

Management of Time by Teachers of Public Basic Schools in The Shama District of The Western Region of Ghana.

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Abstract

Teaching and Learning process and other school programmes in public basic schools in the Shama District are conducted with little regard for official timelines. This negates government efforts to improve basic education delivery and effective and efficient time management. The purpose of the study was to undertake a survey of time management among teachers and pupils in basic schools in the Shama District of the Western Region in Ghana. The study used both quantitative and qualitative designs to collect data from sixteen (16) selected public basic schools. The estimated population of five hundred (500) people consisted of circuit supervisors, head teachers, teachers, parents and pupils. Using the simple random sampling technique of the lottery and convenience methods, the sample size was 132 respondents – 4 circuit supervisors, 16 head teachers, 64 teachers, 16 parents and 32 pupils. Questionnaires, interview guide and observation were used to collect the data from respondents. The study revealed teachers rarely use TLMs in lesson presentation. Supervision of instruction by circuit supervisors was infrequent. Inadequacy of core textbooks in Mathematics, Science, English Language and Social Studies, overcrowded classrooms, teachers mainly use the lecture method in lesson delivery, etc. were some of the results of the study. The study recommended timely release and disbursement of the capitation grant to schools for effective teaching and learning as well as efficient time management. Teachers should vary their instructional strategy, prompt and adequate school supplies and regular, clinical and purposive instructional supervision to improve teaching and learning outcomes in the schools.

Keywords: Time management, Teaching/learning materials, Instructional strategy, Teacher punctuality.

1. Background of the Study

There are many resources which are needed for the growth and development of institutions including the school. These resources include in the main: man, money, materials and time (McNamara, 2007). In today's fast developing and globalised economy, the issue of time management is a challenge. All institutions – small or big are facing the challenge of developing their workforce to meet the demands of current realities due to lack of proper time management. Indeed, Afful-Broni (2006) opines that institutional growth and development cannot be achieved without effective and efficient use of time in the workplace. Time management is of essence depending on how time is utilised in such human endeavours like meetings, programmes, performance of assignments and other work schedules. It is important that time is used optimally if deadlines are to be met and therefore personal and institutional goals are to be achieved. Atkinson (1990) posits that it is imperative that institutional time is efficiently utilised in order to derive the maximum benefit from it and more importantly the attainment of institutional goals and objectives.

1.1 Problem Statement

The attitudinal disposition of many Ghanaians to time in general and time management in particular is nothing to write home about as observed by their late attendance to functions including school activities. Respect for time (i.e., punctuality) and the optimal time management even in official circles in Ghana leaves much to be desired. For example, in July, 1998, the then Speaker of Parliament in Ghana – the late Justice D. F. Annan had to reprimand Members of Parliament (MPs) for habitual late attendance to parliamentary proceedings. It is common knowledge to observe teachers and other educational personnel going to school and their workplace late with little regard for punctuality and time management in the discharge of their official responsibilities. Time management is basically a function of effective and efficient planning – dividing one's allocated time period among different but competing engagements in order to achieve desired results. In the school, for example, circuit supervisors, head teachers, teachers and pupils often clash because of lack of respect for time and time management. For instance, the school timetable is not laid out, scheme of work is not developed, lesson plans are not prepared by teachers, teachers and pupils are often late to school, the teaching and learning activities as well as other school engagement are not undertaken according to the school timetables etc. Almost all school activities are organised with little regard for time and time management. At the end of the academic year, the syllabus is not completed and examination candidates are ill-prepared to write their Basic Education Certificate Examination (B.E.C.E).

In the light of the above, the study was undertaken to examine time management among teachers of public basic schools in the Shama Educational Directorate in the Western Region of Ghana.

1.2 Purpose of the Study

The study sought to investigate how teachers in public basic schools in the Shama District manage their time among their official school engagements.

1.3 Objectives of the Study

The following specific objectives were designed to guide the study:

- i) examine the impact of teachers' instructional time management practices on teaching and learning,
- ii) assess teachers' mode of instructional delivery
- iii) identify frequency of instructional supervision in the schools
- iv) examine areas of weaknesses in classrooms interaction in the schools.
- v) evaluate extent of community support to the schools.

