

2021

SITUATIONAL REPORT

INTRA AND INTER SCHOOL QUIZ
COMPETITION FOR PRIMARY
SCHOOLS IN TSITO CIRCUIT

*“Quiz programs often inject competition among children
and schools thereby improving their levels of
understanding, learning and teaching”*



HOPE OF GLORY
FOUNDATION

--I am because We Are--

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1. TO OUR STAKEHOLDERS

An idea to implement a program of this nature aimed at improving the standards of education has been on paper for years. Thanks to the almighty God, the dream has materialized.

A heartfelt appreciation of the immense support and contributions received from the Dufia of Tsito, Togbe Gobo Dake XII, chiefs and elders of Tsito.

Special thanks to the Tsito Circuit Supervisor and Chairman of the Tsito Circuit for welcoming this idea and fashioning out ways for its successful implementation. Special thanks once again to the Ho West district directorate of Ghana Education Service for their consent and contributions for the successful program. Immeasurable gratitude to everyone.

We could not have organized this without the help of pastors and members of Tsito E.P Church, Tsito Methodist Church and Assemblies of God church, Tsito who gave out their premises as venues for the inter school quiz programs. We appreciate your help and count on your cooperation for future events.

To all teachers and students, extensive gratitude to all of you for your contributions, support and comportment through the program.

Extensive gratitude is directed to our relentless and special volunteers who devote their time and energy to the vision and course of Hope of Glory and the successful implementation of this competition.

To all supporters, philanthropists and other stakeholders, we thank you all for your immense contribution to the successful completion of this competition.

2. EXECUTIVE SUMMARY

Hope of Glory Foundation, a charity organization based in Tsito working with a vision to “Building a world of hope and opportunities for the vulnerable adults and young people and causing positive change to achieve human security”.

As part of activities to improve education which is one of the areas of operation of Hope of Glory aside livelihood, youth empowerment and health programs, Hope of Glory contacted the Tsito Circuit supervisor and Chairman of the Tsito Circuit council to explore ways of realizing the dream of improved standards in education within the circuit.

Due to the outbreak of Covid-19, program designed for implementation with the council was held up in order to comply with restrictions. With the ease in restrictions and reopening of schools, plans were revisited thus the inception of the Intra school and inter school quiz competitions beginning with Primary schools and to be extended to the Junior High Schools.

The competition was held at three (3) centers (Elikplimi E.P. Church, Joshua Methodist Church and Assemblies of God Church all of Tsito) with same set of questions at the same time of 10:00am on Fridays to comply with the 12:00noon closing time stipulated by the Ghana Education Service for Primary schools in Ghana. This is to ensure there is less likelihood of leakage of questions and all pupils from all schools are tested with the same standard of questions.

Intra school quiz was instituted for all schools to inject competition between pupils within the schools. Soft drink and water was served to contestants and all teachers in each school on every 1st and 3rd Friday of the school calendar regardless of their status in the inter school quiz competition. The intra school quiz is designed to last the entire term. This program offers schools opportunities to annex prospective candidates to represent the school during the inter school quiz competition.

The inter school quiz competition was contested for from quarterfinal stage. Nine schools (9) formed three groups of three (3) schools each to compete in the quarter final. Top two (2) performing schools from each group qualified to the next stage. Group A (Dededo DA Primary School, Methodist Primary School and St. Michael RC Primary School), Group B (King of Kings School, Emmanuel School and E.P Primary School) and Group C (Zion DA Primary

School, Borkorvikorfe DA Primary and Tsito Old Basic schools). All six (6) qualified schools balloted to form three (3) groups of two (2) schools and competed in the semifinal, Group A (Methodist Primary School and St. Michael RC Primary School), Group B (King of Kings School and E.P Primary School) and Group C (Zion DA Primary School and Tsito Old Basic school). Top performers in each group then qualified for the final which was held on the 16th of July, 2021. Methodist Primary school emerged victorious taking home the championship trophy and GH¢600.00 cash price, E.P. Primary school as 1st runner up taking home GH¢400.00 and St. Michael RC Primary school as the second runner up taking home GH¢300.00. Quarter finalist schools who could not progress further were rewarded with cash price of GH¢100.00 and semifinal schools who also could not progress got GH¢150.00 as seed money to cater for preparations for future contest. Finalist contestants all took home parcels containing a Mathematics, Science or English textbook, exercise books, mathematical set and pens. All contestants from the quarter final stage took home certificates of participation signed by the Ho West District Director of Education, Director of Hope of Glory, Tsito Circuit Supervisor and Chairman of Tsito Circuit Council.

