needed for their academic work. However, some students also make use of pamphlets prepared by tutors of training colleges in various disciplines which go a long way to help them (Nacino-Brown, Oke & Brown, 1990). In conclusion, all the above factors discussed are very paramount in the area of education. For any academic institution to make significant strides, then emphasis should be given to the factors so

that achievement would be realized in the school. To this end, the factors need not to be treated in isolation if we want improvement in the educational sector.

IX. RESEARCH DESIGN

The researcher adopted the descriptive survey approach. Gay (1987) sees descriptive survey approach as a process of collecting data in order to test hypothesis or to answer questions concerning the status of the subject of the study. Such a study reports the way things are. Taking the purpose of the study into consideration, the descriptive survey was found to be the most obvious and appropriate design that would lead to the drawing of meaningful conclusions from the study. The design was utilized to find out the views of the Principal, the Vice Principals, tutors and students about the factors which influence effective teaching and learning at the Agogo Presbyterian Teacher Training College in the Ashanti Region.

Population

There were two categories of target population. These comprised students and tutors. The college has a total student population of 534 comprising 180 level 100 students, 238 level 200 students and 116 level 300 students; and a total tutor population of 35 including the College Principal and his two Vice Principals.

Sample and Sampling Techniques

The sample size for the study stood at 160, which was made up of 130 students and 30 tutors. Student respondents were put in strata of levels 100, 200 and 300. Consequently, 40 respondents each was selected from levels 100 and 300; whilst 50 respondents were taken from level 200. This was done based on the strength of students. Level 200 had the highest number of students hence the researcher decided to choose a bigger portion of the students' sample from there. With sampling methods that were used in selecting the actual sample, the simple random sampling technique was used in all cases. Specifically, the lottery method was adopted and used. What was actually done was that in all the cases the names of students or tutors were written on pieces of papers and placed in a bowl, after which the process commenced. In each case, the assistance of someone was sought in the selection process. The names which had been placed in a bowl were mixed and held above the head for one to be picked and recorded. Before the next person picked, the papers were shuffled to ensure that every one had the chance of being picked and the process continued till the required number of respondents was picked.

Research Instruments

Two questionnaires were the instruments used for the study. They were the students' and the tutors' questionnaires. Both questionnaires had 34 items with six sections to correspond with the research questions. However, the tutor questionnaire had four items that was used to collect biographical data on the tutor. All the items in the questionnaires were close-ended ones with most statements demanding agreement or disagreement.

Pre-Testing of Instruments

The instruments were pre-tested at Saint Louis College of Education with a sample of 60 respondents. The researcher went to the school and introduced himself to the Principal as per his Student's ID Card. The method for selecting respondents in the main data administration was also used in this instant. Two weeks was used in the data collection and all respondents completed and returned the questionnaires. Data collected were edited and analyzed electronically and manually. The electronic analysis was done using the Statistical Package for the Social Sciences (SPSS). The purpose for the pre-testing of the instruments was to check for reliability and validity. Also, the process enabled the researcher to check for consistency of responses from respondents. Eventually, after the analysis it was realized that the instruments could give the required responses to questions posed.

Main Administration of the Instruments

With a letter of introduction from the Institute of Educational Planning and Administration, University of Cape Coast, permission was sought from the principal of the Agogo Presbyterian College of Education to administer the questionnaires. The questionnaires were administered personally to the respondents. To ensure that none of the questionnaire got missing or was not filled by the respondents, the researcher contacted some of the colleague teachers in the college to help in administering tutor. All the items in the questionnaires were close-ended ones with most statements demanding agreement or disagreement.

Pre-Testing of Instruments

The instruments were pre-tested at Saint Louis Teacher Training College with a sample of 60 respondents. The researcher went to the school and introduced himself to the Principal as per his Student's ID Card. The method for selecting respondents in the main data administration was also used in this instant. Two weeks was used in the data collection and all respondents completed and returned the questionnaires. Data collected were edited and analyzed electronically and manually. The electronic analysis was done using the Statistical Package for the Social Sciences (SPSS). The purpose for the pre-testing of the instruments was to check for reliability and validity. Also, the process enabled the researcher to check for consistency of responses from respondents. Eventually, after the analysis it was realized that the instruments could give the required responses to questions posed.