1.4 Research Questions

The following research questions were raised to guide the collection of data;

- i) What is the impact of teachers' instructional time management practices on teaching and learning?
- ii) What instructional strategy do teachers adopt in lesson presentation?
- iii) How frequent is instructional supervision in the schools?
- iv) What are the areas of weaknesses in classroom interactions in the schools?
- v) To what extent does the community support the schools?

1.5 Significance of the Study

The results of the study promise to be significant along the following lines. Head teachers, teachers, circuit supervisors, pupils and other stakeholders in public basic school delivery in the Shama District stand to benefit in promoting optimal use of instructional time in the school to enhance learning outcomes. The results of the study will again, provide a source of information to guide education authorities in the Shama District with regards to the effectiveness and efficiency of instructional supervision as a means of improving instructional delivery in public basic schools. The study will also provide education policy makers in the district the needed information to design appropriate in-service education and training workshops for circuit supervisors, head teachers and teachers on instructional supervision, optimal time management strategies/practices as well as other related professional development needs. It is also hoped that the findings of the study will enhance the professional skills, competencies and understanding of both circuit supervisors and head teachers with respect to the intricacies and dynamics of instructional supervision and time management that will assist teachers in the teaching and learning process. The results of the study may contribute to the body of knowledge in time management in public basic schools not only in the Shama District but Ghana as a whole.

2. Review of Relevant Literature

Time is a dimension in which events can be ordered from the past through the present into the future and also the measure of the duration of events and intervals between them. Time, according to Atkinson (1990), Afful-Broni (2008) is a managerial asset which is neither replaceable nor retrievable. It is the view of Staffan (1990) that time is a scarce resource which must be managed well so as to get the best out of it.

Elton and Mosel (1978) contended that the whole of man's life is bound by time and so is every human activity. They explain further that any worthwhile accomplishment can only be achieved within a specified time frame. Scott (1998) agreed with this line of thinking when he suggested that time is a valuable resource shared democratically with all human beings in equal quantities and that nobody hoards time, borrows or steals time. Staffan (1990) again contended that time is perhaps the most valuable resource. He said economies have time immemorial been concerned with how societies allocate their resources such as land, capital, labour, technology and information. Time, however, controls and limits how these resources are utilised. Time is one of the fundamental bases on which all cultures rest and around which all activities revolve. (Hall, 1990)

Time, opines Brian (1999), is a measurable period during which an action, process or condition exists or continues, is a duration, a continuum which lacks spatial dimensions in which events succeed one another from past, present and the future. Afful-Broni (2008) posits that time is a limited stretch or spare in a given moment. It is a particular period that may be reckoned, a moment or a total of all the moments. Time can therefore be seen as that reality which embraces one moment or period in a life time. Although time is not always as visible as many other things are, it continues to have an immeasurable influence on our lives, simply because it is limited and has no dimensions. The concept of time discussed so far simply implies that time is not a renewable resource; it is finite, priceless, limited, etc. It is therefore important for every individual to use time wisely to achieve set goals. Afful-Broni (2008) postulates that time management refers to a range of skills, tools and techniques utilised to accomplish specific tasks, projects and goals. This set encompasses a wide scope of activities and these include planning, setting goals, delegation, analysis of time spent, monitoring, organising, scheduling and prioritising. Initially, time management referred to just business or work activities. A time management system is a designed combination of processes, tools and techniques. In a broad sense, time management involves both planning and execution. There is, however, no agreed and definite way of defining time management. It depends on individual teachers as to how they manage their schedules, and prioritise their activities. The strategies are often associated with the recommendation to set goals in order to achieve curriculum objectives. If a teacher fails to effectively manage time, s/he may not be able to achieve the level of productivity needed for the attainment of instructional time in the school. Levin (1980) opines that time management is basically planning and dividing one's time in a constructive manner. For instance, there are a number of activities that ought to be accomplished in a particular period of time. These activities should be planned in such a way that all work is completed in a given span of time. Afful-Broni (2008) admits that we can manage our time by clearly identifying our personal and professional goals and scheduling our time to reflect that. This suggests that if the school head is to help achieve the objectives of the school, then, he should effectively manage school time by ensuring that he and his staff are able to work to make the best use of time, realising that making use of available time is an important element of good management in the school.

