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THE IMPACT OF THE SABABU EDUCATION PROJECT ON TEACHER TRAINING PROGRAMME IN PUJEHUN, SOUTHERN SIERRA LEONE

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ABSTRACT
Education is a major contributor to human development; it has both intrinsic values and extrinsic values. Therefore, the desire to educate the population is great, though the benefits are long term in nature; reaping these benefits requires investment. This paper examines reports on a study that investigated the impact of the SABABU Education Project on teacher training programmes in Pujehun, southern Sierra Leone. Multistage and purposive random sampling techniques were used to select the district, the schools and participants. The research used a descriptive design, with a population of 15 junior secondary schools targeting 75 untrained and unqualified teachers and administrators. Questionnaires, informal interviews and focus group discussions were used to obtain the primary data for the study. The research discovered that majority (53.8%) of the teachers were youths that nearly half (44.6%) of the teachers encounter difficulties in preparing and delivering lessons training material, and methodologies were inappropriate and inadequate (43.1%). It, however, revealed that the SABABU Project training programme had significant positive impacts on the target groups, and it improved performances of pupils in external examinations. It was concluded that most of the teachers had less than five years teaching experience and teaching material were not available or adequate for effective practical exercise. It was recommended that the SABABU training programme be conducted in all rural areas where untrained and unqualified teachers of all age groups are present; varying teaching methodologies must be used in the classrooms and in-service training workshop and seminars be conducted at the starting of each school term. Proper monitoring strategies should be put in place to ensure the teachers commitment to teaching using the newly acquired methodologies acquired. Teaching methods be modernized, and community participation be encouraged.

KEY WORDS: SABABU Project impact education untrained unqualified

INTRODUCTION

Though difficult to define, education would be somewhat an activity or endeavor in which the more mature of human society deal with the less mature, in order to achieve a greater maturity and there by contributing to the improvement of human life. It is therefore a key to liberate a family, community or nation from poverty (UNESCO Institute for Statistics, 2012. During the pre-independence or colonial era (1920-1960) of Sierra Leone was referred to as a glorious time for education. As early as the 1820s, Sierra Leone was considered the "Athens of West Africa". The first university in Africa, south of Sahara, Fourah Bay College, was founded in Freetown in 1827. In 1968 it was affiliated with Durham University in England, a prestigious accolade that all Sierra Leoneans and other Africans cherished. This period accredited Sierra Leone the laurel of the region which brought most Africans from the sub-region and even beyond to acquire more knowledge and improve their educational status. The post-independence era (1964 to date) e marked the beginning of educational and economic demise of Sierra Leone. This continued on to the decade old rebel incursion (1991-2001) which caused vast destruction and more deterioration to the education sector. These and other subsequent political instabilities led to Sierra Leone being rated one of those countries with the highest illiteracy rates in the world. This was made worse by the three decades of misrule. Based on the above, the SABABU Education Project was initiated in 2002; collaboration between Government of Sierra Leone (GOSL) and the World Bank through the International Development Agency (IDA), and the African Development Bank (ADB) and the African Development Fund (ADF) (GOSL, 2007). The purpose of the project was to rehabilitate basic education and provide vocational skills throughout Sierra Leone. The project encompassed the construction and rehabilitation of school classrooms, the purchase and distribution of school textbooks in association with Macmillan Publishers and vocational skills training including teacher training. This venture provided broad-based education for children from class I – Junior Secondary School three (JSS III). The duration for this project was five years. The aim was to improve the quality and relevance of education in the post-war Sierra Leone with Quality education here referred to a process by which children acquire knowledge, habits, skills, attitudes or values that are useful to them and their societies. The legal framework of operation for the SABABU

education project comprised agreement between the Government of Sierra Leone, the World Bank and the African Development Bank. The Funds were provided by these bodies through IDA and DAF, which provided the bulk of the funds; Sierra Leone only contributed about 4% of the funds. Before the official January 2002 declaration of the end of the civil war in Sierra Leone by the then President, Ahmed Tejan Kabba, education development had remained the topmost priority of the government. It was deemed fundamental to end the war because peace is the key to the development and an antidote for poverty. With such a potent panacea for development, government aggressively pursued educational development with all available and potential resources which was indicated in the National Education Report (GOSL, 2003). As a statutory mandate, the Ministry of Education, Science and Technology (MEST), the goals of the then government were to develop education in such a way as to fall in line with the international marker such as the Education for All (EFA) programmes, the Millennium Development Goals (MDG). The desperate desire to recover from the set back of the war the following were sought: (1) Reduction and relief of poverty using education; (2) Significant increase in the literacy rate; (3) Free and compulsory quality Basic education; (4) Gender equality in access to participation in education; (5) Increase in access to quality education post junior secondary school (JSS) level; (6)Empowerment of youth through education; (7) Increase access to education for the disadvantage and the disable; (8) Decrease in regional and district disparities in access to quality; and (9) Greater decentralization of education and devotion of authority by increase in community ownership of schools.

The Ministry of Education set up a number of ambitions to target the above goals as follows: Free primary education by 2003; Establishment of school management committees in all primary schools by 2007; Free junior secondary education for girls by 2006; Free and compulsory basic education by 2015; Free junior secondary education for all by 2010; A 10% increase in the National Primary School Examination (NPSE) and Basic Education Certificate Examination (BECE) pass rate by 2010; Establishment of community education centres and technical vocational centres in all chiefdoms by 2007; A 30% increase in the percentage of qualified teachers in the system by 2015; Provision of Remote Area and Need subject Allowance by 2005; Complete reorganization and expansion of tertiary education by 2007; and Establishment of model schools and centres of excellence initially in all regions and ultimately in all districts by 2008 and 2005 respectively. To achieve the above goals, the government: (1) Progressively increased allocation 23% of GDP to the education sector so as to facilitate improved access to fundamental quality education; (2) Government paid for tuition fees of every child from classes 1-3, assisted in the provision of teaching and learning materials and core textbooks in starting from the year 2000. These provisions were extended to classes 4-6 in the year 2002 as a support to parents; (3) As a deterrent to most parents in early years, government started paying the fees for the NPSE.; (4) In 2001 Government extended its provision to pay fees for all children attempting examinations nationally up to senior secondary level; and (5) The Ministry of Education developed a compressed primary school scheme called complementary Rapid Education Programme (REPS) to help access school by children who could not access it during the war.

The achievement of the above goals was as a result of Article 28 of the Convention on the Right of the Child adopted by the General Assembly of the United Nation on 20th November 1989 which states that "*State parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity in particular"* (UNESCO, 1989). Also, the UN Millennium Development Goals in Article two (2) states that by the year 2015*" all 189 member states should have achieved universal basic education ensuring that all boys and girls complete a full course of primary school* (UNESCO, 1989).

The Sierra Leone Education Act of 2004 also demands compulsory and free primary and junior secondary school (Basic education). With all these educational development efforts, lots still need to be desired as for as current educational trend is concerned. For instance, Sierra Leone still needs an urgent requirement of trained and qualified teachers in her numerous schools. There is high percentage of untrained and unqualified teachers in both primary and secondary schools. Though government had constructed/ reconstructed and or rehabilitated schools in the district yet there is need for more to meet the growing increase of enrolment in schools. Compared to the number of schools in the district, the ratio of teachers to the school and that of the pupil-teacher ratio is low. There is still need for more teachers. Though some schools had benefited from teaching/ learning materials both primary and junior secondary schools within the chiefdom through SABABU project, yet standards of education in especially the remote areas remain dismally low. With the accolade it had earned itself in the past, it is believed therefore that education in Sierra Leone is one of the oldest and important industries in the country, even though the standard has wiped compared to other West Africa countries. With many schools and teachers, there is still a drastic reduction in the performance of pupils in schools. The general view of the Ministry of Education, Science and Technology (1996- 2007) is to ensure that every Sierra Leonean gets basic education in consonant with the millennium goal which is "to ensure that boys and girls complete a full course of primary school education by 2015". To achieve such a dream, so many sectors must be given serious attention. One of such sectors should be the instruction (teachers). It is for this reason that SABABU education project was introduced to help sectors improve the status of education by introducing series of training workshop, in-service training programmes for the untrained and unqualified teachers in both primary and junior secondary schools in the country. This study is therefore, undertaken to unravel the impact of SABABU education project on teacher training in the study area, so that useful