Main Administration of the Instruments

With a letter of introduction from the Institute of Educational Planning and Administration, University of Cape Coast, permission was sought from the principal of the Agogo Presbyterian Teacher Training College to administer the questionnaires. The questionnaires were administered personally to the respondents. To ensure that none of the questionnaire got missing or was not filled by the respondents, the researcher contacted some of the colleague teachers in the college to help in administering them. As a tutor of the college, the researcher did not envisage there would be any problem in the administration of the questionnaires. Before the questionnaires were given out the researcher met the teacher and student respondents separately to indicate his rationale for the data collection and the need to be objective in the responses. In view of the rapport that the

researcher developed, most of the respondents did not delay in responding and returning the questionnaire to the 'pigeon hole' of the researcher. In fact some teacher respondents completed and returned the questionnaire the same day and the others spent not more than four days for that exercise. In the same way, a couple student respondents completed theirs the same day and others later on. Really, the respondents were very co-operative in the whole exercise and in view of that, the researcher did not face much difficulty in administering of the questionnaires. In the end, all the questionnaires were retrieved given a 100% return rate.

Data Analysis procedure

Data collected with the two questionnaires were first analyzed manually. This was done because all the responses came from close-ended items and that needed just grouping and coding. The coding, took the form of given numerical values to each response, this facilitated the electronic analysis. With the electronic analysis, the Statistical Package for the Social Science version 12.0 was used. This analytical software has two steps to complete before tables and other descriptive statistics can be derived. Consequently, the coded data was keyed into the variable view and then the data view to complete the process. In the, a leaf was taken from the assertion of Ary, Jacobs and Razavieh (1985) that "descriptive surveys do not typically require the use of complex statistical analysis" (p.67). In this manner, simple frequencies and percentages were used in the presentation of the information that was derived from the data analysis.

Biographical Information of Respondents

The study revealed that out of a total of thirty teachers who took part in the study, 23 (76.7%) of them were males as against 3 (23.3%) who were females. The results show that generally there are more male teachers in the college even though the college is a female institution and such situations normally bring about supervision problems. In addition to this, the study revealed that out of the thirty teachers who took part in the study, 18 (60%) of them were between the ages of 21-30 years, which means the majority of them still have at least 30 years of active service in the teaching profession and this calls for measures in helping them to improve themselves. The quality of education relies mostly on the quality of the teaching staff. Of the thirty teachers who participated in the study it was clear that 22 (73.3%) of them hold

a bachelor's degree which is the minimum qualification for teaching in the training colleges in Ghana. In addition to this, 8 (26.7%) of the teachers have a postgraduate qualification which can be considered as great asset to the college since it is generally believed that all other things being equal the higher the qualifications of teachers the more resourceful they are and this can go a long way to improve on the quality of teaching and learning.

The last thing to be dealt with under the biographical information of teacher respondents was the length of time each of them have spent teaching in the school. Majority, 24 (80%), of respondents indicated they have been teaching in the school between 1 — 10 years; whilst the remaining 6 (20%) have taught for more than 10 years. The six who have taught for more than ten years have deeper knowledge in the school and their contribution to the study is highly appreciated. In addition to the teacher respondents, a total of 130 students who are females responded to the questionnaires.

Main Data Presentation

The results in this section are presented according to the research questions that were used to guide the study. All items that answered a particular research question were analyzed together and that the results are presented as such. In order words, the views of teachers and students are consolidated.

The Role of the School Library in the Teaching and Learning Process

Research Question Four dealt with the role the College's Library plays in the teaching and learning processes and the effects this role has on the academic achievement of students in particular. Table 4 presents the responses given by respondents.

To start with, Table 4 shows that the majority (93.1 %) of respondents agreed to the suggestion that the College has a modern library. In spite of the fact that a respectable majority has agreed to the modern nature of the library, the minority view cannot be discarded outright in that the library may lack certain basic amenities like internet facilities or certain journals may not be available to warrant the, title modern. However, this researcher wants to believe that the library has the basic facilities that qualify it as modern library for a College of Education of the calibre of Agogo Presbyterian Teacher Training College.