Time allocation in the school system covers the total time spent when the school opens in the morning till the school closes in the day. The misuse of contact hours by teachers often results in students getting bogged down with heavy class schedules and often having a hard time relaxing. Stress, anxiety and other anxiety

related disorders, suffered by students are a common result of improper or neglected time management by teachers. It concerns itself with whether students are really engaged in a worthwhile activity or just idling away the time. Whether teachers in the classroom are teaching or just having a review of previous lessons taught. According to Farrant (1982) the percentage of classroom time in the basic school ranges from 50% to 90% of school time. The teacher's job is to get to as close to 90% as possible. The study revealed unengaged time in the classroom when female teachers on maternity leave were not replaced. For example, Lockhead (1991) observed that a 6th grade class in Burundi missed about two months of instruction when their teachers took maternity leave without an immediate replacement or substitute teacher for the period.

Afful-Broni (2008) opines that time is the most important and costly resource in management. For this reason, teachers must see the value of time as a yardstick to measure the success of academic pursuit. Any action on the part of the teacher to disregard the importance of time may derail academic progress in the school. Therefore, in the educational enterprise, the importance of the teacher cannot be overemphasized. According to Mankoe (2007), the teacher is a basic deciding factor for the success of education. Mankoe explains that the teacher has the following roles to play in the school:

- He teaches the students all that they are expected to cover in the syllabus within the set time frame;
- S/he is a role model worthy of emulation;
- Maintains order and s/he is adequately acquainted with all that happens in the classroom in particular and the school in general;
- Carries out the definite responsibilities assigned to him such as conducting school assembly, checking sanitation, sports/games, agriculture etc;
- Ensures that pupils/students are properly admitted to his/her class and then marks and closes class registers at the appropriate times;
- Possesses copies of syllabuses and draws schemes of work;
- Prepares weekly or daily lesson plans i.e., expanded scheme of work and submits them promptly to the head teacher for vetting;
- Keeps an update cumulative record of all pupils/students in his/her class;
- Implements recommendations made in inspection reports;
- Has adequate knowledge about the needs and capabilities of each pupil/student in his/her class and assists them in problem solving when the need arises; etc.

The teacher is the pivot of the pupil/student performance and a single act of teachers' absence from school is a major setback to pupils/students' progressive academic performance. In sum, the literature reviewed has revealed the difference in individual attitude towards time and its management. It has provided a theoretical framework for the project and has, thus, helped in setting the parameters and direction of the study.

3. Methodology

3.1 Research Design

A multi-site exploratory case study was adopted for the study (Creswell, 2007, Merriam, 1998, Marshall & Rossman, 1999). It is also referred to as multiple case studies (Yin, 2003, Denscombe, 2003, Punch, 2005, Bryman, 2008) because it helps the researchers to explore, explain or describe the phenomenon of interest (Marshall & Rossman, 1999). This design also enhances the representation of the cases involved in the study and offers the researchers the opportunity to explore and collect more data needed to enhance its generalisation at the end of the study. Additionally, Merriam (1998) posits that descriptive/qualitative study is an intensive and holistic description, explanation and analysis of a phenomenon such as person, programme, an institution, a process, social unit group or a policy. She suggested that an exploratory case study is appropriate when, for example, the topic of the research interest has not been studied exhaustively as in the case with time management by teachers of public basic schools in the Shama District of the Western Region of Ghana.

Again, this design ensured that more public basic schools were included in the study to make it more representative. Another justification was that each public basic school was different from the other and thus, the multi-site case study provided an opportunity for the researchers to examine each school and its unique situation. The multi-site case study design has an added advantage of exploring the complexity of a given phenomenon for the purpose of providing a better understanding of the issues under study. It also opens up to mixed method approach which was employed in this study (Creswell, 2007).