At the end of the contest, a 3-member committee of volunteers in the education sector in Tsito was commissioned to compile a report on the competition to highlight the positives and negatives for improvement on future programs. Some challenges and positives were identified and recommendations were fashioned to help address the shortcomings of the program and teaching and learning within the Tsito Circuit.

It was proposed that among several things, setting realistic goals for pupils and giving them positive feedbacks or remarks will help address the lack of confidence and nervousness displayed by some contestants.

It was proposed also that among several things, intensive and extensive reading habits should be encouraged among pupils so as to address the poor answering and reading skills displayed by contestants and to improve upon their poor performance in General Knowledge questions.

In order to address the situation of poor teamwork displayed by the schools, it has been proposed that facilitators should consider giving pupils group assignments or task which will create

opportunities for them to share ideas and encourage peer tutoring among pupils. By this, poor public speaking by pupils will also be addressed to an extent.

Improved teaching strategies should be adopted by facilitators so that mathematics which all contestants performed poorly will be made attractive and interesting to the pupils to embrace. It is again proposed that mathematics questions should dominate future quiz programs which will motivate teachers to concentrate and fashion out strategies to make their pupils understand and learn the subject. Also this will help address poor time management exhibited by some schools.

It was recommended that better bells be procured for future competitions, seating arrangement should revert to the former style of contestants facing the quiz moderators, and all quiz questions should be scrutinized well to avoid arguments and unwarranted suspicions by teachers and to a larger extent the general public.

40% of contestants were males and 60% were females. Girl-child education campaign is yielding results and may be to the detriment of the male-child. Steps should be taken to encourage young male children to learn and improve their performance in school.

Again, about 19% of contestants are non-indigenes of Tsito. 81% of the contestants are mostly children of teachers and other workers residing in the township. Steps must be taken to educate parents in Tsito on catering for their children's need and school and programs should be instituted to motivate children to learn and improve their standards.

It has come to the fore that quiz competition does not give a true picture of the performance of pupils in a school. Few candidates are secluded and trained to win competition for the schools. It has therefore been recommended that Performance Assessment be made randomly for each class in every school. An average score will be used to rank the schools in the circuit. Quiz competition will then be organized to climax events and award certificates and prizes to deserving schools and candidates.

On a positive note, the competition was well organized and it created high motivation for all stakeholders especially facilitators and pupils. It also created the opportunity for teachers and pupils to interact with colleagues from other school (both privately owned and government schools).

3. INTRODUCTION

HOPE OF GLORY is a charity organization based in Tsito. It has for the past few years involved in Youth Empowerment.

HOPE OF GORY is founded on a strong belief in youth Empowerment. **In line with our belief of Humanity towards Others, we believe in “I Am Because We Are”** We believe that children and the youth should be encouraged and guided to take control of their lives. We will like to contribute our quota to addressing the situation of children and the youth, and take actions in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitude.

HOPE OF GLORY is a charity organization based in Tsito. Hope of Glory is in the process of regularizing its registration with the relevant state institutions. However we have for the past few years been involved in youth empowerment and rolling out community improvement programs within the Tsito enclave including Dededo and Borkorvikorfe.

HOPE OF GLORY has four (4) main areas of operation. These are as follows:

1. Livelihood
2. Youth Empowerment
3. Educational
4. Health

HOPE OF GLORY has identified the need for quiz and public speaking programs in the Tsito circuit. Most schools do not have extracurricular programs, particularly academic extracurricular programs. Students rarely have the chance to interact with students from other schools particularly students from other communities. The foundation of every good student starts from the basic schools.

Basic school may be the last chance to productively reach students who are classified as “at risk students”. These students are often become under achievers by the time they reach Senior High School. Quiz programs often inject competition among children and schools thereby improving their levels of understanding, learning and teaching.