information would be made available to development planners and researchers (Ministry of Education, UNICEF, and other NGOs) that influence decisions on policy formulation and implementations. It is expected that this will enhance achievement of the development goals set at the Millennium summit and the target for achieving educational goals by the Ministry of Education for a quality and sustainable education. It is also hoped that the findings of this study will be useful to Government functionaries like the curriculum planners, Non-governmental organizations (NGOs) both national and international, research institutions and researchers interested in promoting education in the country. It will help teachers in their day to day activities by making references to this document to improve their methodologies in delivering quality education to the children. Furthermore, this study will facilitate the production of a reference document in helping Sierra Leone to achieve the millennium goals established as a basic human right during the convention in 2000 which stated, gender disparity, infant mortality, HIV/AIDS, and over population. It will also help break the cycle of poverty and illiteracy, with the expectation that by 2015 all children will have access to basic education. It is also hoped that it will not only be useful to Sierra Leone, Sub-Sahara Africa, but the entire developing world bringing improvement in the teaching methodologies in their primary and secondary school to the core. The aim of the study was to assess the impact of the SABABU training programme on the performance of untrained and unqualified teachers in the junior secondary schools in the Pujehun District

RESEARCH QUESTIONS

In order to achieve the aim of the study, it was guided by five main research questions as follows:

i. What are the characteristics of untrained and unqualified teachers before and after training programmes?
ii. What problems do the untrained and unqualified teachers face in the classrooms that affect their teaching?
iii. In what ways have the untrained and unqualified teachers benefited from SABABU education project?
iv. What problems did the untrained and unqualified SABABU training participants encounter during the SABABU training exercises?
v. How have the untrained and unqualified teachers improved on their teaching since the training programme?
vi. What is the impact of SABABU Education Project on the performance of pupils in internal and external examinations?

METHODOLOGY

Research Design

A descriptive cross-sectional research design was employed in the study with an aim of describing the impact of the SABABU Education Programmes on teacher training in Pujehun District in southern Sierra Leone.

Description of the Study Area

Pujehun district is a very strategic rural district with typical African town settlement characteristics. It comprises several towns and villages. The temperature is warm throughout the year with minimum and maximum temperatures of 13^0C and 45^0C respectively. The coldest month of the year is December during which the Harmattan wind becomes intense. The hottest month is March. Pujehun district has several important towns and villages. The most important is Pujehun town itself, which houses the district administrative headquarter offices. It has many secondary and primary schools and a distance learning college (recently opened). Other major towns include Potoru, Zimmi, Yoni, Gobaru, Sahn Malen and Geoma, all of which have secondary schools. The estimated population of the district is 228,392 inhabitants (SSL, 2004). Pujehun district lies at the southernmost tip of Sierra Leone and along the Liberian border. Most of the district terrains lie within the interior plateau of Sierra Leone. The settlements are relatively flat with very few hills interspersed with inland valley swamps, which is often cultivated throughout the year. During the rainy season, the main crop grown in the swamps is swamp rice. When the rice is harvested, normally at the start of the dry season, vegetables of various forms are cultivated onto the onset of the rains when swamp rice production resumes. Tree crops such as cocoa, coffee and oil palm are the dominant cash crops cultivated in the entire district.

Most of the secondary schools are located in remote towns and villages, hence were grossly understaffed. The teachers are predominantly untrained and unqualified, but most, had benefited from the SABABU training programme.

Study Population

The population of this study included all school administrators and teacher trainees of the SABABU project for junior secondary schools in the Pujehun district.

Sampling Technique and sample size

The sample frame of the study was a list of all school administrators and teacher trainees of the SABABU project for junior secondary schools in the Pujehun district. An up – to-date list of all schools administrators and teacher trainees of the SABABU Project and the Junior Schools in Pujehun sought from the Ministry of Education, Science and Technology in Pujehun, the Head Quarter Town of Pujehun District and SABABU Programme Officers in the District. The sample consisted of 75 SABABU trained teachers. The sampling procedure was a combination of purposive, stratified and simple random sampling techniques. The sampling aimed at selecting eligible persons with equal probability. Samples were selected from all the Junior Secondary Schools in Pujehun District. The first step in the multi-staged sampling technique was a purposive selection of Pujehun District out of the four districts in the Southern Region. This district was selected based on several reasons. Firstly the district is well renowned for low level of teacher education. Secondly, most of the women in this district are highly illiterates. Thirdly, the teachers and administrators in most Junior Secondary schools in this district have benefited from SABABU Education Programmes for not only a long

period, but have also had other NGOs' Out –School Teachers Training Programmes. The second stage involved a purposive selection of all the 15 Junior Secondary Schools in the district. The third stage comprised of the selecting of 75 (5 from each of 15 SABABU Junior Secondary schools) - Gobaru Secondary School – Gobaru(5), Saint Paul's Secondary School – Pujehun(5), Zimmi High School – Zimmi Makpele(5), Government Junior Secondary School – Massama Kpaka(5), Barri Islamic Secondary School – Potoru(5), Saint Paul's Junior Secondary – Pujehun(5), Holy Rosary Junior Secondary – Pujehun(5), Government Junior Secondary – Sahn Malem(5), Ahamadiyya Junior Secondary – Bandajuma Sowa(5), Ahamadiyya Junior Secondary – Fairo(5), Government Junior Secondary – Blama Massaquoi(5), National Islamic Junior Secondary – Dandabu(5), Government Junior Secondary – Jimmy(5), Jaiama Bongor Junior Secondary – Koribondo(5), and Ahamadiyya Junior Secondary – Koribondo(5). The fourth stage was a purposive selection of individual teacher trainees to be considered as participants in the study. The fifth stage involved the selection of administrators using simple random sampling technique. The lists of all SABABU Programme teacher trainees, and administrators in the district were provided by the Ministry of Education, Science and Technology (MEST), SABABU Officers, and NGOs working in the district. The Individual teacher trainees and administrators were selected using simple random sampling technique. All the names of SABABU Programme teacher trainees and administrators provided by MEST, SABABU Officers, and NGOs were assigned numbers, and these numbers were written on pieces of papers which were folded and placed in container. A little child, aged five years was allowed to pick up a piece of wrapped paper repeatedly until the 75 farmers per community were selected. This gave a total Sample size of 75 participants.

Instrument for Data Collection

A structured questionnaire consisting of both open and close-ended questions was administered to sampled farmers through the use of face to face, personal interviews. The questionnaire consisted of five sections based on the purpose and research questions. Section A sought information on the socio-demographic characteristics of the SABABU teacher trainees; Section B collected data on the problems untrained and unqualified teachers face in the classrooms that affect their teaching. Interview and discussions were conducted with the Trainees and administrators respectively in order to find out their own opinion about the problems untrained teachers face in the classroom in their teaching. Section C solicited information on the ways the untrained and unqualified teachers benefited from SABABU education Project. Section D sought data on problems untrained and unqualified teachers encountered during the SABABU training exercises, Section E gathered data on the level of impact of the SABABU training programmes on the untrained and unqualified teachers after the training programme. The questionnaire consisted of several categories of questions. The responses of Sections B of the questionnaire had a five –point response options of: VS = Very Significant, IS = Insignificant, MS= Moderately Significant, S= significant, VS = very insignificant with responding values of 5, 4, 3, 2, and 1; while those for Section 3 were categorized using five point scales: Very insignificant =1, insignificant= 2, Moderately significant =3, Significant=4, and Very Significant =5. The responses for Section 4 were categorized using four point Likert type scales: AV = Available (1,) N/AV =Not Available (2), Ad=Adequate (3), N/Ad = Not Adequate (4), Sui = Suitable (5) and N/Sui = Not Suitable (6). Section 5 were categorized using MLI= Moderate Level of Impact, MLI= Low Level of Impact, and HLI= High Level of Impact. The mean scores were used for analysis.