3.2 Population, Sample and Sampling Techniques

The population of the study involved all circuit supervisors, head teachers, teachers, parents and pupils of the Shama educational circuits. The estimated population was five hundred (500) people. The Shama town has four (4) educational circuits. For the purpose of this study, the simple random sampling technique was used to select four (4) schools from each circuit – two Primary Schools and two Junior High Schools (J.H.S). Therefore, a total of sixteen (16) public basic schools were the research sites. In terms of selection of respondents to form the sample size, all the four (4) circuit supervisors were selected for interview. Also, all the sixteen (16) head teachers of the 16 selected schools were interviewed. Again, 16 parents were selected by convenience sampling for interview. Furthermore, two (2) pupils each from the selected Primary and J.H.S (preferably school prefects) were purposively selected for interview. Total pupils were 32. However, 4 teachers each from the Primary and J.H.S were selected by simple random sampling strategy (i.e the lottery method) to fill questionnaire. That is, 4 teachers \times 16 schools = 64. Thus, the sample size was as follows: Circuit Supervisors were 4; Headteachers 16; teachers 64; parents 16 and pupils 32; making a total of 132 participants/respondents.

3.3 Research Instrument

The researchers designed a close ended Likert-type questionnaire which included open ended questions to collect data. Semi structured interview guide was developed for circuit supervisors, head teachers, parents

and pupils. The purpose of interviewing these categories of respondents was to obtain in-depth information. In the course of data collection, however, teachers agreed to be interviewed besides filling questionnaire. The content and face validity of the study instruments were done by fellow researchers at the Centre for Educational Policy studies (CEPS), Institute for Educational Research and Innovation Studies (IERIS) of the University of Education, Winneba and their comments included in the final questionnaire and interview guides. The reliability of the research instruments was computed using the Cronbach co-efficient alpha (Alpha = 0.56) which falls within accepted range of 0.5 and 1.0. Besides, the researchers observed selected teaching and learning processes in the classroom of both Primary and J.H.S. in the study area.

3.4 Pre-Testing of Study Instruments

The study instruments were tested at Abuesi Methodist Primary and Junior High Schools which did not form part of the selected schools before the actual administration of instruments.

3.5 Data Analysis

In the main, collected data was analyzed by means of descriptive statistics, frequency counts, simple percentages and tables. Also used was measures of central tendencies such as mean of means, standard deviation as well as weighted means to calculate the opinion of respondents on an issue. For example, to calculate the extent of respondents' agreements or disagreements on an issue, we utilized Strongly Agree (SA), Agree(A), neither agree nor disagree (NAND); Disagree (DA), Strongly disagree (SDA), weighted mean (WM) and Standard deviation (SD). This was done by assigning numbers to the issues we intended to calculate to know the degree of respondent opinion.

The reliability of the research instrument was computed using the Cronbach co-efficient alpha (Alpha=0.5) which falls within accepted range of 0.5 and 1.0. thus, quantitative and qualitative means of analysis were used in analyzing data from the research site.

3.6 Ethical Consideration

The researchers sought permission from the District Educational Directorate at Shama. This was done to gain access to the selected schools and voluntary participation of respondents. To this end, a letter of access to the schools was issued to the researchers. This enabled them to obtain co-operation from respondents during data collection.

Appointment dates were arranged with respondents for questionnaire administration as well as the conduct of interview.

4 Results and Discussions

4.1 What is the impact of teachers' instructional time management practices on teaching and learning?

This item sought to find out the impact of teachers' instructional time management practices on teaching and learning. The table discusses the responses with regard to the question.

Table 1: Impact of Teachers’ Instructional Time Management Practices on Teaching and Learning (N=132)

Response	N	%
Very high impact	10	7.6
high impact	15	11.4
Impact	57	43.2
Not sure	30	22.7
Not at all	20	15.1
Total	132	100.0

Source: Fieldwork, 2020

Table 1 shows 25 (19%) respondents agreed the impact of teachers’ instructional time management practices on teaching and learning was “very high and high respectively. Again, 57 (43.2%) respondents indicated “impact” to teachers’ instructional time management practices on the teaching/learning processes. However, 50 (37.8%) respondents indicated “not sure” and “not at all” in their responses. This implies that 50 (37.8%) time management practices of teachers were not making effective impact on teaching and learning processes in the schools.

In an interview with the head teacher, this is what he said:

Teachers indicate in their scheme of work and lesson plans time slots for each lesson or/and classroom activities. However, many teachers hardly stick to the time slots in their teaching/ learning presentations. This is unprofessional. I’m taking steps to discourage this rather unprofessional attitude of some of my teachers in the classroom.

