Factors Influencing Effective Teaching and Learning at Agogo Presbyterian College of Education

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ARTICLE INFO	ABSTRACT
Published Online: 03 February 2020 Corresponding Author: **Frederick Mensah Bonsu**	This study was concerned with the factors that influence effective teaching and learning at Agogo Presbyterian College of Education. 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.
KEYWORDS:	

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 l 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.

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 is to a large extent 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.

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.

Research Questions

The following research questions were formulated to guide the study.

1. How does a tutor's qualification and effectiveness influence the academic performance of students?
2. How does supervision affect students' output?
3. What is the relationship between discipline and students' academic/learning outcomes?

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.

Delimitation

The study was confined to Agogo Presbyterian Teacher Training College and it focused on factors which influence effective teaching and learning. In view of this, it covered school factors – human and material that influence effective teaching and learning to determine the college's academic performance. Other factors like heredity and socio-

economic background of students were not included in the study.

Limitation

The researcher encountered some limitations in the research work and the following were some of them. In the first place, few of the respondents did not give actual information which was needed because the researcher was a tutor at the college in which the questionnaires were administered. Financial constraints were another limitation which the researcher faced. Thus, the typing of questionnaire for the respondents to answer called for money and here, the researcher spent some money before the work was done. Finally, the researcher needed enough time for the research work but time became a limitation. This was because time was needed to do observation of some of the processes that data was sought but this could not be done to ensure thorough data collection. In the candid opinion of the researcher that was limitation.

Teachers' Qualification and Efficiency

The teacher is the key actor in the educational process and in respect of that, it called for calibre of teachers who can make education meaningful and dynamic. Therefore, for effective teaching and learning to take place, it requires professional teachers who are dedicated and committed to work and can even make maximum use of the little resources at their disposal to chalk success. Teaching in Ghana is regarded as a profession. Arends (1991) has noted that, a profession could be regarded as an occupation which exhibit certain characteristics and some of which are as follows:

1)   It emphasizes on intellectual techniques in performing the services

2)   It requires a long period of specialized training

All these indications imply that the teacher is an active generator or constructor of knowledge rather than a mere passive consumer of knowledge generated by other people (Williamson, 1992; Miller & Pine, 1990).From another angle, Farrant (1984) defined a profession as a body that provides a specialized service to the community based on accumulated knowledge, skills and wisdom. He noted that it is normal for a professional body to control the entry qualification and the work standards of its members. He cited medicine and law as professions that are better recognized than teaching because they have greater autonomy and control over other service in the form of recruitment and entry qualification of new members. Antwi (1992) endorsed the semi-professional nature of the teaching work in Ghana. The teaching profession in Ghana unlike other professions has some members who are non-professionals. The unattractive nature of the profession results ¡n the high rate of teacher attrition leading to the recruitment of non-professionals for replacement. To this end, it has implication for the quality of products in terms of students' performance.

Some people have the notion that teaching work is free from hard work, pain, anxiety and trouble and as indicated by Arends (1991) many people think that teaching is an easy job with short work days and long vacations. However, experienced teachers know that teachers do many other things in addition to directly working with students. Furthermore, Cypher and Willower (1994) stated that teachers work both in school and after school. At school, the instruction-centered activities like direct instruction, organizing, testing and monitoring are some of the teacher's work. After the school work, the teacher is required to perform functions which include extra-curricular activities; marking of students' exercises and undertaking educational travels. The activities performed both in school and after school by the teacher help students to perform better in their academic work.

Another important point worthy of note is that an efficient and effective teacher always prepares before he or she comes to class to deliver. Preparation enables a teacher to know what he or she wants to teach, the teaching and learning materials to use at a given lesson and the anticipating questions from the pupils or students. Any good teacher worth his or her salt does not take preparation as a joke. Hence, he or she devotes time for that in order not to be found wanting. Ashton and Crocker (1987) found significant positive relationship between the professional preparation and teacher's performance. Keating (2001) also observed that teacher's academic performance is positively related to students' achievement. Antwi (1992) noted that teacher education programme includes academic work, pedagogical and normative content of the teaching work. The teacher has to acquire a relatively high level of intelligence. To him the practical orientation makes the teacher become efficient. With efficiency, all things being equal makes the teacher to perform his/her task with ease and precision which could impact positively on students' performance.