The instrument for data collection was subjected to pretest in Bo District, which was not part of the sample, while validity and reliability tests were carried out. Validity test included face validity and content validity.

i. Face validity: In validating the instrument, face and construct methods were used. 10 items were constructed; these were presented to a panel of five experts. The panel included Education Officers, NGO Experts, School Administrators, and Expert from other related fields. The face validity of the instrument was measured. The experts confirmed that the items contained items that would solicit the intended response on impact of production. Also, the experts reviewed the items of clarity and ensured all that could confuse respondents and research assistants were removed. The construct validity was ensured by correlating the score of test administration of the instrument with that of another one with high level of construct using Pearson Product Movement Correlation. A correlation of the test scores of the two instruments on the 10 SABABU Programme trainees gave a correlation coefficient of 0.87. This was significant at p-value alternate of the test and even numbers from the other alternate form. Two scores were obtained from each test; one set from the odd, and the other from the even numbered items. Using Pearson Correlation, the two sets of scores provided a measure of reliability of each half of the test. Spearman- Brown Formula was then used to get the reliability of length of the test. The internal consistency was 0.88 at (0.05) level of significance.

Data Collection

The data for this study was collected between 10th November and 30th December, 2015. Both primary and secondary data were collected. Secondary data were information from the literature, official documents, library materials, internet, and textbooks. Primary data were solicited through administration of questionnaire, direct observation, focus group discussion, and key informant interviews. Prior to the fieldwork, researchers made several visits to the study area to: i) acquaint themselves with the farmers and the situation on the ground. ii) have an informed consent of the school authorities and also inform the SABABU teacher trainees about the purpose of the study. Before the start of the field exercise, three research assistants, who were ex-trainees and who were very familiar with the operation of the SABABU Programmes, were trained on how to administer the questionnaire. Each research assistant was given a field

notebook, pencil, pen, and eraser. They were also instructed to write down any information and observation made that would be of essence in lending accuracy to the study. Twenty-five questionnaires were entrusted to each of the research assistants. These were coded and assistant researchers were asked to write the names of the Junior School, and the respondent on each questionnaire. The interviews lasted for about 35-45 minutes. In addition to interviews, direct observations were made during the administration of the questionnaires. Focus group discussions too were held with key stakeholders including local leaders, education officers, NGO officers, ex-trainees and administrators. Only one focus group discussion and a key informant interview were held in three communities to collect qualitative information for the study and to verify responses from questionnaires. Each author supervised one assistant researcher and collected all completed questionnaire every day. At the end of the data collection, all the questionnaires were put together and checked for uncompleted or not properly completed forms. During data collection, informed verbal consent was directly asked from respondents before interview.

Data analysis

All data collected from the study area as in the questionnaire, focus group discussion, in-depth interviews and observation reports were verified, coded and then analyzed. Quantitative data was processed, coded and analyzed using Statistical Package for Social Sciences (SPSS) program version 20. The results were presented by the use of descriptive statistics such as means and frequencies. Qualitative data were transcribed and subsequent themes and sub-themes derived. The themes and sub-themes were then presented as they emerged.

RESULTS

1. Demographic Characteristics of Teachers

As depicted in figure 4.2.1, the study reveal that 53.8% of respondents were between 21-30 years, 26.2% between 31-40 years. It further reveals that 15.4% were between 41-50 years and only 1.5% were less than 20 years of age.

a) . Age Range of Trainers

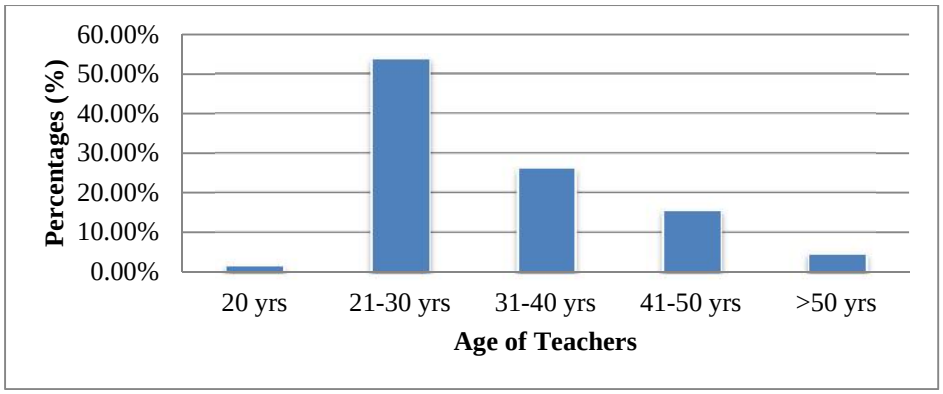

FIGURE 1: Age Range of Teachers

b). Educational Background

Secondary Graduates while 16.9% were from Teachers Training Colleges. A few of them were from University and Arabic Colleges. Figure .2 reveals that 44.6% of the teachers attended Technical and Vocational institutions, 7.7% were Senior.

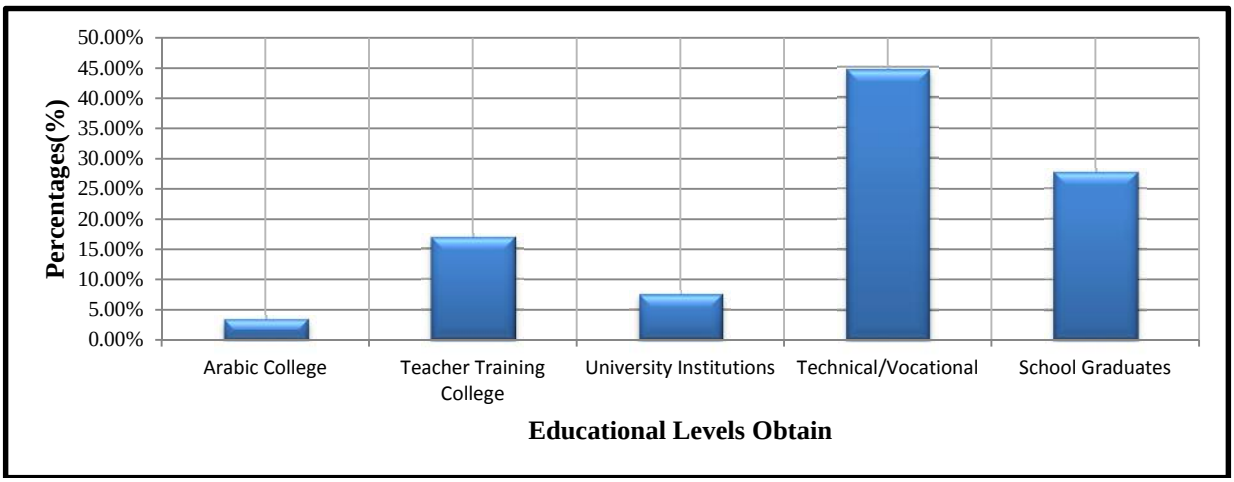

FIGURE 2: Educational Background of Teachers

c). Qualifications of the Teachers

As depicted in figure .3, 20% of the teachers had city and guilds certificates, 18.55% with National Diplomas and 17.35% with WASSCE. A few of them had University degrees, vocational technical certificates, Teachers Certificates (T.C) and Higher Teachers certificates (HTC).