If we can reach students in the basic schools, they are able to get the benefits of quiz programs. This means that students will be able to use the benefits of quiz training once they reach senior high and beyond. Young adolescents are also less likely to be concerned about appearing ‘‘smart’’ in front of peers and in public. Students are also particularly susceptible to involvement in quiz and public speaking activities.

In addition, parents are more likely to be actively involved in their children’s education. Parental involvement is an essential part of the program’s sustainability and expansion. Quiz competitions are a long-running tradition that encourages school children to develop their skills of reading, vocabulary and spelling as well as developing their confidence in public speaking.

A recent observation of school children in the Tsito circuit has shown falling standards in the performance of children within the circuit. This is evident in their performance in the Basic Education Certificate Exams (BECE). Also parent–child relationship with regards to schooling and learning is also very poor in the Tsito circuit. Teachers are willing but there has not been any program to motivate them or help them organize such quizzes and this is what **HOPE OF GLORY** has been able to introduce.

In this respect, participating in a quiz is much like writing your final examination. When students write exams, they combine variety of skills; spelling, grammatical construction, evidence analysis, organization, outlining and word choice, and this program will help them in achieving the above skills and also help prepare them for life.

The aims of this quiz competition are:

- i. To improve the skills of reading and research.
- ii. To enhance student’s development of communication under pressure.
- iii. To provide an opportunity for students from different school to meet and socialize.
- iv. To encourage parent’s involvement by motivating their ward’s learning and also provision of their school needs.
- v. To help create healthy competition among students and schools.
- vi. To identify brilliant but needy pupils to benefit from Scholarship scheme to further their education and attain their goals.

4. PROGRAM OVERVIEW

There quiz competition introduced by Hope of Glory was on two (2) levels; ‘INTRA SCHOOL and INTER ‘.

a) INTRA SCHOOL QUIZ COMPETITION (EVERY TERM)

This competition took various forms; within particular classes, inter classes, inter sessions, etc. this competition only happened within the various schools within the circuit. This is to help inject completion among pupils within the schools to improve their standards and help identify best performers to represent the schools in the annual inter school contest. This competition runs throughout the duration of every term.

Intra School quizzes were conducted on the 1st and 3rd Fridays of every school calendar month unless decided otherwise by the school base committee.

Every school has a three (3) member SCHOOL-BASE COMMITTEE chaired by the Headmaster. The school committee is responsible for drawing the “INTRA SCHOOL” quiz competition program for the term and its organization. Conduct of quiz, quiz official and quiz questions were organized and supervised by this committee.

i. REFRESHMENT

Refreshments including bottle water and soft drinks were served all teachers within the school and all contestants on all quiz days.

Requisitions are received from school heads every quiz week. Representatives from every school picked up school’s consignment of refreshments from the secretariat of HOPE OF GLORY located in the UAC building with Nayramy Enterprise and Selicity Limited every Friday morning of the competition.

b) INTER SCHOOL QUIZ COMPETITION (ANNUALLY)

Schools come together at the end of every year to contest against each other. There is a CENTRAL PLANNING COMMITTEE comprises of all Heads of participating schools in the circuit. It is chaired by Council Chairman and supervised by the Circuit Supervisor. This committee is responsible for drawing up a program and organizing the ”INTER SCHOOL”

quiz program every year. Balloting by schools to form groups is conducted and supervised by the Central planning committee with the representatives of all participating schools. After every contest qualified schools ballot for the next stage.

c) QUIZ CENTERS

Three (3) centers were chosen for the competitions. These are;

- a. Elikplimi E.P. Church, Tsito
- b. Joshua Methodist Church, Tsito
- c. Assemblies of God Church, Tsito

Schools ballot to choose centers and seating arrangements at every center.

d) PARTICIPATING SCHOOLS

Participating schools included both private owned and public schools in the Tsito circuit.