The head teacher’s interview response above indicates teachers’ non adherence to time slots on the classroom timetable nor what is in the scheme of work/ lesson plan.

The following was the response of a teacher to the non-adherence to the time slots either in the classroom timetable or scheme of work/ lesson plan by teaching in lesson delivery.

We depend on the capitation grant to purchase TLMs to prepare scheme of work/lesson plans with slots for instructional delivery. So, if the release of the money is delayed, we can’t wait. We teach our pupils without using formal scheme of work/ lesson plans in which time slots are allotted in our lesson presentations

This confirms what the head teacher said that teachers rarely adhere to time slots in their scheme of work/lesson plans in the teaching/ learning process. It is deduced both from the analysis and interview responses that in the generality, teachers’ respect for time allocation in their scheme of work/ lesson plans in lesson delivery is poor. This adversely affects effective and efficient time management not only in the classroom teaching and learning process but also the whole school programme.

Key to the tables

N= sample size; SA= Strongly Agree; A =Agree; NAND= neither agree nor disagree; DA= Disagree; SDA= Strongly disagree; WM = weighted mean; SD= Standard deviation; and I= interpretation.

Interpretation of Weighted mean

5.0 = Strongly agree, 4.0 – 4.9 = agree, 3.0 – 3.9 = neither agree nor disagree, 2.0 – 2.9 = disagree and 1.0 – 1.9 =strongly disagree.

4.2 What instructional strategy do teachers adopt in lesson presentation?

This question was about the instructional strategy teachers adopted in lesson presentation. The study indicates the following as teaching methods used by teachers in lesson presentation: lecture method, simulation method, role play method, discussion method, project method, fieldwork method, problem solving method and discovery method. And these teaching methods as well as others, in one way or the other affect time management in the classroom and the school as a whole. The table shows the response to the kind of teaching methods teachers adopt in the teaching/learning process.

Table 2: Instructional Strategy Teachers Used in Lesson Delivery (N = 132)

Teaching method	Responses							
	SA	A	NAND	DA	SDA	WM	SD	I
	5	4	3	2	1	-	-	-
Lecture method	8	10	14	60	40	2.1	1.4	A
Simulation method	40	59	12	15	6	3.8	1.9	A
Role play method	45	62	7	10	8	3.9	1.9	A
Discussion method	50	70	5	4	3	4.2	2.0	A
Project method	46	61	9	11	5	4.0	2.0	A
Fieldwork method	41	54	17	12	8	3.0	1.9	A
Problem solving method	53	63	10	3	1	4.0	2.0	A
Discovery method	44	57	13	12	6	3.9	1.9	A

Mean of means = 3.7

Standard deviation = 1.8

Source: Computed from questionnaire responses, 2020.

Table 2 shows a mean of means of 3.7 and a standard deviation of 1.8. This means respondents agreed that teachers use different teaching methods to teach their lesson in the classroom. This agreed with Tamakloe et al (2005) when they said that although teachers use various instructional strategies to present their lesson, they are not used appropriately with regard to lesson objectives and the level of understanding of pupils as well as effective time management in the teaching learning process.

In an interview with a headmaster, this is what he said;

Teachers usually indicate in their scheme of work/ lesson plans the instructional strategy, lesson objectives, teaching and learning materials (TLMs) and time periods to use in delivery of each lesson. However, a snap check in the classroom during instructional hours reveals a complete departure on the part of the teacher with regard to his/her own stated lesson objectives, teaching method, teaching learning materials as well as time period for the presentation of that particular lesson. When queried, they give away flimsy and unacceptable excuses to cover their rather unprofessional attitude. I'm taking steps to organize school-based INSET for my teachers as a way of assisting them to be more proactive and professional in lesson presentations.

The interview response of the headmaster shows that generally teachers have very low professional regard for effective classroom time management as well as other equally important issues that go into effective teaching and learning process.

4.3 How frequent is instructional supervision in the schools?

This item was about the frequency of instructional supervision in the schools under study. The study indicates the following as frequency of instructional supervision in the schools: daily, weekly, fortnightly, monthly, termly and yearly. These frequencies of instructional supervision in one way or the other seriously disrupt instructional time as well as the effectiveness of classroom time management. The table shows the response to the frequency of instructional supervision in the schools.

