

Research Article

CHALLENGES IN THE ADMINISTRATION OF TEACHER TRAINING COLLEGES IN THE VOLTA REGION OF GHANA IN PROMOTING QUALITY TEACHING AND LEARNING

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ABSTRACT

Quality teaching and learning cannot be underestimated if best learning outcomes are to be derived from any educational engagement. Anytime the academic year is ending all stakeholders get filled with the anxiety of what becomes the end result of educands. This even looks more pronounced with the parents and headmasters / educational leaders of various pre-tertiary beneficiary institutions as a result of the fact that decisions are made for the forward march of educands based on their current educational achievement. Not only are the results of educands used to make decision on their next placement for continuity of their educational lives, but also used as the dependent variable in engagement in any job sector whether casual or permanent and also in determining issues of scholarship for more educational exploits of such educands. Thus, a much public outcry became evident when BECE candidates of 2008 had more than 50% failing the test and the sector got shaken. The teacher training colleges produce majority of the teachers that implement education at the basic level. There was therefore the need for such institutions to locate antidotes to the menace of poor performance in education outcomes. The gap existing related to specific research into locating the teacher training college factor in such abysmal performance of basic school graduates. The best way for such colleges was to examine their system if quality teaching and learning was going on to produce quality and competent teachers that finally implement education at the basic system, hence the need for a research like this. The study conducted in 2008 in four teacher training colleges in the Volta Region, was mixed method. Homogeneous purposive sampling was adopted to select 112 participants who produced data through filling of open and close ended questionnaire. Findings included inadequate laboratory /resource centres, and library facilities coupled with inadequate commitment of some tutors to their lessons. The study recommended that colleges should engage in more IGF ventures to support themselves and supervision of teaching and learning should consistently be engaged in by administrators.

Keywords: Quality Teaching and Learning, Teacher Training College, Teaching and Learning Resources, Tutor, Teacher Trainee.

INTRODUCTION

Background to the study

The central purpose of administration in any organization is to coordinate the efforts of people towards the achievement of goals. The focus of education is quality teaching and learning. Educational administration therefore focuses on effective utilization of opportunities and resources for enhancement of teaching and learning. Evans (1995) confirms this when he states that after recruitment and engagement of employee in a job, the challenge is for the manager to maintain the employee productive throughout his working period with the firm. According to Robbins and De Cenzo (2004), there are many managerial activities that managers of organisations need to be performing in ensuring quality delivery in their organisations. One of such activities is carrying out job description and specification to employees. If a school is correctly administered, the learners would have full opportunity to learn, and any deficiencies of learning in an accurately managed school is the problem of learners (Rebore 2012). The quality of education in any country is also determined by the quality of the teachers who give out the education. The 2002 Educational Reform Review Committee set up by the New Patriotic Party government and chaired by Professor Jophus Anamuah - Mensah confirmed in its report that the quality of human capital of any nation depends upon the quality of education it offers, and the quality of education given is also determined by the quality of teachers who teach. The quality of teachers produced is dependent upon the quality of administration, and supervision carried out at the teacher training institutions. It is in line with this when

Costly and Todd (2002) maintained that the head is a supervisor, motivator, and an instructional leader. The head as a supervisor monitors every activity in the organisation to ensure success in his operation. As a motivator, the head sees to it that everybody has social and physical needs satisfied in the organisation and as an instructional leader, the head takes the lead in seeing to it that quality teaching is carried out. It is the leadership of the colleges that influences all aspects of college life in order to achieve the goals of education (Costley & Todd, 2002). Attieku, Dorkey, Marfo-Yandom and Takyi (2006) confirmed this idea when they mentioned that leadership is a process of influencing the activities and behaviour of an individual or a group in efforts towards achievement of goals in a given situation. Hence, in the administration of schools, the heads of institutions such as the principals of teacher training colleges have many supervisory roles to carry out in ensuring that quality teaching and learning is achieved. Principals in the administration of the training colleges must create a stimulating professional climate in the colleges suitable for developing trainees in the beginning level of knowledge and standard of professional competence necessary to maintain and improve upon standards in the country's primary and junior high secondary schools (Ghana Education Service,1992). Principal carries a prime responsibility for creating an effective educational environment for effective teaching and learning to take place (William, 1992). In administering educational institutions, many challenges exist. There must be recruitment of competent teachers and supportive auxiliary staff to effectively implement the curricular. In the implementation of educational ordinances of 1852, 1882, 1887, 1902, 1908, 1919, 1927, 1951, 1962 1974, 1987 and 2007 many challenges relating to the teacher factor were experienced and this behooves on teacher training institutions to be continuously examining their systems in maintaining their relevance and focus. It is in line with this that this research has the interest in finding out challenges that relate to promoting quality teaching and learning in