Darling-Hammond (2000) also stated that the quality of the teachers' training has some relationship with students' performance. The introduction of the INAN-OUT" concept of teacher education in Ghana and the emphasis on both professional and academic training of graduate teachers in our Universities and diplomats and degree students in our Colleges of Education is a pointer to this direction. A lot of characteristics combine to make a teacher good. Among other things he or she should be knowledgeable, initiative, ability to improvise, able to control his/her class just to mention a few. Owolabi (1983) observed that teacher characteristics like experience, gender, academic and professional qualification, age, job satisfaction, commitment and others can be used as indicators to measure the quality of knowledge disseminated. Rebore (1982) and Windham (1988) supporting this view stated that the academic and

professional qualifications of the teacher indicate the teacher's quality.

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 College of Education 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 herself.

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.

Discipline

Okumbe (1998) defined discipline as the action taken by management, to enforce organizational standards. Crowther (1995) also defined discipline as training especially of the kind that produces self-control, orderliness and a capacity for co-operation. In any organizations where the objectives are to be optimally achieved, all the members are required to adhere strictly to its various behaviour pattern. In a school, there are standards, values and regulations which control the conduct of the teachers, non-teaching staff and students. Most often, students who are the focus of this study flout the rules and regulations in the school environment that they find themselves. Disciplinary methods are however used to obtain conformity to the institution's demand and bring students to order when indiscipline rear its ugly head. Any institution which makes strides in the area of academic always holds fast to discipline and sees to it that no one relegates it to the background. It is therefore not surprise that schools and colleges which perform well in examinations are disciplined oriented institutions.

Aduonum (2003) observed that in the United States of America, a large percentage of the teaching force retire voluntarily each year partly because of the unbearable challenging force of the students' attitude and behaviour. For example, some final year students in the SSSs refused to attend classes after their registration. In reaction to this, the Director General of Ghana Education Service's circular letter stated that school heads should take appropriate sanctions against students who misbehave after registering for the SSSCE(Daily Graphic, 2001). Again, Daily Graphic (2001) stated that, there is the need for parents to advise their wards appropriately on practices and behaviour bordering on alcoholism, occultism and truancy. It is unfortunate that sometimes in a bid to make their grievances known to the public; students demonstrate and in the process go on rampage to destroy school or college properties like computers, louver blades, vehicle and offices. All these activities do not help students to concentrate well on their academic work resulting in poor performance in their examinations.

In response to acts of indiscipline, heads of schools are compelled to use appropriate disciplinary actions to maintain the school's standard. Okumbe (1998) recommended two types of discipline to be used in schools. These are preventive and corrective. Preventive discipline, which is more recommended, is the type that seeks to instill self-discipline. It has the advantage of building morale and

long rate goals.

With regard to corrective discipline, the administrative action follows an infraction. Davis and Newstron (1985) stated that corrective discipline is to reform the offender to deter others from similar actions and to maintain consistent effective group standards. However, McKeachie (1986) noted when discipline takes the form of punishment; it supplies only the cues to acceptable behaviour, which is short term measure. In the school, corporal punishment is least recommended and where it is administered, the head or his/her delegate does it. In a situation where corrective discipline has to be taken, Cascio (1992) suggested that it has to proceed from oral warning to a written warning, to a suspension and finally to a dismissal. The GES rules on the administration of disciplinary measures in pre-tertiary institution follow the same procedure.