These included:

1. Tsito Methodist Primary
2. Tsito E.P Primary
3. Tsito D/A Primary
4. Borkovikope D/A Primary
5. Dededo D/A Primary
6. St. Michael R.C Primary
7. Tsito Old Basic Primary
8. King of Kings Primary
9. Emmanuel Preparatory School

Eli international (withdrew due to school being in recess)

e) QUIZ STRUCTURE

Level 1 (Quarter-Finals): Three (3) groups of (3) schools competed in a straight contest

Two (2) schools qualified from each group

Level 2 (Semi-Finals): Three (3) groups of two (2) schools competed in a straight contest

One (1) school qualified from each group

Level 3 (Final contest): Three (3) schools competed in the finals

1st 2nd 3rd

TSITO CIRCUIT COMMUNITY IMPROVEMENT PROGRAM
PRESENTS
HOPE OF GLORY INTER SCHOOL QUIZ COMPETITION
UPPER PRIMARY SCHOOLS

QUARTER FINALS 1 GROUP A	QUARTER FINALS 2 GROUP B	QUARTER FINALS 3 GROUP C
ELI INTERNATIONAL SCHOOL DEDEDO PRIMARY SCHOOL METHODIST PRIMARY SCHOOL ST. MICHAEL PRIMARY	KING OF KINGS SCHOOL EMMANUEL INTERNATIONAL SCHOOL E.P. PRIMARY SCHOOL	ZION D/A PRIMARY SCHOOL BORKORVIKOFE PRIMARY SCHOOL TSITO OLD PRIMARY SCHOOL
📍 CENTER 1: TSITO METHODIST CHAPEL 📅 FRIDAY, 18TH JUNE, 2021 🕒 10AM	📍 CENTER 2: TSITO E. P. CHAPEL 📅 FRIDAY, 18TH JUNE, 2021 🕒 10AM	📍 CENTER 3: ASS. OF GOD CHAPEL TSITO 📅 FRIDAY, 18TH JUNE, 2021 🕒 10AM
SEMI-FINALS 1 GROUP A	SEMI-FINALS 2 GROUP B	SEMI-FINALS 3 GROUP C
METHODIST PRIMARY SCHOOL TSITO OLD PRIMARY SCHOOL	KING OF KINGS SCHOOL ST. MICHAEL PRIMARY SCHOOL	ZION D/A PRIMARY SCHOOL E. P. PRIMARY SCHOOL
📍 TSITO METHODIST CHAPEL 📅 FRIDAY, 2ND JULY, 2021 🕒 10AM	📍 ELIKPLIMI E. P. CHAPEL 📅 FRIDAY, 2ND JULY, 2021 🕒 10AM	📍 ASSEMBLIES OF GOD CHAPEL 📅 FRIDAY, 2ND JULY, 2021 🕒 10AM
METHODIST PRIMARY SCHOOL	FINALS	E. P. PRIMARY SCHOOL
📍 ELIKPLIMI E. P. CHAPEL	📅 FRIDAY, 16 JULY, 2021	🕒 10 : 00 AM

f) SUBJECT AREAS

Every quiz competition had five (5) rounds.

a) ROUND 1 (English Questions)

Preamble: Each contesting school had to answer six (6) questions. A wrongly answered question was carried over as a bonus. Partial credit was sometimes awarded by the quiz master/mistress.

b) ROUND 2 (Mathematics)- Speed Race

Preamble: All contesting schools are presented with same questions at the same time. A school answers a question by ringing of a bell. There were no partial credits at this stage and a school gained a maximum of three points for answering a question correctly.

c) ROUND 3 (Problem of the Day)

Preamble: The contesting schools were required to solve a single question, worth 10 points, within 10 minutes. Question were from one subject area; English, Math or Science.

d) ROUND 4 (True or False)

Preamble: True or False statements were given to the contestants in turns. The objective was to determine whether each statement is true or false. A correctly answered question fetched 3 points. A wrongly answered question was not passed on as bonus. Questions were from various subject areas; English, Math, Science or General Knowledge.

e) ROUND 5 (Riddles)

Preamble: Each contesting school had to find the answers to answer five (5) riddles. A correctly answered question fetched 3 points. A wrongly answered question attracted a penalty of 1 point and was passed on as a bonus for 1 point. Questions were from various subject areas; English, Math, Science or General Knowledge.

g) QUIZ OFFICIALS

These included

1. Quiz Master
2. Time keeper
3. Score master

The Central Planning Committee selected quiz officials for the Quarter final and Semi final contests. Quiz masters were chosen from Junior High Schools within the circuit to officiate and score mater and time keepers were from the various primary schools. The committee reshuffled the quiz masters depending on affiliation to schools contesting at each centre.