some selected teacher training colleges within the implementation of the 3-Year Diploma in Basic Education.

Statement of the Problem

Teacher effectiveness is a factor directly measured by learning outcomes of learners. Teacher training colleges produce teachers for basic and non-formal education delivery of the Ghanaian education system. Thus, the quality of teacher education taking place in the training colleges is also measured by the performance of the products of the training college system in the field. Anytime basic education candidates fail in their final examinations massively, the public point accusing figures at teachers and the teacher training institutions. A similar incident happened when 2008 BECE candidates in 2008 had many failures. A gap was created when many practitioners could not directly associate this failure to specific weaknesses in the teacher training colleges of the time because not much could be found in the field of research into the theme to help locate the teacher training college factor in the menace and therefore it became necessary for researches to be conducted in finding antidotes to the poor performance of basic education of the country. This research therefore was commissioned to looking into challenges relating to teacher training in the teacher training colleges in the domain of teaching and learning within the implementation of Diploma in Basic Education curriculum for the production of teachers for the implementation of the basic school curriculum.

Research Questions

1. In promoting quality teaching and learning, what challenges do the administration of the colleges face in respect of procurement of teaching and learning resources,
2. What challenges are in the administration of the colleges in respect of commitment of teachers?
3. How can the challenges be managed?

Selective literature

Drawing inferences from the fact that economies get improved through human capital development, many governments would want their citizens to have quality tertiary education, hence, consciousness in providing access (Scott & Iyala, 2019). In bid of achieving this educational heads must be seen to providing quality tertiary content to match access (Chaka & Govender, 2017). According to Tewari (2016), most new entrants have inadequate knowledge and competences for tertiary studies due to misalignment in teaching and learning between high schools and tertiary education. The case of South African higher education sector could be cited as revealed in a study on Teaching and learning interaction in South Africa's higher education: Some weak links where Tewari and Ilesanmi (2020) described this challenge as "articulation gap" in referring to misalignment between learning requirements of higher education programmes and actual knowledge and competencies of new entrants. Similar feelings go with new workers in tertiary education. Employee Orientation is therefore a necessary managerial activity in ensuring good performance. Orientation / induction reduce initial anxiety all new employees feel as they begin a new job, help familiarize new employees with their job in outsider-insider transition period which gets new employees understand specific duties and responsibilities they must perform at work-units to contribute to goals of the work unit through collaborative relationship with co-workers (Sain & Kaware, 2014). Employee's in-service training goes a long way to contribute to the level of performance. Darrell and Donald (1997) indicate that employee training is a learning experience in that it seeks a relatively permanent change in employees such that their