Table 3: Frequency of Instructional Supervision in The Schools (N = 132)

Frequency	Responses							
	SA	A	NAND	DA	SDA	WM	SD	I
	5	4	3	2	1	-	-	-
Daily	2	5	5	80	42	1.7	1.3	D
Weekly	1	4	7	70	50	1.8	1.3	D
Forthrightly	47	68	2	10	5	4.0	2.0	A
Monthly	52	65	3	8	4	4.1	2.0	A
Termly	46	69	5	9	3	4.1	2.0	A
Yearly	60	57	1	10	4	4.2	2.0	A

Mean of means = 3.3

Standard deviation = 1.7

Source: Computed from respondents' questionnaire, 2020

Table 3 indicates a mean of means of 3.3 and a standard deviation of 1.7. Although respondents generally agreed to the frequency of instructional supervision in the schools, 92% disagreed to daily supervision of instruction in the classroom by both headmasters and circuit supervisors. Again 90% disagreed to weekly supervision of teachers' lesson delivery in the classroom. This implies that frequency of instructional supervision in the schools was not a daily or weekly affair. This agrees with Mankoe (2007) when he said

that there was laxity on the part of education officials in the area of instructional supervision in public basic schools in Ghana

In an interview with a headmaster, this is what he said;

Supervision of teachers' instructional delivery in the classroom is not a daily affair in our school. Once I am satisfied with their scheme of work and lesson plans, I have every confidence that they would deliver. So, I don't go to their classroom every day to supervise their teaching strategies. These are professional teachers!

In another development, this is what a circuit supervisor said:

We don't go to the schools every day to supervise teachers' style of lesson presentation. The teachers are working under their headmasters and we trust the headmasters would ensure professionalism among their teachers in the teaching/ learning process in the classroom

These two interview responses confirm that instructional supervision in the schools was not a daily occurrence and may therefore have adverse impact on effective time management in the schools and the quality of instructional delivery in the classroom.

4.4 What are the areas of weaknesses in classroom interactions in the schools?

The fourth research question was about the areas of weaknesses in classroom interactions in the schools. The study identified the following as weaknesses affecting the teaching/ learning process and effective time management in the schools where the study was carried out: non-availability of teaching learning materials (TLMs), non-use of TLMs in lesson delivery, inadequacy of textbooks, crowded classroom, teacher and pupil absenteeism, untrained teachers in the classrooms, poor use of English in teaching, poor classroom management and non-involvement of pupils in lesson presentation. The table indicates the responses of respondents.

Table 4: Areas of Weaknesses in Classroom Interactions in the Schools (N= 132).

Area of weakness	Responses							
	SA	A	NAND	DA	SDA	WM	SD	I
	5	4	3	2	1	-	-	-
Non-availability of TLMs	39	60	10	17	6	3.8	1.9	A
Non-use of TLMs in lesson delivery	25	47	21	26	13	3.3	1.8	A
Inadequacy of textbooks	40	55	12	16	9	3.7	1.9	A
Crowded classrooms	38	52	13	19	10	3.6	1.8	A
Teacher and pupil absenteeism	29	41	15	26	21	3.2	1.7	A

Untrained teachers in the classrooms	47	54	11	13	7	3.9	1.7	A
Poor use of English in teaching	37	58	14	15	8	3.7	1.9	A
Poor classroom management	31	49	20	21	11	3.5	1.8	A
Non-involvement of pupils in lesson presentation	41	57	17	10	7	3.8	1.9	A

Mean of means= 3.6 Standard deviation= 1.8

Source: Computed from respondents’ questionnaire, 2020.

Table 4 shows a mean of means of 3.6 and a standard deviation of 1.8. This analysis implies that there was poor quality of education provision and delivery in public basic schools in the study area. This assertion agrees with Mankoe (2007); Afful-Broni (2014); Tamakloe et al (2005) and Farrant (1990) when they said that education provision/delivery in most public basic schools in rural communities in Ghana was of poor quality because schools were in the main, organized under trees which lacked sufficient TLMs, qualified teachers and professional guidance such as supervision of instruction by circuit supervisors. These issues largely contributed immensely to ineffective time management in the schools.