The quiz master for the final contest was chosen among the three (3) quiz masters that officiated during the course of the program. Unfortunately, two (2) of them were unavailable leaving us with only one (1) to officiate the final contest.

However, feedback from stakeholders indicated perception of bias from quiz officials towards contesting schools. There were allegations of favouratism in dishing of questions. Some stakeholders felt soft questions were dished out to favoured schools while difficult ones were dished out to less favoured schools.

h) CONTESTANTS

There are three (3) contestants per school for the inter school quiz competition.

i) QUIZ QUESTIONS

All schools were encouraged to set questions in English, Mathematics, Science and Problem of the Day and delivered to the secretariat of Hope of Glory.

The secretariat then sorted questions randomly to set questions for the quarter and semifinal contests. However, it was realized every school taught their pupils the questions they set to prepare them for the contests.

Hope of Glory in an effort to preserve the integrity of the program, sourced questions externally for the final contest.

All quiz masters and secretary to the Central Planning Committee meet at the secretariat of Hope of Glory two (2) hours before quiz contests to go through the quiz questions so as to be conversant with the ground rules. All questions are then sealed, signed and delivered to the quiz centers by the secretary to the committee.

5. THE COMPETITION

On the 18th June, 2021, the competition began from the quarter final stage with 9 schools participating in 3 groups of 3 at the three centers. At center A (Methodist chapel) was Methodist primary, ST. Michael RC primary and Dededo D/A primary schools. At center B (E.P chapel) was E.P primary school, King of kings and Emmanuel preparatory schools. At center C (Assemblies of God chapel) was Tsito D/A primary, Tsito Old Basic primary and Borkovikope D/A primary schools where the first and second schools from each group progressed to the semi finals. From center A, Tsito Methodist primary and ST. Michael R.C primary, center B, King of kings and E.P primary, Center C, Tsito D/A primary and Tsito Old Basic primary progressed to the Semi final stage of the competition.

The semi-final was scheduled on the 2nd July, 2021. Six schools entered this stage of the competition in three groups of two at the same three centers. Centre A, Tsito Methodist primary and Tsito Old Basic primary, Centre B, St. Michael R.C primary and King of kings, Center C, Tsito D/A primary and E.P primary school. Winners from the three centers progressed to compete at the finals.

The grand finale of the quiz competition was held on the 16th June, 2021 at E.P chapel with dignitaries from the District Education offices, parliamentary aspirants, ministers of the gospel and the Dufia of Tsito, Togbe Gobo Dake XII gracing the occasion. Addresses were given by

some dignitaries followed by the introduction of the chairperson. The schools that competed in the final were Tsito Methodist Primary, Tsito E.P primary school and St. Michael RC primary. The competition started with the introduction of the quiz master (Mr. Richard Teikwei), the score master(Asem Collins) and the time keeper(Mr. Tsey Kennedy Mawuli). It was followed by the introduction of the various contestants from the three participating schools, St. Michael Primary (Adjei Ethel, Ashiadey Jessica, Agbayo Angela), E.P primary(Addo Pascaline, Gbagbo Bernice, Agyemang Jonathan) and Methodist primary(Agbemabiase Daniel, Dangbui Makafui, Tameklo Othniel Eyram). The competition started with St. Michael leading in the first round, the table turned in the second round where Methodist Primary took the lead until the end of the competition with a marginable gap. Tsito Methodist primary took the day with certificates, cash price and a trophy as champions. The participants surprised the audience with their displays. The questions put forth to the participants were captivating, exciting and made the audience applaud excitedly when the participants answered correctly. The competition was tough but at the end Methodist primary emerged victorious.

6. SCORE ASSESSMENT

Each round was credited with 3 marks and in the case of a bonus, a mark of 1 was awarded during the quarter finals and the semi-final stage but in the finals, a particular segment(round 4 “true/false”) 3 marks was credited to a correct answer and 1 being deducted in the event that a question is answered wrongly.