Table 1
Respondents Responses on the Role Library Plays in the Teaching and Learning Process of the College

Statements	SA	A	D	SD
The College has a modern library	83(51.8)	66(41.3)	4(2.5)	7(4.4)
The library is well stocked with the relevant textbooks	27(16.9)	67(41.9)	39(24.3)	27(16.9)
Students patronize the library frequently	74(46.3)	67(41.9)	19(11.8)	-

Tutors regularly refer students to the library to make reference	80(50)	53(33.1)	16(10.0)	11(6.9)
Students are permitted to borrow books from the library	76(47.5)	64(40.0)	20(12.5)	

Key: SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree

Source: Field Study, 2020

In order to double check on the modern nature of the library, respondents were asked to express their views on whether the library was well stocked with relevant textbooks and the responses did not exactly confirm the earlier. In this instant, Table 1 shows that 58.8% of respondents agreed that the library was well stocked with relevant textbooks and 41.2% disagreed. May be the buildings are fresh and has internet facilities which can afford students the opportunity to access information on line, hence the modern classification. Talking about the use of the library, Table 4 indicates that 83.1% agreed that tutors regularly refer students to the library to make reference to complete an assignment given. It is normal for teachers in the tertiary institution to refer students to the library to make research as independent learning. Allemna (1992) in emphasizing this point clearer urged teachers to regularly refer students to the library to do research on academic work and by so doing they can cite specific books or journals for that purpose.

Closely related to asking students to visit the library for referencing purpose is the borrowing of books from there. Table 4 shows that a sizeable majority (87.5%) of respondents agreed that students are permitted to borrow books from the library. It is a normal practice that books can be borrowed from the library and sent home (to the hall) to read during leisure times. In spite of this

provision, 12.5% of respondents disagreed that students are allowed to borrow books. May be this is so because not all books in the library are allowed to go out rather they are there for general referencing and that should not be construed that students are not allowed to borrow books. The role libraries play in any educational process is enormous and that cannot be dealt with in such a limited scope of time. However the items dealt with point to normal situation in so far as library of the College is concerned.

The Usage of Teaching and Learning Materials

Research Question two of the study was concerned with using Teaching and Learning Materials (TLMs) in the training of teachers in a College of Education. Three issues were picked for consideration and the results are presented in Table 5. It is a truism that the nature and quality of teaching and learning materials available to teachers and students do have immense impact on the teaching and learning processes, which in turn have significant effect on academic performance of the learners. Though, it is believed that the quality of the teaching staff has immense impact on the quality of the teaching and learning process which takes place in the school but the availability of teaching and learning materials also plays an important role in the teaching learning processes.

Table 2. Respondents Responses on the Usage of Teaching and Learning Materials in the College

Statements	SA	A	D	SD
Tutors make use of maps and charts during lessons	23(14.4)	57(.35.6)	63(39.4)	17(10.6)
Tutors use drawings, sketches and pictures during lessons	68(42.5)	70(43.7)	14(8.8)	8(5.0)
Tutors use audio-visuals materials during lessons	-	-	91(56.9)	69(43.1)

Key: SA — Strongly Agree A — Agree D — Disagree SD — Strongly Disagree

Sources: Field Study, 2020

Firstly, Table 2 shows a deadlock situation where 50% of respondents each agreed or disagreed with the proposition that tutors make use of maps and charts during lessons. Maps and charts are part of the TLMs and if some teachers do not use maps or charts, it could be that the subjects they teach do not require the use of such TLMs. On the other hand if it is useful then their non-usage particularly in a College of Education is unacceptable because teachers are being trained to use certain things for which they should see the relevance from the source. In contrast to the issue above, Table 5 indicates that 86.2% agreed that tutors use drawings, sketches and pictures during lessons. This is appropriate

in so far as teaching and learning is concerned. Looking at the importance of the TLMs, one cannot imagine tutors in a training college not using any. Tamakloe, Amedahe and Atta (1996) pointed out that TLMs help to facilitate learning, understanding or the acquisition of knowledge, concepts, principles or skills by students. Furthermore, the use of a set of TLMs enhances the teaching learning process.