It is worthwhile to say that the importance of discipline in our schools and colleges cannot be underestimated. For example, Andrew (1994) observed that discipline helps to train students to be useful citizens of the society. Again, Andrew observed that, a college or school with well-ordered routines and a quiet atmosphere enable its products to apply them diligently to their academic work and which consequently help to mould the students to attain good behavioural characteristics. Also, Davis and Newstron (1985) observed that progressive discipline has the advantage of enabling the head and student enough time for remedial actions. That is to say, students in the long run benefit by settling down to do the right things which could lead to higher concentration on their academic work.

In executing discipline i_n schools and colleges, the authorities should be cautious not $_t$o use arbitrary, hostile and inconsistent measures to address Student grievances. Careful study and observation has made us to understand that Stitch antagonistic stand by authorities is usually welcome by resentment and confrontation which degenerate i_{nt}o serious problems ^{in} schools.

In conclusion, however, the heads of schools and colleges should endeavour to manage and control their institutions in such a way that discipline would always reign to instill orderliness to promote congenial atmosphere for learning. It should form part and parcel of their students' lives so that they would not be coerced before they perform their duties in the College.

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.

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separately to indicate his rational 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 I — 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.

Tutor Effectiveness

This section deals with the question posed in Research Question One, which stated "How does a tutor's qualification and effectiveness influence the academic performance of students?" This question has partially been answered in the preceding discussions. Improving teaching and learning in every school has become a paramount concern of most stakeholders in the education sector. One issue which has gained much concern when it comes to improving academic standards in school is teacher efficiency and effectiveness. Table 1 presents the responses given by respondents on tutor effectiveness. In the ensuing discussions, the responses are merged – for instance Strongly Agree and Agree become Agree and Strongly Disagree and Disagree become Disagree.

Table 1. Respondents' Responses Concerning Tutor Effectiveness

Statements	SA	A	D	SD
Tutors are punctual in class	34(21)	70(44)	32(20)	24(15)
Tutors write and teach with TLM lesson notes	39(23)	69(43)	36(24)	16(10)
Tutors vary their teaching methods	65(40.7)	75(46.8)	20(12.5)	-
Tutors make use of TLMs	22(13.7)	32(20.0)	62(38.7)	44(27.6)
Tutors involve students in lessons delivery process	104(65.0)	37(23.0)	19(12.0)	
Tutors give class exercises, tests and assignments	96(60.0)	42(26.3)	22(13.7)	
Tutors mark and return assignments and exercises to students	80(50)	52(32.5)	28(17.5)	
Tutors have cordial relations with students	108(67.5)	33(20.6)	14(8.8)	5(3.1)

Key: SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree
Source: Field of Study, 2020

From Table 1, the first thing that was considered under tutor effectiveness was punctuality to classes. According to the responses as shown on Table 1, majority (65%) agreed that tutors were punctual to class but 35% disagreed with that assertion. It is normal that some people may not be pleased with a system because they may want to see a more improved and efficient way of doing things, hence few of the respondents disagreed with the majority's view. On the brighter side if the majority of tutors and students are saying that tutors are punctual to classes then it is in the right direction.

Again, Table I indicates that 66% of respondents agreed that tutors in the College prepare and teach with lesson notes. Agogo Presbyterian College of Education being a teacher training institution should be the last school to neglect basic principles in education and so even 66% of respondents who agree that lesson plans are used is not encouraging, at least 85% should have subscribed to that. Looking at the issue from those who disagreed that tutors prepare and use lesson notes in teaching, it makes the process of training teachers in the College not thorough enough. Teachers are taught to use lesson notes in their teaching endeavours and those teaching teachers cannot do otherwise.

Also, Table I shows that the majority (87.5%) of respondents agreed that tutors vary their teaching methods during lessons delivery. This is very reassuring in the sense that using different teaching methods is good for education generally and instills basic teaching principles in teacher trainees. As expected, few (12.5%) respondents disagreed with the issue and this means there is more room for improvement. Closely related to the teaching methods issue, is the issue of tutors involving students in the lesson delivery process. The table shows that 88% of respondents indicated that tutors involve students in the teaching and learning processes. This clearly is encouraging and it makes the process effective and beneficial.