ability to perform on the job improves. Training on the job results in changing skills, knowledge, attitudes, or behaviour and may mean changing what employees know, how they work, or their attitudes towards their jobs, co-workers, managers, and the organization (Moore, 1996). Rebore (2001) confirms the importance of in-service training by saying that heads of educational institutions should organize seminars on selected topics for staff members as part of the school programme, to contribute to professional development of the staff to keep them productive. Harris and Monk (1992) maintain that even if the school system has been able to build (recruit) a competent staff, the administrator must be able to keep that competent staff productive because in the school system one could find teachers once vigorous, stimulating, and effective but in no time these same teachers might settle into a dull routine of doing what must be done with no zest. Campbell and his co-authors explained that the state of no zest for work by teachers might be caused by factors like low salaries which cause many teachers to take a second job and thus become part-time teachers, and lack of opportunities for promotion. Scott and Ivala (2019) associated low quality of learning and output in tertiary education products as large number of underprepared students entering higher institutions, discontinuity or lack of match between prior learning and that of higher education expectation. The mismatch coupled with lack of students' support services by tertiary institution could contribute to the factor of challenges in promoting quality teaching and learning. Aside high numbers, in a study of Laitin and Ramachandran (2016) for 11 African countries, language of instruction (particularly English) was a significant factor in student performance. In the USA, student's success depended almost entirely on the income earned by the parents with 90% of the graduating students coming from the top income quartile while 25% come from the lower half (Scott & Ivala, 2019) cited by Tewari and Ilesanmi (2020). Another factor identified to play part in promoting better performance in an organisation is motivational service. Motivation is viewed by Davis and Heineke (2003) as a causative factor, an incentive or drive for job performance. Motivation involves moving oneself and others to work towards attainment of individual and organisational objectives (Evans, 1995). Motivation is made up of all those inner striving conditions described as wishes, desires, which activate or move individuals and forecasting motivational needs of workers is essential in getting the organization livelier (Owens, 1988). Wilcox (1997) confirms that managers must know what behaviour they want to motivate employees to exhibit. Marfo-Yiadom (2005) considers motivation to achieve interest in incoming employee to join the organization; remain; come to work regularly; achieve high productivity and exhibit good citizenship in the organization. In a study of MöDI (2015) on Factors Affecting the Provision of Quality Education in Public and Private Secondary Schools in Central Equatoria State, Juba County South Sudan, it was recommended that government should motivate teachers by paying them reasonable salaries in order to raise their status in the country. A research conducted by Monderna and Voinarovska (2019) into Promoting Personal Motivation within Professional Education using Leontiev's, Maslow's and Sanderson's approaches to the notion of "motivation", promulgated the assumption that there is correlation between an individual's professional and personal activity and transformation of the tasks of professional and personal development of the teacher. Thus, in providing motivation for teachers to perform it must consider their needs in giving organisational incentives such as promoting self-Actualization, esteem needs, social needs, safety needs and physiological needs (Evans, 1995; Conley, 1995; Smith, 1998; Kinard, 1998; King & Mathers, 1997; DeBolt, 1991; Wilcox, 1997; Davis & Heineke, 2005; Smith, 2002; Shaw, 1995; Suck & Mahieddine, 1997; Rebore, 2003; and Bland & Kenneth, 1990). Supervision has been identified by Carver and Katz (2004) as one activity that can promote performance in an organisation. To these