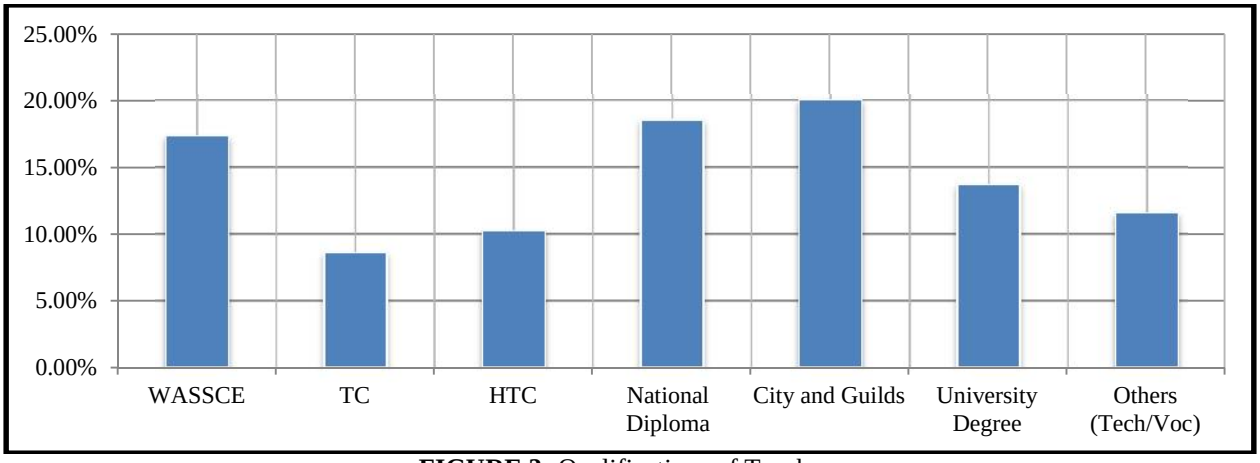

FIGURE 3: Qualifications of Teachers

d). Teaching Experience of Respondents

The respondents revealed as in Figure 4 that 50.8% had less than 5 years teaching experience, 27.7% were between 6-10 years and 16.9% between 11-15 years. Very few teachers were between 16-20 years and above 20 years teaching experience.

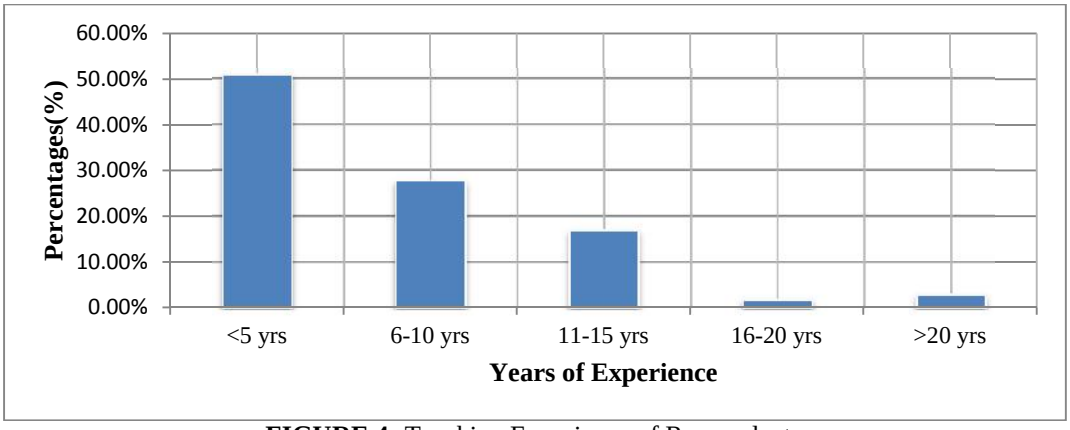

FIGURE 4: Teaching Experience of Respondents

e) Dependents of the Respondents

As revealed in Figure 5(53.8%) of the teachers had dependants less than 5(35.4%) had between 6-10(8%) of the teachers had dependants between 11-15 while 2.8% had between 18-20 dependents. No respondent had above 20 respondents.

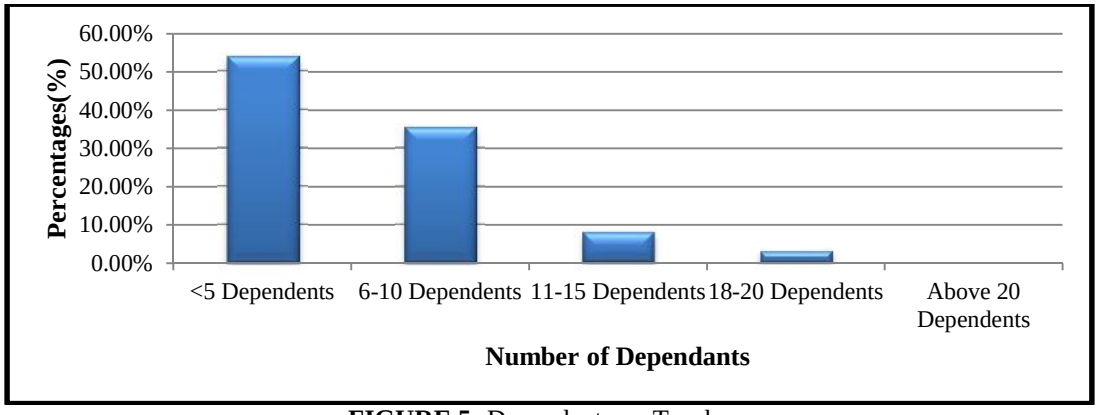

FIGURE 5: Dependents on Teachers

f) SABABU Project training Centres

The training programme was conducted in different areas in the country. Figure 4.2.6 depicts that 72.3% had their training in Kenema while 24.6% of the training was conducted in Pujehun. Only 1.6% and 1.5% had their training in Makeni and Bo respectively, and no teacher was trained in Freetown.

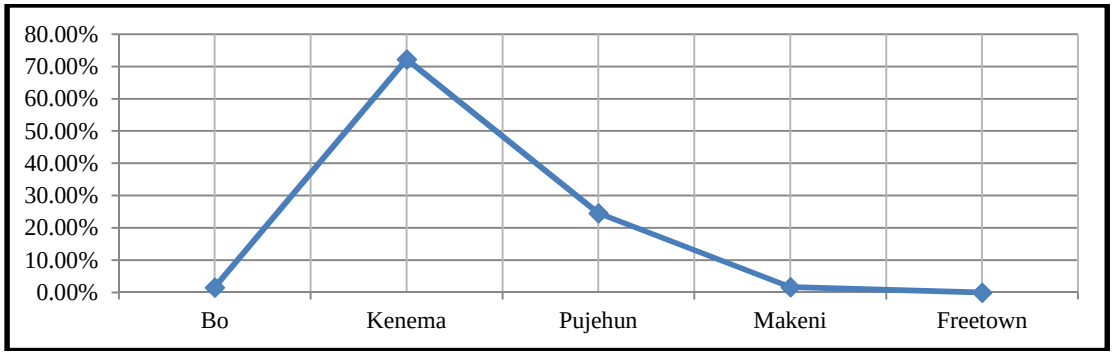

FIGURE 6: Sababu Training Centres

2. Problems Encountered by the Teachers during the SABABU Training Exercise

As depicted in Figure 4.2.7A and B that the frequencies and percentages of problems encountered by the teachers during the SABABU training exercises at their various centres, 44.6% of the teachers observed inappropriate methods of delivery of the lessons, 43.1% lack practical training and the venue of the training was unsuitable. It further revealed that 38.5% of the respondents put much significance on the inappropriate schedule for training while 36.9% expressed late payment of emoluments, 43.1% and 35.4% of the trainees put more attention to lack of practical training in both animal and crop productions respectively. Other very significant problems encountered include accommodation and irregularity of trainers as well as inappropriate season for such training exercises.