In an interview with a head teacher, this is what she said:

We are constrained in our effort to improve upon teaching and learning and at the same time be effective and efficient in time management in our schools because of scarcity of TLMs for teachers to use in the teaching teaching/learning process. Oftentimes, teachers make do with their own impoverished TLMs to deliver their lessons in the classrooms which is not the best. Besides, the classrooms are crowded as a result of increased enrolment of pupils due to the free education policy as well as the capitation grant to the schools. Again, we have in our school a number of untrained teachers because trained teachers refuse to accept posting to our school which is rural school. Furthermore, the methods of teaching these untrained teachers use in the lesson presentation are unprofessional, to say the least. For this reason, our circuit supervisor and I have been organizing periodic school-based INSET for them to improve upon their pedagogical skills. We need support from the district education directorate in this regard.

The interview with the head teacher confirms the challenges public basic schools in the study area were facing in their effort to improve teaching and learning and also be effective and efficient in time management in the schools. In another interview with a teacher, he corroborated what the head teacher said and added that the delay in the release and disbursement of the capitation grant to the public basic schools was another challenge towards improved teaching and learning as well as efficient running of the schools. The interview therefore confirms that there were weaknesses in the education delivery in public basic schools that need to be strengthened in order to improve learning outcomes in the schools.

4.5 To what extent does the community support the schools?

The fifth research question was to what extent does the community support the schools? The study, identifies the following as community support to the schools; financial support, free communal labour, provision of accommodation for teachers, land for school building/ school farm, community leadership roles, use of some community members as resource persons, philanthropic gestures/ donations, etc. Table 5 shows the responses of the respondents to the kind of support school communities provide to support teaching and learning in the schools.

Table5: Community support for the teachers(N=132)

Type of support	Responses							
	SA	A	NAND	DA	SDA	WM	SD	I
	5	4	3	2	1	-	-	-
Financial support (e.g., PTAs, Old Students Associations)	44	57	14	11	6	3.9	1.9	A
Free Communal labour	39	61	15	10	7	3.8	1.9	A
Accommodation for teachers	33	54	12	19	14	3.5	1.8	A
Land for school building/ school farm	40	59	9	16	8	3.8	1.9	A
Community leadership roles (e.g. Assemblyman, Member of Parliament, Chiefs, Opinion leaders, etc.	38	57	11	17	9	3.7	1.9	A
Use of some community members as resource persons (e.g. Lawyers, Engineers, Medical Doctors, etc.)	29	48	10	25	20	3.7	1.9	A
Philanthropic gestures/donations	31	47	13	22	19	3.3	1.8	A
Mean of means= 3.6	standard deviation= 1.8							

Source: Computed from questionnaire responses, 2020.

Table 5 indicates mean of means of 3.6 and a standard deviation of 1.8. This implies that respondents generally agreed that the school communities provide various kinds of support to the schools to facilitate teaching and learning. This agrees with Mankoe (2007), Afful-Broni (2007), Asiedu-Akrofu (1978) when they said that local communities provide various kinds of support to their schools in order to facilitate teaching and learning as well as other school programmes and projects.

In an interview with a headteacher to either confirm or refute the support the communities provide to the schools, he admitted that the communities support the schools as indicated in Table 5. He, however, added the following statement:

It's true the communities are in diverse ways supporting the schools to improve teaching and learning. For example, the Parent-Teacher Association (PTA) provides termly financial inducements to motivate teachers to offer their best to pupils in order to improve learning outcomes, especially the Basic Education Certificate Examination. It is also on our records that the District Assembly and the Member of Parliament (MP) in our constituency have recently provided school furniture for our schools. Again, a renowned citizen of the locality has also donated computers and their accessories to the schools. Recently, a medical doctor who is an indigene of the locality has borne the full cost of deworming both teachers and pupils in the schools. There is also a lawyer from Takoradi (a citizen of the area) who periodically comes to the schools to sensitize both staffs and pupils on our civic responsibilities and privileges under the 1992 Constitution of Ghana. However, not all the teachers are accommodated by the community. Except the headteacher, all the other teachers rent their own apartment in town at their own expense.