authors there are difficulties in the evaluating of the work of staff members if supervision is not carried out. Supervision ensures that minimum standards are being met, and that workers are being faithful to the organisations overall purposes and platform, as well as helping workers grow as persons and professionals. Archeson and Gall (1980) maintain that the head of an organization should establish progress-monitoring techniques against identified control points, which means setting up a control system of evaluating productivity level. The control system should include investigating causes of variance between actual performance by an employee and the expected level of performance of that employee in order to establish variances in productivity (appraising staff) (Bulin, 2001). Monitoring techniques adopted must be used regularly to be able to assess the real performance against the objectives of the organization and the head can encourage his staff to assess their own performances and for quality control, professional development and for teacher motivation (Bulin, 2001). A study by Imo and Bassey (2015) on Principals' Supervisory Techniques and Teachers' Job Performance in Secondary Schools in Ikom Education Zone, Cross River State, Nigeria and came out with the conclusion that job performances of teachers would be enhanced when they are properly supervised by principals using the various supervisory techniques. The instructional supervisor, principal, provides direct assistance to the teacher through instructional materials, demonstration, and the acquisition of appropriate facilities and equipment for the improvement of instruction and the improved learning outcomes (Hunter, 1984) Evaluation of teachers' performance is to provide specific assistance toward the improvement of teaching (Mankoe, 2002:169) Issues that come up during supervision include habitual lateness or absence, frequent disparaging comment about boss / work, insubordination, excessive socialization, minimum performance and sexual harassment (Barker, 2005). Everad and Morris (1990) maintain that the head of the institution should not delay or fail to take actions on disciplinary issues, other than that, troubles can get out of hands. All programmes of education require some physical facilities to be used in carrying them out. These facilities include school buildings, parks, instructional equipment, furniture and vehicles. According to the Ghana Education Service (2004), heads of educational institutions must stress to their teachers the importance of Teaching and Learning Materials (TLMs) in lesson presentation and encourage them to make provision for the use of TLMs during the lesson note preparation and use them in lesson delivery. The importance of the usage of teaching and learning resources include but not limited to making teaching and learning easy; developing learners' interest; providing a link between real and abstract concepts; a tool for lesson evaluation and eliminate boredom (Barker, 2005). Educational programmes are hosted in space and buildings hence the school plant must be maintained regularly. All programmes call for self-contained classrooms and these rooms must be large enough to permit a variety of activities (Campbell et al, 1982). The instructional theatres should be furnished with standardized furniture, a resource centre as well as equipped laboratories attached to every classroom block for accessibility and utilization by both teachers and learners (Campbell et al, 1982). Ahuja (1993) believes that there must be decent accommodation facilities available for workers. He believes that in the compound of an organisation, there must be well furnished rest rooms, common room, and even permanent quarters rented to workers at subsidized cost. He sees this as highly motivational to workers of the organisation. Supervision is needed in maintaining the plant. Harris and Monk (1992) suggest that the head should involve estate officers in assessing the facilities periodically; he could also involve his staff in decision-making towards major rehabilitation work in the organisation.

METHODOLOGY

This sections deals with the research design, the population, the sample and sampling methods used, instrument used in collecting data, pre-testing of instrument, data collection procedure and data analysis plan.

Research Design

The design of the study was descriptive survey with the aim of investigating into the given phenomena in order to describe and document aspects as they naturally occur. The design among other things interpret relationship among variables in providing answers to questions through the analysis of relationships that exist between or among such variables in the study.

Population

All the principals, vice principals, teaching and non-teaching staffs in leadership positions constituted the population with their board members. Thus, heads of departments, teaching practice coordinators, senior housemaster/mistresses, housemasters, housemistresses, guidance & counseling coordinators, accountants, domestic bursars, and assessment officers chiefs of specific communities and presidents of students representative councils were involved and categorized into four clusters as: Heads of the teacher training colleges comprising principals, vice principals and the colleges' respective boards of governors; Heads of departments and units which composed of heads of departments, teaching practice coordinators, assessment officers, accountants, domestic bursars, senior housemasters, senior housemistresses, and housemasters/mistresses; and Students Representative Council.

Sample and Sampling

One hundred and twelve (112) participants constituted the sample size and made up of twenty-eight (28) people from the heads of institution group, sixty-eight (68) people from the heads of departments and units group, and sixteen (16) respondents from the students representative council group. Fish bowl method simple random sampling was used to select four colleges out of the seven colleges in the then Volta Region of Ghana for the study homogeneous purposive sampling was adopted in selecting individual participants from the clusters.

Instrument

Open and close ended questionnaires were used to collect data from all the participating groups in the study. Section A was on bio-data, Section B delved into challenges, and Section C on suggestions and recommendations. Each respondent cluster group had a total of nine items on its questionnaire with two items forming Section A, six items for Section B and one item for Section C.

Data Collection Procedure

The researcher administered the questionnaire to all the research participants herself and had all collected back after one week. Permission and consent seeking preceded the distribution of the questionnaire in all the colleges that were used in gathering data. The researcher had time to explain the purpose of the study to the participants and also asked of their maximum participation by assuring them of the confidential treatment to be given to their responses.

Data Analysis Procedure

Quantitative and qualitative analysis were adopted in the presentation of the data for the study. All the close-ended items were tabulated, with their various groups of respondents and percentages in the quantitative analysis whilst descriptive analysis carried out qualitatively on all open ended items. Percentile tables, and simple bar charts were used in communicating the findings.