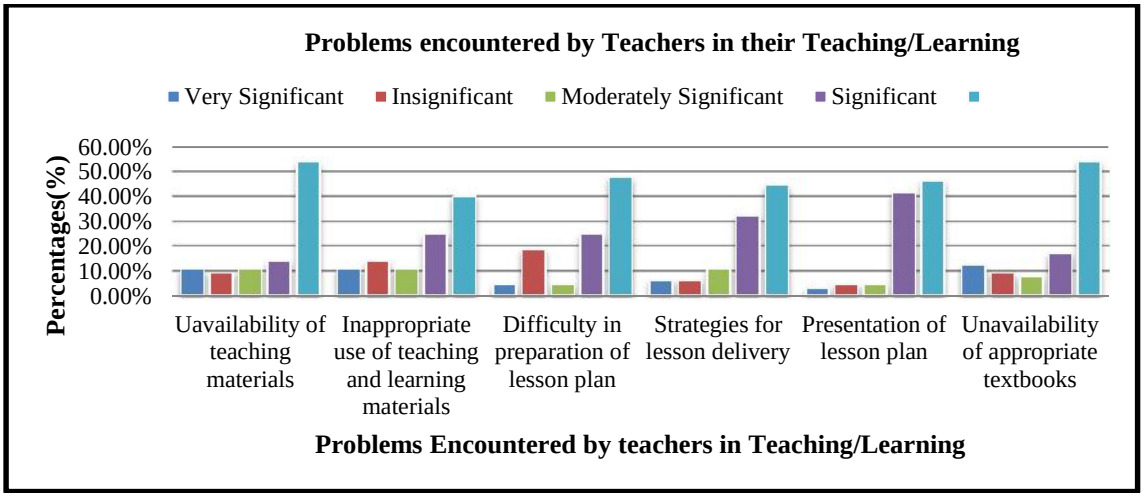

FIGURE 7: Problems Encountered by the teachers in their Teaching/Learning

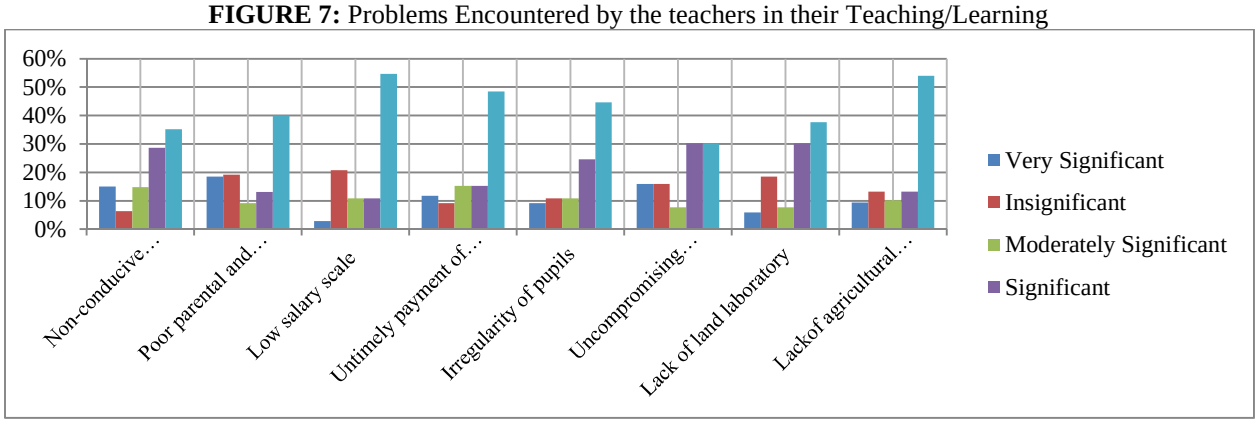

FIGURE 7(b): Problems Encountered by the Teachers in their Teaching/Leaning

3. Availability, Adequacy and Suitability of the SABABU Training Materials

Figure 4(a) and (b) illustrate the frequencies and percentages of the SABABU Training Materials on the Availability, Adequacy and Suitability of the training materials. The result revealed that 30.8% of the stationary were available, 12.3% not available and 7.7% admitted availability but not adequately supplied. It further revealed that 13.8% of overhead projectors were available and 63.1% were not available and 3.1% were adequate. The table revealed that 50.8% of the Flip Charts were available, 38.5% not available and 0% indicated that the chart was not suitable for the training exercise. The result also revealed that 26.2% and 6.2% of the crop and animal production unit were available respectively, 32.3% and 61.5% were not available, and 27.7% and 13.8% were not adequate for effective practical training. Also, 4.6% indicated suitable of Flannel boards and overhead projectors while 12.3% and 3.1% claimed that they were not suitable for the training programme. The respondents revealed that 16.9% of the agricultural tools and equipments were available, 24.6% not available, 41.5% not adequate and 6.2% expressed the suitable of the agricultural tools and equipments for effective agricultural practical exercises.

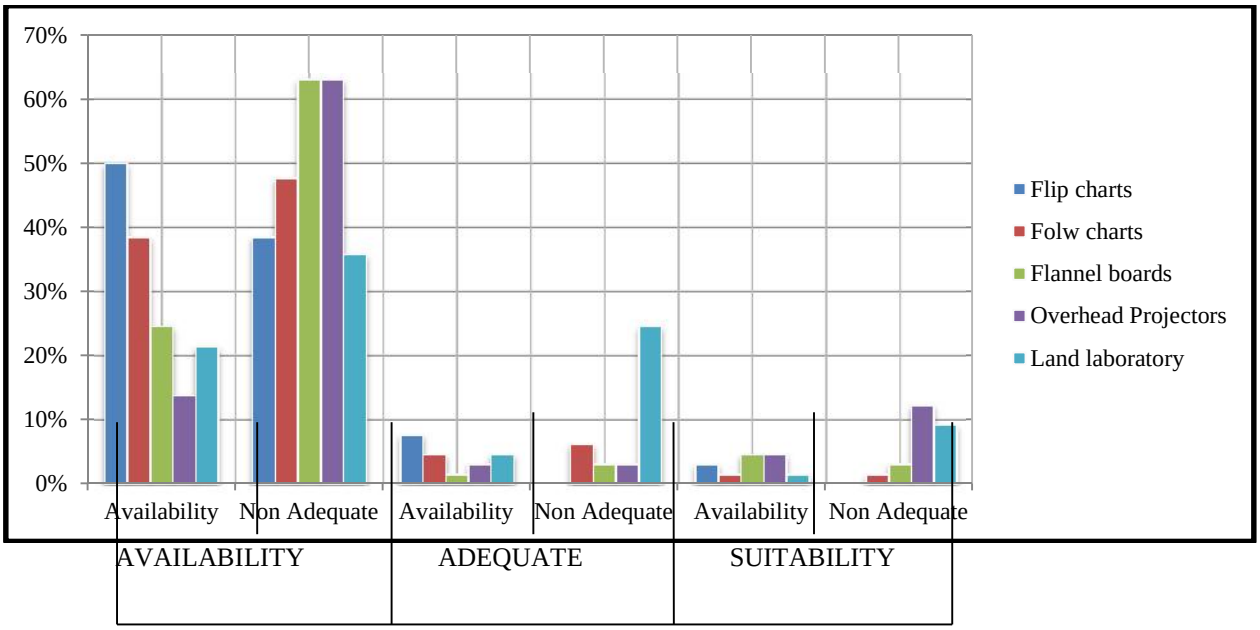

FIGURE 8(a): Level of availability, adequacy and suitability of the SABABU training facilities