This interview response confirms that the communities are indeed, supporting teaching and learning in the schools

4.6 Summary of Findings

The following were the findings of the study;

- i. Generally, teachers did not use the TLMs in lesson delivery. About 81% of the teachers in the school were not extensively using TLMs in lesson presentation. This practice impacted negatively on instructional time management.
- ii. Although teachers used variety of teaching methods to present their lessons to pupils, nevertheless, the main instructional strategy adopted by most teachers was the lecture method.
- iii. Instructional supervision of teaching and learning in the schools was infrequent. There was professional laxity on the part of circuit supervisors in the area of instructional supervision in the schools. This adversely affected effective and efficient time management in the schools.
- iv. There were weaknesses in classroom interaction (i.e., teaching and learning processes). For example, lack of core textbooks, inadequacy of, and non-use of TLMs in lesson delivery, overcrowded classrooms, non-involvement of pupils in lesson presentations, presence of untrained teachers in the classrooms of rural schools, poor classroom control and management that obstruct effective teaching and learning processes. A recipe for poor time management in the schools.
- v. However, community support to the schools, especially financial contribution through the PTAs, Old Students Association, etc. was commendable. Besides, land was released for construction of school building and headteacher accommodation; Philanthropic gestures/ donations to the schools were also encouraging.

5 Conclusion

In order to improve quality public basic education delivery, especially teaching and learning processes and efficient whole school management in Ghana that is premised on effective and efficient time management, we need to resolve the inadequacies in school supplies, tackle problems, and confront challenges that obstruct quality improvement in public basic education. There is the need to ensure timely release and disbursement of the capitation grant to schools towards enhanced teaching and learning processes and efficient school administration and management. Although the communities are financially and materially supporting the schools, there is still room for improvement in order to assist the schools to improve effective and efficient time management towards enhanced quality public basic education delivery. The government has a constitutional responsibility to ensure adequate school supplies and better motivate teachers and other school staff for quality education at the basic school level. It is important that parents are sensitized to be more proactive in the education of their wards. Community leadership in conjunction with teachers, circuit supervisors and other stakeholders should accept this challenge of sensitization so that parents/guardians would be more alive to the educational needs of their wards in schools. Furthermore, circuit supervisors, headteachers and civil society groups should ensure that teachers teach according to their conscience, use TLMs in lesson delivery and also involve pupils in lesson presentations towards improved learning outcomes. Pupils should be encouraged to be disciplined and learn seriously toward academic excellence. There is also the need for headteachers to ensure effective and efficient public basic school administration and management that is premised on openness, fairness and objectivity in which teachers and even pupils feel comfortable and motivated to participate in the decision-making process of the school.

5.1 Recommendations

The following recommendations are made based on the results and conclusion of the study;

1. Effective and efficient use of teaching/learning materials (TLMs) in lesson presentation at the basic school level is very necessary if pupils are to understand the core issues of a lesson. Headteachers and circuit supervisors should encourage teachers to use TLMs in lesson delivery in order to make teaching/learning process more concrete and real, understandable, participatory and interesting.
2. Teachers should use teaching methods in lesson delivery that are appropriate to the achievement of the objectives of a lesson and also at par with the level of understanding of pupils of basic schools thereby making the most in instructional time management.
3. Supervision of teaching and learning processes in basic schools should be regular, comprehensive and purposeful in order to ensure effective transfer of knowledge, skills and values to pupils. District Directors of Education should ensure that headteachers and circuit supervisors are proactive in this direction in order to improve effectiveness and efficiency in time management in schools.
4. The Ministry of Education (MOE) and Ghana Education Service (GES) should ensure prompt and adequate school supplies that would promote effective teaching and learning toward improved learning outcomes in public schools. The delay in the release and disbursement of the capitation grant and other logistics to public basic schools should be a thing of the past.

5. The GES should find a lasting solution to the problem of overcrowded classrooms that obstruct effective teaching and learning. Again, pupil teachers should be withdrawn from the teaching profession in order to ensure a high level of professionalism among teachers.
6. Headteachers and teachers should establish good school-community relationships that would encourage community leadership and membership to support the schools better than before

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