



## The Importance of Management Support for Teacher-Led Targeted Instruction in Ghana

This brief presents findings from the baseline survey conducted between May and June 2018 for the Strengthening Teacher Accountability to Reach All Students (STARs) project, a randomized evaluation measuring 1) whether teacher led targeted instruction increases student achievement in upper primary grades and 2) how additional managerial support from head teachers and circuit supervisors can increase the likelihood that teachers implement targeted instruction in their classrooms. The data are drawn from 210 schools, 140 circuit supervisors, 209 head teachers, 671 P4 through P6 teachers, and 5,894 P4 and P5 pupils from 20 districts and seven regions in Ghana. Preliminary results from the evaluation are expected in October 2019.

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**Country:** Ghana

**Timeline:** 2018-2019

**Sample:** 210 government primary schools

### Key Insights

1. School-level statistics across the sampled schools showed an average pupil:teacher ratio of 30:1, that is, 30 pupils for every teacher. The largest pupil:teacher ratio was 102 pupils per teacher while the smallest pupil:teacher ratio was five students per teacher. Large class sizes in some schools could have negative implications for classroom management, quality of instruction, and the overall performance of pupils.

2. Pupils in primary 4 and 5 generally scored poorly in the baseline language and mathematics assessment, especially in oral reading fluency and comprehension as well as performing simple division operations.

- A sizable proportion of the pupils in primary 4 and primary 5 struggled with recognizing four-letter words compared to three-letter words. Sixty-nine percent of pupils correctly identified all five three-letter words, while only 16 percent could correctly identify all seven four-letter words. On average pupils could recognize 82 percent of the three-letter words and only 35 percent on the four-letter words.

- Pupils had difficulty with oral reading fluency, which also influenced their reading comprehension ability. Eighty-four percent of pupils could not read a five-sentence passage orally fluently aloud within 45 seconds and without making more than two mis-takes.

Pupils' Ability to Answer Reading Comprehension Questions



Almost 80 percent of pupils could not correctly answer any of the post-reading comprehension questions because they were either unable to read the passage or did not understand it. Reading fluency is closely related to reading comprehension. Of those who could not read the passage aloud, 94 percent could also not answer either question about the passage. These results demonstrate that pupils' have low reading fluency skills that limits their ability to comprehend written passages.

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