Furthermore, Table 1 indicates that contrary to the trend so far seen where majority of respondents have agreed to the propositions, in respect of tutors' usage of

teaching and learning materials (TLMs), the majority (66.3%) disagreed. In fact, Calhoun, Light and Keller (1994) stated that TLMs are resources used by a teacher to enhance effective teaching and learning. In the same way, Sekyere (2002) added that teaching materials are the materials used by tutors to make students understand the lesson taught easily. What these scholars have said, show the importance the use of TLMs can bring to the teaching and learning process and to some extent the effectiveness of the teachers. If more teachers in a teacher training college are not using TLMs in their lesson delivery processes then it is inappropriate. Tamakloe, Amedahe and Atta (1996) noted that teaching resources involve the materials the teacher prepares and uses to make learning easier.

In another development, Table 1 shows that when it comes to giving of adequate exercises, assignments and tests as a means of evaluating the performance of students, tutors do very well. This is because 86.3% of respondents agreed that tutors give class exercises, tests and assignments on regular basis. In the same vein, the table indicates that the exercises, assignments and tests that are conducted are promptly marked and feedback given. This is so because 82.5% of respondents agreed with the suggestion that tutors mark and return same to students, which serves as a positive reinforcement. Coupled with these positive signs, is the issue of tutors having cordial relations with students. Table I shows that roughly 88% of respondents agreed that tutors maintain cordial relations with students. All that have been discussed point to the effectiveness of the teacher in delivery of lessons to the learner in this sense, students of Agogo Presbyterian College of Education. Taking the issues that were put up to measure the effectiveness of the teachers in the College, all but one had a positive score. This state of affair is not bad but it could be better in the long run if the issue of TLMs is quickly addressed.

The State of Supervision in the College

The presentations in this section are geared toward responding to Research Question Two. It asks: How does supervision affect students output? Table 2 presents the

responses as given by respondents.

Table 2. Respondents Responses on the state of Supervision in the College

Statements	SA	A	D	SD
Roll-Calls are regularly conducted in the College	61(38.1)	99(61.9)	-	-
The Principal supervises both students and tutors	74(46.3)	53(33.2)	22 (13.7)	11(6.8)
Preps are compulsory for every student	138(86.3)	22(13.7)	-	-
Circuit supervisors regularly	58(36.2)	63(39.4)	30(18.8)	9(5.6)
Students are required to sign exeat before going outside campus	132(82.5)	21(13.1)	7(4.1)	-

Key: SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree
Source: Field of Study, 2020

In opening the discussion to the responses shown in Table 2 it must be emphasized that supervision plays a very important role in the growth of every institution and for that matter the College. Also, it is generally believed that human beings by nature would want to be pushed into action before acting accordingly. The situation in our schools is not different from what has just been stated.

Consequently, Table 2 indicates that all (100%) of respondents agreed that as part of the process of supervising students movements in and out of campus, roll-calls are regularly conducted by the college authorities. Similarly, issuing and granting of exeats to students to travel out of town or leave college premises gained the consent of majority (95.6%) of respondents. Actually, the practice in the college is that students are required to sign exeat before going outside the campus. Now, juxtaposing the conduct of roll-calls and signing of exeat ensure that students do not walk about any how because everything that is done in the school is regulated, all with the view to enhancing the teaching and learning processes. Additionally, Table 2 shows that almost 80% of respondents agreed that the Principal supervises both students and tutors. The principal is the leader or the manager of the college, sees to it that all (staff and students) act in a responsible manner towards achieving the objectives set. Tutors are required to prepare lesson plans, teach as per the time table, mark and score according to the continuous assessment regime and perform any roles entrusted to them. In all these, the principal or his representatives have to supervise tutors in the performance of their duties.