RESULTS AND DISCUSSIONS

Challenges in promoting quality teaching and learning

This section is divided into two parts. The first part is on challenges in respect of procurement of teaching and learning resources for

academic work, and the second part focuses on the challenges in the commitment of teachers toward promoting quality teaching and learning.

Procurement of teaching and learning resource

The data presented here include availability of resources in the colleges, whether there were challenges in the procurement of the teaching and learning resources, and the specific challenges in procurement of the resources. The resource availability status in the colleges are presented in Table 1.

Table 1: Availability of resources in the Colleges

RESOURCES	AVAILABLE				NOT AVAILABLE							
	Heads of Inst. N=28		Heads of Dept. N=68		SRC N=16		Heads of Inst. N=28		Heads of Dept. N=68		SRC N=16	
		%		%		%		%		%		%
Boys Dorm	21	75	51	75	12	75	7	25	17	25	4	25
Girls Dorm	28	100	68	100	16	100	0	0	0	0	0	0
Classroom	28	100	68	100	12	75	0	0	0	0	0	0
Laboratory	21	75	51	75	12	75	7	25	17	25	4	25
Library	28	100	68	100	16	100	0	0	0	0	0	0
Toilet	28	100	68	100	16	100	0	0	0	0	0	0
Resource Centre	21	75	51	75	8	50	7	25	17	25	8	50
Teachers furniture	28	100	68	100	16	100	0	0	0	0	8	25
School park	28	100	68	100	16	100	0	0	0	0	0	0
Trainees furnitures	28	100	68	100	16	100	0	0	0	0	0	0
Bungalow	28	100	68	100	16	100	0	0	0	0	0	0
School bus	28	100	68	100	16	100	0	0	0	0	0	0
Potable water	21	75	51	75	12	75	7	25	17	25	4	5

Field data, 2009

From Table1, it could be realized that apart from boys' dormitory, resource centre, laboratory, and potable water, the rest of the resources stated were available in the colleges. This was indicated by all the respondents. In line with the boys' dormitory, it was discovered in the data that the affected college, was a single sex (female) institution. This implies that the unavailability of boys' dormitory does not affect academic work in that college. On girl's dormitory, all the 21 of heads of institution indicated that they needed additional supply to be able to admit more females as a way of addressing the male–female ratio of intake into the colleges. The unavailability of laboratory and resource centres in some of the colleges as shown in the table, could have a serious implications for academic work in the colleges. In the first place, the teaching of practical skills in practically oriented topics in the sciences would suffer. The immediate effect could be that the students could be failing in the examinations of those practical subjects. This could lead to deficiency in trainees teaching whilst in the field especially in the domain of practical topics of those practically oriented subjects. Such a deficiency could also be experienced during teaching practice period of the course. In the area of potable water, the particular colleges that were affected would be compelled by the circumstance to limit their intake of students every year as long as the challenge exists. It could also lead to disruption in academic work as students would be in search of water most of the time rather than sitting down for studies. Table 2 shows whether there were difficulties in procuring TLR.

Table 2: Whether challenges exist in procurement of teaching and learning resources

Response	Heads of Inst. N= 28		Heads of Dept. N=68		SRC N= 16	
		%		%		%
Yes	28	100	67	99	16	100
No	0	0	1	1	0	0

Field data, 2009

Table 2 shows that there were challenges in the procurement of teaching and learning resources. This was indicated by 100% of heads of institutions, 99% of heads of department and 100% of students. The specific challenges in procuring teaching and learning resources are shown in Table 3.

Table 3: Challenges in the procurement of teaching and learning resources

Responses	Head of Inst. N=28		Heads of Dept. N=67		SRC N=16	
		%		%		%
Insufficient fund	20	71	50	74	16	100
Inadequate storage facility	0	0	0	0	0	0
Gov't delay in supplying	14	50	22	32	8	50
Others	0	0	0	0	0	0

Field data, 2009

Table 3 indicates clearly that insufficient fund for procuring equipment, and government delay in providing teaching and learning resources were the main challenges being encountered by the colleges.