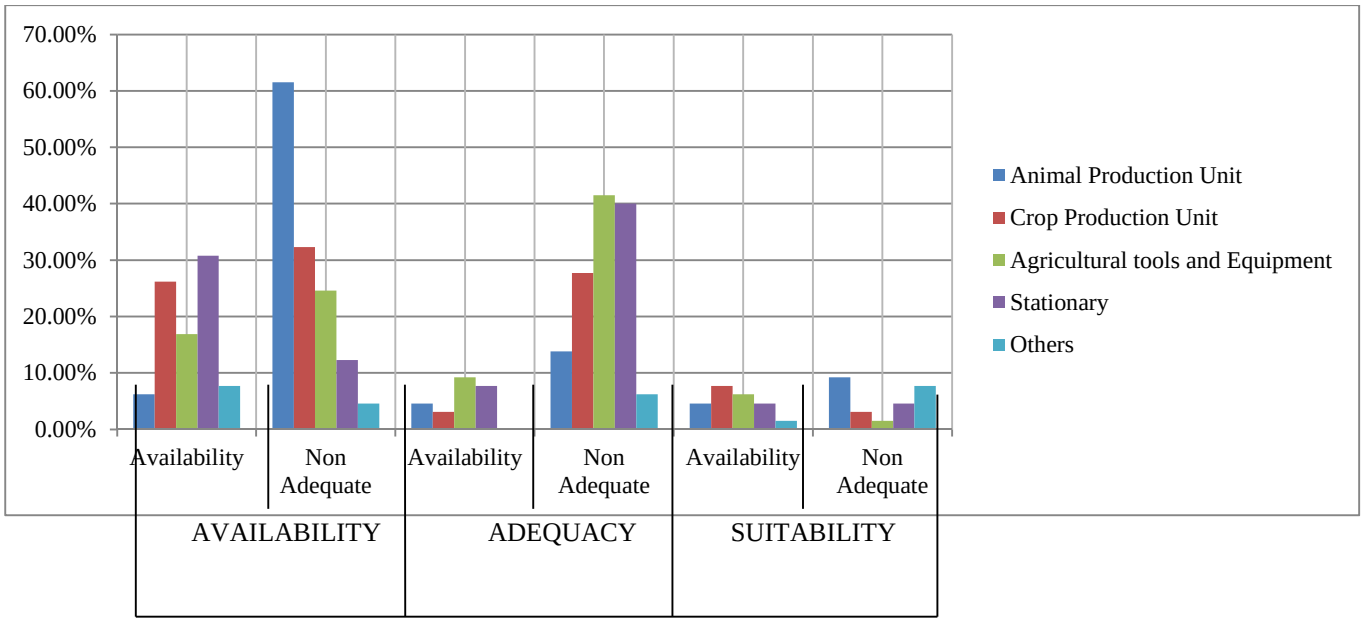

FIGURE 8(b): Level of availability, adequacy and suitability of SABABU facilities

3. The Impact of SABABU Training Programme on Teachers Performances

Figures 9(a) and (b) illustrate the frequencies and percentages of the level of impact of SABABU Training programme on the performance of the teachers. The table depicted 64.65% of the trainees had high level impact on the improvement in teacher-teacher relationships, 26.2% moderate level impact and 9.2% low improvement in teacher-teacher relationships, revealed that 61.5% high level impact on the improvement in classroom control while 27.7% and 10.8% moderate and low level impacts on the improvement in classroom control respectively. As indicated in the table, 50.8% of respondents agreed on a moderate level of impact on the improvement in the performance of the pupils in examinations, 35.4% high level impact in the performance of the pupils in examination. The Figure further revealed that 55.4% of trainees had high level of impact in improved skills in preparing lessons, 29.3% with moderate level impact and 15.4% level impact on improved skills in lesson preparation. The Figure also explains that more improvement had been done in more areas such as presentation of lessons, preparation and use of teaching aids and improvements in delivery of practical lessons.

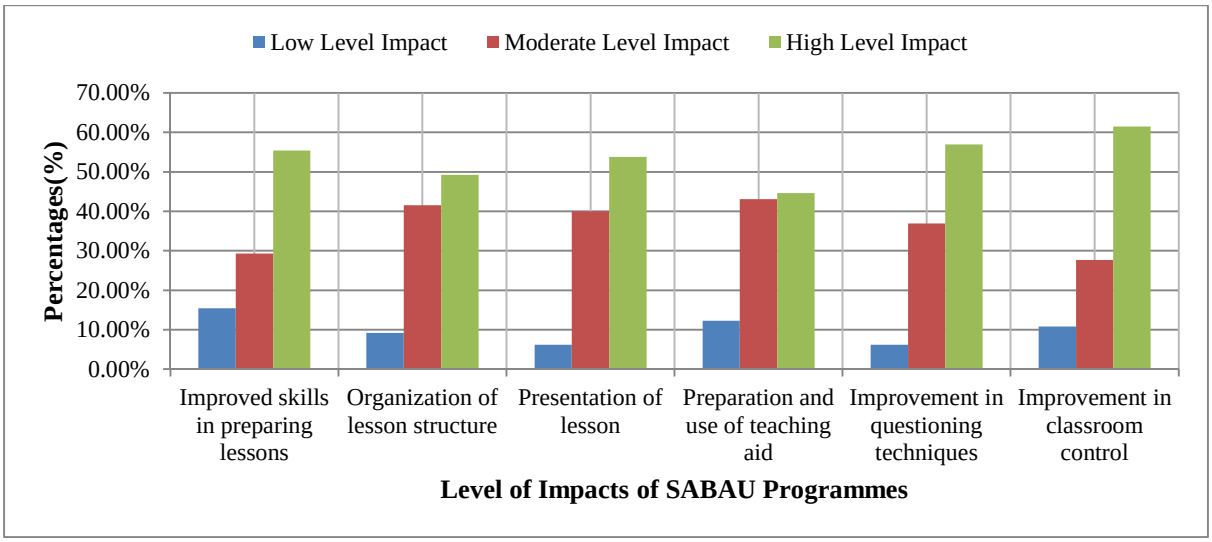

FIGURE (9a): Level of Impact of SABABU training Programme on Teachers Performances

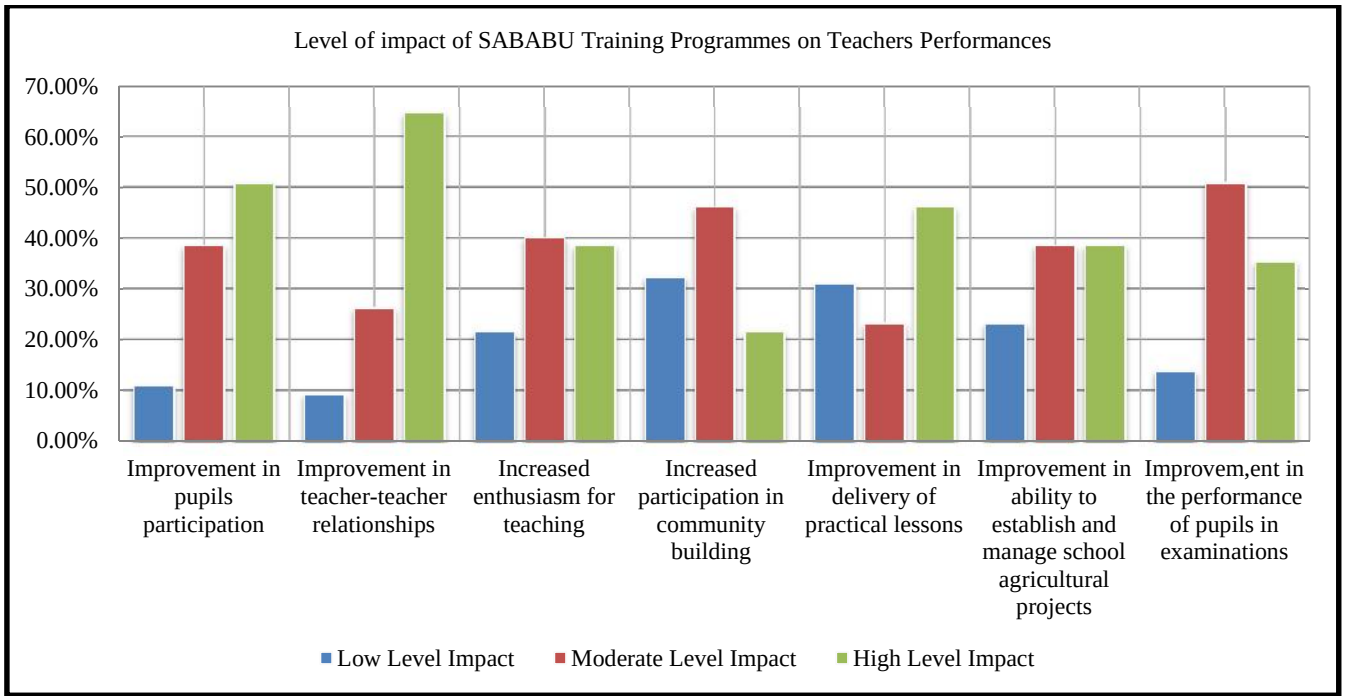

FIGURE 9(b): Level of Impact of SABABU Training Programme on Teachers Performances

Data from the Administrators (Principals)

The focus group discussion and informal interviews on how administrators react to their teachers in relation to achieving quality education revealed that some administrators do persuade their teachers, the community and government to promote teaching and learning. Some of them behave contrary to this. The study revealed that more than half of the administrators are uncompromising in diverse ways. This poses to be a real set back in the delivery of lesions. From the oral discussion with some administrators, some principals revealed that adequate seating accommodation is a problem compared to the influx of children into schools. Some stated that their schools lack enough chairs, desk for pupils to sit on and write. They also agreed that most junior secondary school lack enough classrooms as such overcrowding is noticeable in these schools. The study also revealed that shortage is a chronic problem in all schools. This is most times due to poor community support, lack of adequate social amenities and low salary scale. Teachers understandably prefer urban centres to the rural setting because of these problems. It was further revealed by most principals that their relationships with their teachers are cordial, so also is the teacher-teacher relationship. There was also a general conscientious agreement among the principals that untrained and unqualified teachers who benefited from the SABABU education training performed are far better than their untrained and unqualified colleagues who did not benefit from the scheme.