Again, Table 2 reveals that all respondents agreed that preps organized in the College are compulsory for every student. The main idea here is supervising students to learn and enhance their performance in the long run and so tutors are assigned to supervise students every evening to do individual studies within a stipulated time frame. In another development, Table 2 indicates that tutors apart from being supervised internally by the principal, from the external side they are supervised by circuit supervisors. Responses to this showed that 75.6% of respondents agreed but the remaining disagreed. Whichever way it is looked at respondents who are made of teachers and teacher trainees are not oblivious of supervision in the educational delivery set up. External supervisors like internal supervisors have one main objective ensuring that the ultimate objective is achievement by the end of the process. Circuit supervisors are enjoined to regularly visit schools and inspect or supervise school heads and teachers to do the right thing.

In summary, the importance of supervision in the school set up, Kraft (1994) asserted that effective supervision is a key factor in goal achievement. On their part, Stoner, Freeman and Gilbert (1995) indicated that supervision is that phase of school administration that deals primarily with the achievement of the appropriate selected instructional expectation of the educational system. Finally, Mankoe (2002) as found elsewhere in the literature alluded to the role of a supervisor who determines the work procedures, issues instructions both oral and written, assign responsibilities to workers (in this case), examines the quality of work done, maintains harmonious working relationship with subordinates, correct errors that may result from the process and deals with workers complaints among other things.

The State of Discipline in the College
This section of the data presentation answers research question three which sought to measure how discipline is maintained and the effects it has on students' academic performance in the long run. Table 3 presents the responses.

Table 3. Responses on the State of Discipline in the College

Statements	SA	A	D	SD
The College has a code of discipline and ethics for staff and students	117(73.1)	37(23.1)	3(1.9)	3(1.9)
Tutors and students are well-behaved	83(51.8)	70(43.8)	7(4.4)	-

Tutors and students are punctual to classes at all times	96(60.0)	51(31.9)	13(8.1)	-
Appropriate sanctions are applied to check indiscipline	142(88.8)	18(11.2)	-	
Students participate fully in class Deliberations	93(58.1)	5](38.9)	16(10.0)	-

Key: SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree
Source: Field of Study, 2020

Table 3 indicates clearly that 96.2% of respondents noted that the College has a code of discipline and ethics for staff and students. The code governs the conduct of every member of the school's community. Because the college has this code, the presumption is that tutors and students are well-behaved; this is seen in the fact that the greater majority (95.6%) of respondents alluded to that. If teachers are respecting themselves and doing what is expected of them and students in turn do not misbehave but act according to the rules and regulations then results in terms of behavioural and academic performance should be above board. It must be noted that one mark of a disciplined individual is punctuality to functions and meeting appointments. In the school set up punctuality to classes by both teacher and students is a mark of discipline and Table 3 shows that close to 92% of respondents agreed to the proposition that tutors and students are always punctual to classes.

Another side to ensuring discipline in the school setting is meting out the appropriate sanctions against offenders. Table 3 shows that all (100%) agreed that the appropriate sanctions are applied to check indiscipline in the college as and when the situation requires. In relation to the appropriate use of the sanctions, Davis and Newstron (1985) cautioned that in executing discipline in school and college's authorities should not use arbitrary, hostile and inconsistent measures to address students' grievances. The last item that was considered under discipline in the school was students' participation in class deliberations — it is a way to open the communication channel between teachers and students. All respondents in their responses to the issue agreed that students participate fully in class deliberations. This finding is consonance with the earlier finding that indicated that teachers and students are well behaved in the college; it is as a result of the close communication gap that exists amongst them. Fluid communications among people afford them the opportunity to sort out their differences thus preventing that from degenerating into chaos or conflict (Calscio, 1992).

In summary, it must be emphasized that discipline, like any other tool for growth and development can have both positive and negative effect on academic standards of students. In a school where indiscipline is the other of the day it is always very difficult to even plan for something fruitful since all the time the school authorities will be busy solving one problem or the other at the expense of teaching and learning. The results from Table 3 show that the school have very little problem with discipline and it is believed that all other things been equal this will go a long way to reflect on the academic performance of students as a whole.

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.

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 also 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.

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.

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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