Lastly, Table 5 shows that all respondents disagreed that tutors use audio-visual materials during lessons. On the surface this may seem serious if all respondents (including tutors) claim that audio-visual materials are not used as part of the TLMs in the college. Audio-visual materials are made up of television sets and

video tapes. May be the school does not have the means to procure them and in their place sketches and drawing are used.

The Influence of Curriculum and Instructional Materials on Students' Performance. Research Question three sought to find out the influence curriculum and instructional materials have on teaching and learning in the school. Table 6 presents the responses as given by respondents. From Table 6 it can be seen that 85% of respondents agreed that the College has the approved syllabus for every course that is run in the school. In fact, it has been emphasised several times that a teacher training college should

exhibit all that the teaching profession is supposed to have. In effect if it so happens that a college like the one under study does not have syllabus for courses it runs, then it will not qualify to be a teacher training college as such. Notwithstanding the fact that majority (85%) of respondents agreed with the statement being considered, few (15%) disagreed that the school has syllabi for all courses. It may be that these respondents have not seen the syllabi or they have not been shown to them and they the respondents are making objective assessment of the situation.

Table 3
Respondents' Responses on Curriculum and Instructional Materials

Statements	SA	A	D	SD
The college has the approved syllabus for every course on offer	52(32.5)	84(52.5)	4(2.5)	20(12.5)
There are the relevant textbooks and pamphlets on the courses taught.	74(46.2)	52(32.5)	24(15.0)	10(6.3)
There are teachers' manuals for the various subjects	48(30.0)	96(60.0)	16(10.0)	-
Constant changes in the curriculum do affect teaching and learning	88(55.0)	36(22.5)	20(12.5)	16(10.0)
The IN-IN-OUT programme does not affect effective teaching and learning	37(23.1)	81(50.6)	27(16.9)	15(9.4)

Key: SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree

Source: Field Study, 2020

Further on, Table 3 shows that about 79% of respondents indicated that the relevant textbooks and pamphlets on the courses taught in the school are available for use by teachers and students. Examples of the curriculum materials that can be used in the school are textbooks, syllabuses and teachers' manual for all courses (subjects) (Corwin, 1981). It is always expected that some respondents will not be pleased with a situation or two and so over 21% of respondents who disagreed with the statement are also being objective relative to the textbooks and pamphlets as proposed. In close relation to textbooks and pamphlets is the issue of teacher manuals. The table clearly shows that an appreciable (90%) majority of respondents indicated their agreement with the fact that there are teachers' manuals for the various subjects offered in the college. Teacher manuals give additional information to the teacher to be able to deliver better and offer more instructive information to students, in their absence teaching and learning becomes ineffective.

Also, Table 6 reveals that 77.5% of respondents indicated that constant changes in the curriculum do affect teaching and learning in the school. If the curriculum which guides teaching and learning are changed or reviewed within shortest periods of time, it disrupts teaching and learning arrangement of schools and teachers. Changes in curriculum come in its wake with a lot of challenges like teachers going for in-service training to be abreast with the new things being introduced; development of new textbooks among other things – indeed these have some inbuilt adjustment problems and the majority are not far from right. Lastly, Table 3 indicates that the IN-IN-OUT-Programme largely does not affect teaching and learning in the college. Actually, 73.6% of respondents attested to this by showing their agreement with the statement put forward by the researcher. On the other side

of the coin, 26.4% of respondents disagreed with the suggestion that IN-IN-OUT Programme of the current teacher education does not affect teaching and learning in the school. This IN-IN-OUT Programme is somehow linked with the earlier issue of constant changes in the curriculum which majority said was a problem. The concern of the minority is legitimate in light of what came up earlier which of respondents disagreed with. In spite the concern shown, curriculum developers or curriculum designers would not have changed the existing one if there was no need for that. The IN-IN-OUT Programme of the initial teacher education was introduced based on research and practice over the years and the need arose for the change, hence the majority view is valid.