DISCUSSION

1. Demographic Characteristics of Teachers

The findings of the research revealed that over half of the number of teachers who had gone through SABABU training was more of youth between the ages of twenty-one to thirty years. A good number of them were between the ages of thirty-one to forty years and very few numbers above forty years. This is in line with UNAIDS (2010) findings. Teaching can be referred to as a profession in the fullest and most credible sense, and it is only when teachers are properly trained, qualified and are ready to work hard that the school can develop and effect pupil performances as Baguma (2010) stated. It is thus essential for any teacher to have a thorough academic preparation. According to the educational background of the teachers, the findings revealed that most of the respondents have only gone through non-teacher training technical and vocational institutions, and Senior Secondary Certificates (WASSCE), a few had technical diplomas, or city and guilds certificates. Some were from teachers training colleges with Teachers and Higher Teachers Certificates respectively (TC&HTC). There were few university graduates with general certificates (B.Sc General, Agric. Certificates) and others with Arabic Certificates from various Arabic institutes. It is evident from the findings of the study that quite a good number of teachers who went for the training apparently did not have the appropriate qualifications to teach. Very few however had the qualification to teach but required more information to help them improve on their teaching techniques. Teaching experience thus refers to the length of time that a teacher has been directly engaged in the teaching profession. This result is similar to that of Duraisamy (2002) finding. The findings of the study clearly showed that half of the teachers had taught for less than five years. About one-fourth of the teachers had taught for six to ten years. Some had taught up to fifteen years and very few up to twenty years and above. It was also revealed that over half of the respondents had less than five dependants. Some have dependants between six and ten and very few had up to fifteen and above. According to the trainers, it was revealed that most teachers had their training in Kenema. About one-fourth of the teachers had their training in Pujehun, and only tenth had their training in Bo and Makeni. It is true that teachers are at the nucleus of not only the educational process, but in all developmental process of the pupils. Thus it should be mindful that there is a lot of damage caused by the unqualified teachers to pupils during the process delivery and subsequently during the developmental process of the child, which confirms Education for All Global Monitoring Report's (2012) statement. Even if the pupils are provided with all learning materials, it will be difficult to achieve quality education if the teachers are not qualified. The SABABU training was geared towards upgrading the untrained education and unqualified teachers in order to achieve good quality education. It is thus believed that a well trained teacher is aware of his responsibilities to his pupils, to his parents, and to the nation, if required materials are not available, if the teachers are not qualified, it would be difficult to achieve quality education (Fiszbein, et al. 2007).

2. Problems encountered by the teachers in their teaching activities in schools

It was also revealed that though there may be some but not adequate and even appropriate for the present curriculum. The prescribed textbooks were minimally available most times not even required for the various courses. Some subject cannot be taught effectively without the appropriate prescribed textbooks, for example, Language Arts, Mathematics etc. this will lead to ineffective teaching and learning mostly leading to mass failure of pupils in examinations (Fonkeng, 2008). The availability of well-equipped library with enough reference materials in schools aid teaching and learning, but according to the result of the study, most of the schools are without library facilities to even help the teachers and learners to search for information. The study further, revealed that most of the teachers had difficulties in preparing their lessons as well as how to present them to the pupils. It was also indicated that those problems were very significant strategies used in planning the lesson for better delivery. These has posed serious problem for them as untrained and unqualified teachers. In addition, the study depicted that, coupled with the mentioned, most schools lack conductive environment. Evidence is that most classes are overcrowded by pupils and other materials. Such environments are not conducive for any effective teaching and learning. Sometimes lessons are conducted outside the classroom under unfavorable

atmosphere. This study substantiate Fryer and Vencatachellum (2005)

Another problem encountered, as revealed from the study is poor parental and community support. In most communities, parents cared less for the schools. They most times posed as threat to school and where there is no compromise between the parents, community and teachers, there are always problem in those schools. Nearly two-third of the respondents presented this as a very significant problem encountered by teachers. It is evident from the findings of the study that most of the teachers were unqualified and untrained. Most of such teachers are believed to be inaudated with multitudinous challenges which include underpayment of salaries and untimely payment of salaries. Today, most of the teachers in Sierra Leone are not satisfied with their conditions of service and are making frantic effort to leave the teaching profession. Their conditions of service are poor, salaries are inadequate or some cases irregular. Because of these, coupled with the fact that they are inexperienced, most of them are prone to professional misconducts (Givinda, 2008). This was revealed to be a very significant problem encountered by the teachers in the various schools of the study. The vast majority of respondents revealed that poor attitude of pupils toward work, has been a serious obstacle to the teaching and learning processes. The term attitude is sometimes used synonymously with ideals. Attitude can also be synonymous with mind set. Attitude can be classified as favorable, neutral and opposed. That is, one may have cleanliness towards the school, or the teacher. When the researcher spoke of attitude in pupils, he talked of irregularity in schools. Most pupils are fond of truancy which comes from developing negative attitude toward schooling. The findings of the research revealed that truancy among pupils was a serious delivery problem affecting pupils and teachers alike. Pupils would obviously miss vital lessons while teachers may encounter serious constraints in evaluating such pupils. Such problem can be handled not only by the school administration but the government, community people and parents as well. Collectively, they should develop sustainable strategies that will help to combat such ugly situation. Even when the teacher has all the required teaching materials such pupils hardly succeed in examination. As predicted, the result of the findings of the uncompromised is very significant, though others said it was moderately significant. Very few stated insignificant problem. When teachers are not in good terms with their authorities due to several reasons, especially when they are mainly blamed for their act, they refer to the head as an uncompromising authority. Most of the administrators overused their powers especially over the untrained and unqualified teachers because there teachers have inferiority complex over the authority. As the result revealed from the findings, lack of land laboratory and agricultural tools showed very significant problem encountered by teachers. There had been no laboratory for crop and animal production, no tool for agricultural activities. All respondents proved these to be significant, moderately significant and very significant. As an agricultural teacher and when agriculture is now compulsory in all schools, it is significant to have land laboratory and the tools for all practical exercises. It is believed that no effective agriculture teaching will take place without the practical aspect. Thus, lack of the tools and land for such activities creates very significant problems for all as stated by Lassibille and Tan (2005).

3. Problems encountered by the teachers during the SABABU training exercises

The result of the findings predicted that some of the venues of the training were not very conducive for the trainees due to reasons such as distance crossed, transportation and accommodation. Nearly half of the trainees expressed that the unsuitable training venue was a very significant problem; very few stated that it was an insignificant problem. The findings further revealed that the time scheduled for the training was inappropriate. This thus poses a very significant problem for about one-fourth of the trainees. This finding substantiate that of Hoppers(2006). Others expressed it was moderately significant while very few regarded it as insignificant. This problem supported the reason for the training. It is agreed that most times, the training was conducted during the long vacation that is, July to August, which makes it inappropriate. It was revealed that it was not only significant but a very significant problem, though some trainers described the problem as insignificant. From the findings, the result revealed that irregularity of the trainers was not much of a problem. It was however expressed by nearly half of them that it was a significant problem to be considered for future programme. If, however, the trainers were irregular, the trainees would follow suit, thus the intended goal would not be achieved.