Challenges in the commitment of teachers in promoting quality teaching and learning

The data here looks at whether there were challenges in the commitment of teachers to the teaching task in the colleges, and the specific challenges that were identified. The multiple bar charts in Figure 1 show if there were challenges in promoting quality teaching and learning.

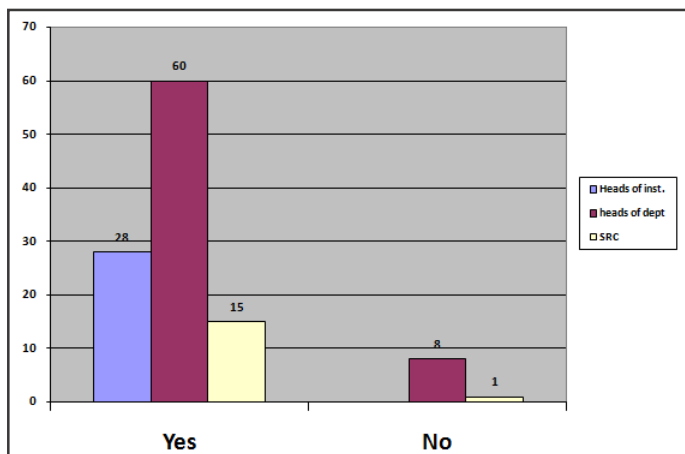


Figure 1: Responses on whether there are challenges in promoting quality teaching and learning

From Figure 1, it is clear that there are challenges in getting teachers committed to promoting teaching and learning in the various colleges. This response was provided by 28 (100%) of heads of institutions, 60 (88%) of heads of department and 15 (94%) of students. The specific challenges identified by respondents are shown in Table 4

Table 4: Challenges in promoting quality teaching and learning

Responses	Heads of Inst. N=28		Heads of Dept. N=60		SRC N=15	
	N	%	N	%	N	%
Absenteeism of tutors to class	20	71	18	30	14	93
Lateness of tutors	28	100	30	50	13	87
Refusal to mark assignment	0	0	2	3	8	53
Tutors' inability to provide TLMs	14	50	25	42	13	87
Immoral relationship with students	0	0	10	17	5	33
Tutors refusal to write scheme of work	14	50	10	17	0	0
Inability to follow scheme of work strictly	0	0	10	17	0	0
Inability to give adequate exercise to students	14	50	25	42	4	27
Inadequate teaching practice supervision	7	25	40	67	3	20
Inadequate period of students teaching practice	0	0	0	0	0	0
Others	3	11	5	8	0	0

Field data, 2009

From Table 4, lateness of tutors to class, absenteeism of tutors, tutors' inability to provide TLMs and use, tutors refusal to write scheme of work and inadequate teaching practice supervision, were the main challenges identified. These findings are in line with Rebores (2001) termed professional misconducts of teachers. This author stated that during supervision on teachers' work, supervisors are likely to discover professional misconducts such as absenteeism, sexual activities with students, and lateness, as offences that teachers commit. Rebores (2012) also brought out this issue when he

stated that absenteeism of teachers has become a major issue and is costing literally millions of dollars, and that administrators must respond to it by taking corrective measures rather than punitive ones. Concerning inadequacy of supervision of teaching practice, two teaching practice coordinators mentioned that anytime the only teaching practice bus their colleges had breaks down; they find it difficult going on supervision till the bus is repaired. Issues raised under other difficulties include the use of teacher-centred methods by teachers in lesson delivery.

Summary of main findings

1. There was inadequate supply of laboratory, resource centres, potable water, library, teachers' furniture, bungalows, and school bus in some colleges.
2. There was insufficient fund for procuring various teaching and learning resources
3. There was inadequate commitment of some tutors to their lessons

Recommendations for practice

1. College Management should engage in more IGF ventures to add to what government is able to supply to them
2. Principals and their Unit Heads should develop effective mechanisms for supervision and consistently carry out such mandates to strengthen commitment of staff to work

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