X. SUMMARY OF FINDINGS

The findings of the study are presented according to the order of the research questions and how they were presented and discussed. The findings are enumerated as such.

- 1) The study revealed that human resources responsible for translation of educational curriculum into reality are the teachers who are very important in nation building. Their ability to deliver depends on their academic and professional skills. All the issues measured in respect of the teacher effectiveness attracted more than 60% positive rating with the exception of teacher use of teaching and learning materials which scored a negative response of 66.3%.
- 2) On supervision, the study revealed that the principal and her two vice principals mostly supervised instructional work. The teachers also helped to ensure that the students go on with their academic work diligently.

- 3) Issues on discipline in the school are appreciable because the code of ethics and discipline that the College has is religiously applied and everybody respects that.
- 4) The study revealed that facilities in the library are adequate to facilitate smooth teaching and learning with few challenges in respect to the currently written textbooks and journals.
- 5) On the issues of teaching and learning materials the picture was not perfect. Respondents revealed that tutors did not use audio-visual materials but somehow used maps and charts. However, majority agreed that teachers use pictures, drawings and sketches in teaching and learning.
- 6) Finally, the study found that the issues on curriculum and instructional materials in the College were in order with some room for improvement because in all the instances, an average of 15% disagreed with the majority view and this cannot be discounted.

XI. CONCLUSIONS

On the basis of the findings of the study, the following conclusions are drawn. First and foremost, it could be concluded that if the qualification of the teachers at the college is good, it would go a long way to affect the efficiency of the teachers to perform up to expectation. In respect of that, it would enable the students to do well in their academic work.

It was acknowledged that supervision is an effective tool which could put both teachers and students on their toes to abide by rules and regulations which influence academic excellence. It was therefore deduced from the study that the supervision in the college by the authority and the teachers had positive impact on the students' performance.

Again, it was revealed by the students that the library impacted positively on the academic performance of students. Library is seen as the "power house" where books of various disciplines are kept for students' use. Therefore, students' patronage of the college's library went a long way to impact on teaching and learning.

The teaching and learning materials are other factors which the study revealed that it influenced the effectiveness of teaching and learning at the college. As the teachers usually used the said materials in their lesson delivery, they were able to teach effectively and efficiently to the understanding of the students.

XII. RECOMMENDATIONS

From the findings of the study and the conclusions drawn from it, the following recommendations are made.

- i. It has been found that most (73.3%) of the teachers had first degree and a few about 27% has post-graduate qualifications, this situation may seem to be normal but with a College of Education, it is not the best, hence it is recommended that those with first degrees should make efforts to upgrade themselves as such. The other factors considered under teacher effectiveness scored far above average it should be maintained and improved upon to sustain the standards put in place so far.

- ii. It was found that supervision in the College was at its best but there is always room for improvement because it is not everything that factored into the discussion on supervision that scored 100%, therefore, efforts must be made to improve on them,
- iii. On discipline, it is recommended the status quo should be maintained and improved, to enhance exemplary academic performance at all times.
- iv. In respect of the library and the facilities that are needed to make it play the supportive role it is playing, efforts should be made by the college authorities to order more up-to-date journals on educational practice to make teacher training in the college one of the best in Ghana.
- v. With TLMs, the College should ensure that the non-existing ones like audio-visual materials are provided to make teaching and learning more enhanced than the present situation.
- vi. Finally, all rough edges that have to do with curriculum and instructional materials must be straightened.

XIII. SUGGESTIONS FOR FURTHER RESEARCH

Emerging from the discussion so far, the following are suggested for further studies on the topic:

1. The scope of the study set by the researcher did not allow him to use the entire student population for the research. However, further research work on the study can use the whole students' population for the work.
2. Other factors which the researcher did not investigate but could be of importance like feeding should be taken into consideration by a future researcher who would decide to carry out similar research work.
3. Again, a future researcher could also consider the frequent changes of the syllabus of the teacher training colleges and its influence on the teaching and learning on students.

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