According to Hoppers (2007), inappropriate delivery methods are serious problem encountered by teacher trainees at various educational institutions. It was similarly revealed through oral discussion that trainers lacked appropriate learning/teaching materials regardless of specialization of studies. For example, teachers of Electronics were placed in the same group as the Language Arts people. Delivering to such groups became a very significant problem as the two people are far apart according to their areas of teaching. It was also revealed that most trainers were not delivering according to their areas of qualifications but were located to every class. Most tutors were even demanding much from the trainees and even enrolling people from outside the school system, that is, most of the trainers were not teachers. As agriculture becomes compulsory in all schools, the teaching of agriculture becomes very necessary as well as the training of the teachers of agriculture as indicated by Li (2003). The findings of the study revealed that the practical training of both animals and crop production were grossly adequate. Agriculture cannot be taught effectively without the practical aspect, if during the training of the untrained teachers of agriculture, if the practical aspect is neglected, then it becomes a very significant problem as indicated by the respondents. Over half of the respondents revealed that lack of both animal and crop productions were moderately significant. However, about one-tenth of the respondents

expressed this as an insignificant problem. Agriculture being the backbone of the economy of the country, it must be compulsory in all schools. This finding is similar to those of Maluccio (2003) and McMahon (2001). Agricultural science teachers therefore must be given the requisite trainings for effective teaching. To achieve this, the practical aspect becomes very vital for any category of studies. The result further revealed that payment of emoluments for the trainees was not only delayed, but most did not even receive the stated amount due them. Most times, they were harassed by the trainers and other authorities concerned. Late payment of the emoluments threatened to be a very significant problem both for trainers and trainees. In the future, for any effective training and participation, payment of emoluments should be prompt and attractive. In view of this also, authorities concerned must cater for the accommodation of the trainers as the emoluments are mostly paid on time.

4. Level of Availability, Adequacy and Suitability of the SABABU Training Materials

The availability, adequacy and suitability of the SABABU training materials were investigated based on the period of training at different centres. The findings of the research revealed that flip chart, flannel boards and overhead projectors were available but not adequate. Though available, some were not suitable for most of the training programmes. For effective training programme, most of these were shown to be very significant therefore, and must be adequately available for the trainers. This finding is similar to the findings of (Mehta et al. (2007). For effective training of agriculture in schools, effective practical work becomes essential. Thus, anything pertaining to practical exercise must be available. The result of the findings prescribed that land laboratory, animal and crop production unit were not adequately available. Majority of the respondents expressed the inadequacy of these materials, though few claimed that such materials are not suitable for the training programmes. Tools and equipments were also not adequate though few were available as revealed from the findings.

The research further revealed that, some stationery was supplied but inadequate. Some trainees expressed that even writing and reading materials like the modules for some subject areas were not available, and even those that were available were not adequate to serve all trainees at the centre. As revealed by all respondents, some materials were not suitable for such training exercise. Considering training teachers for effective classroom teaching, all the mentioned materials and even more are required especially in teaching some subjects like Mathematics, Language Arts and other related subjects. The uses of some of these materials are even more necessary and therefore must be provided by the tutors or trainers.

5. Level of Impact of SABABU Training Programme on Teachers Performance

The result of the findings on the performance of teachers who benefited from training programmes revealed that much improvement was done to all in relation to classroom teaching. It vastly improved their teaching methodologies, such as skills in preparing lessons, organization of lesson structure and presentation of lessons; and preparing and use of teaching aid as it was also stated by Ngaka (2010). There were indications of high level impact on the teachers compared to when they had not undergone any form of training. The result further predicted that there was high level impact in almost areas like questioning techniques, classroom control and teacher-teacher relationships. The respondents revealed both moderate and high level impact on their performances in their classrooms. Though these were problems with practical due to inadequate land laboratory, crop and animal production units, yet there were some improvements in the delivery of practical lessons as about one-fifth of the trainers' revealed low level impact on delivery practical lessons. This finding is similar to those of Soderblom, et al. (2006) and Maddox (2008). The findings from the result showed that there was low level of impact on the increased participation in community building. This is a very serious concern as all schools now belong to individual communities. The school authorities, teachers, children and the community must all put efforts together for the development of schools in their different environments. This is what Potter and McCormick (2001) as academic and life goal. It must therefore be a concern to all sectors to help develop their communities, schools as well as teachers, because community participation is vital for quality education to be achieved. As teachers who have undergone some practical training in agriculture and other related subjects, it must be agreed that there must be improvement of the performance of such teachers with regards to the practical teaching. The study thus revealed that there is high level of impact on the improvement in ability to establish and manage school agricultural projects. There was however different views of the respondents as some revealed low level, moderate level and high level of impact respectively. The result further revealed that nearly half of the respondents agreed that there had been moderate level of impact on the improvement in the performance of pupils in both internal and external examinations. However, the result also revealed that some proved high level of impact in the performance of pupils in examination. As an established fact, the performances of the pupils in especially public examinations will determine the effectiveness of the teachers in their teaching. This finding confirms the findings of Psacharoulos and Patrinos (2004); Rebound et al (2006); Shultz (2004) and Vasudeva –Datta (2006). This was therefore being proven in the last few years in the performance of pupils at BECE level in most schools in Pujehun District.

CONCLUSION

The age range of the teachers who went through the SABABU training programmes were within 21-30 years and that majority of these teachers were graduate from technical/vocational institutions with diplomas and City and Guild Certificates. A good number of teachers were school graduates with WASSCE and few from teacher training colleges and universities with TC, HTC and general degree

and certificates. Most were therefore not qualified to teach in secondary schools. Most of the teachers had less than five years teaching experience although a few had ten years experience. They attended the SABABU training programmes in Kenema and Pujehun. Most of the untrained and unqualified teachers in the junior secondary schools in Pujehun district lacked teaching materials or use inappropriate teaching and learning materials. Over half of the teachers were without the appropriate text books for effective teaching; hence they were very significant problems in preparing lessons and lesson presentations in classes. Untimely payment and low salary is also shown to be a very significant problems encountered by teachers leading to shortage of teachers in Pujehun District. Another significant problem that affected the teaching/learning activities was lack of practical materials in delivery lessons for example, lack of laboratory, Agricultural tools/equipment were also rated as very significant factors. Most of the teachers encountered problems in their various centres in diverse ways. Some attributed it to unsuitable, inappropriate season, venue and accommodation problems as significant or very significant, the teaching methodologies used by some trainers were rated as inappropriate. Lacks of practical training in animal and crop production were also rated as very significant problems teachers encountered during the training sessions. Also emoluments were paid very late which created more problems for those without close relatives in training centres. The degree of availability, adequacy and suitability of the SABABU training materials varied at various centres. Trainees at some centres had overhead projectors though not adequate while others described it as not available at all. Most teachers were not very satisfied with the delivery methods during the plenary sessions. The agricultural science teachers particularly advocated for animal and crop production units to be available in training centres. It is concluded that the use of flip chart was not suitable for such trainings, and tools for agricultural practical works were not available or adequate for effective practical exercise though not adequate. The ability of the teachers to prepare lesson, teaching aid and presentation of lesson to the class is highly improved as a result of the SABABU training programme. Questioning skills, classroom control, pupil participation and teacher-teacher relationship also increased highly. The SABABU training improved upon the teaching methodology of the teachers and because of this, the performance of the pupils also improved greatly in some schools as there were improvements in the performances of such pupils in the BACE/NPSE for the past few years. In conclusion, the trainees placed emphasis on improvement in lesson planning and delivery, use of appropriate technology classroom control strategies and maintaining discipline in the classroom. More emphases were placed on the use of appropriate technology classroom control, training seasons, lesson planning and delivery, and the appropriate use of teaching aids.

RECOMMENDATIONS

1. It was recommended that the SABABU Project Training programme be implemented in all rural areas wherever untrained and unqualified teachers of any age are, no matter the number of years of teaching experience such teachers have gained in the classroom.
2. Different teaching methodologies must be adopted classrooms and in-service training workshops, and seminars should be conducted for teachers, and these should be properly monitored to ensure the teachers' commitment in classrooms.
3. Modernized teaching methods should be introduced into the classrooms where teachers use equipments such as overhead projectors, televisions, videos, computer and internet facilities.
4. Community participation should be encouraged in the running of schools in their community, in order to protect teaching/learning tools and equipments the schools.

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