Quarter final and semi-final was challenging but interesting as all contestants had laced up their boots very well and also put their best feet forward. Finals also took a different phase with tables turning at different rounds. The questions were friendly and tricky more especially “riddles” presenting itself as a fierce battle for all contesting schools. The result presented below summarizes it all:

i. QUARTER FINALS STAGE

Centers	schools	Round 1	Round 2	Round 3	Round 4	Round 5	Total	Position
	Subjects	English	Maths	English	Science	General Knowledge		
GROUP A	Methodist Primary	10	15	9.5	15	1	50.5	1 st
	St. Michael RC Primary	16	3	10	12	6	47	2 nd
	Dededo D/A Primary	12	3	10	15	6	46	3 rd
GROUP B	E.P Chapel- Preparatory	15	0	8	12	3	38	3 rd
	E.P Primary	19	9	10	12	9	59	2 nd
	King of Kings Primary	18	12	10	15	11	66	1 st
GROUP C	Assemblies of God- Basic Primary	18	3	10	6	2	39	2 nd
	Tsito D/A Primary	10	20	10	9	6	55	1 st
	Borkovikope D/A Primary	7	0	9.5	6	3	25.5	3 rd

GROUP A: METODIST CHAPEL, CENTER 1

Contest was very keen as shown in the table above. Methodist Primary emerged group winner with a strong performance. St. Michael RC Primary school put up a fierce battle to outdo Dededo DA Primary to qualify for the next round.

GROUP B: E. P CHAPEL, CENTER 2

King of Kings School won the group with the highest point tally of the round. E. P Primary School qualified ahead of Emmanuel school to the next round of the competition.

GROUP C: ASSEMBLIES OF GOD CHAPEL, CENTER 3

Tsito DA Primary School and Tsito Old Basic School both qualified ahead of Borkorvikorfe DA Primary to the next stage.

ii. SEMI- FINAL STAGE

Centers	Schools	Round 1	Round 2	Round 3	Round 4	Round 5	Total	Position
	Subjects	English	Maths	Science	Science	General Knowledge		
GROUP A	Methodist Chapel-Primary	12	15	1	11	4	43	1 st
	Old Basic Primary	6	3	10	4	10	33	2 nd
GROUP B	E.P Chapel-kings	11	3	0	8	4	26	2 nd
	St. Michael RC Primary	13	21	0	4	6	46	1 st
GROUP C	Assemblies of God-Primary	9	3	2.5	11	4	29.5	2 nd
	E.P Primary	16	15	0	7	8	46	1 st

GROUP A: METHODIST CHAPEL, CENTER 1

At this stage, the stakes are high and such was the contest. Methodist primary school battled with Tsito Old Basic primary school for the right to contest in the finals. Once again, Methodist Primary progressed with ease into the final.

GROUP B: E. P CHAPEL, CENTER 2

King of Kings School could not repeat their sterling performance in the previous round as they were displaced by St. Michael RC Primary school to progress to the final.

GROUP C: ASSEMBLIES OF GOD CHAPEL, CENTER 3

E. P. Primary School put up a performance to defeat Tsito DA Primary School to progress to the grand finale.

iii. GRAND FINALE

Center	schools	Round 1	Round 2	Round 3	Round 4	Round 5	Total	Position
	Subjects	English	Maths	Maths	Science	General Knowledge		
E.P Chapel	Methodist Primary	16	12	9	10	18	65	1 st
	E.P Primary	6	6	3	11	10	36	2 nd
	St. Michael RC Primary	17	0	3	6	9	35	3 rd

After a bright start by St. Michael RC Primary School, they could not sustain it. Instead, E. P. Primary School who started slow managed to finish above St. Michael RC Primary School to

place second whiles Methodist Primary School capped their performance in the competition with their highest mark to emerge winner of the competition.

7. PACKAGES

a) Pupils

- i. **Finalists:** all nine (9) contestants were issued certificates of participation which were signed by the director of Education, Ho West District, Director of Hope of Glory, Circuit Supervisor and Chairman of Tsito Circuit Council. They were also awarded parcels containing Mathematics, science or English text books, exercise books, mathematical sets and Pens.
- ii. **Quarter and Semi final contestants:** All eighteen contestants were issued certificates of participation which were also signed by the director of Education, Ho West District, Director of Hope of Glory, Circuit Supervisor and Chairman of Tsito Circuit Council.

b) Schools

- i. **Winner (Methodist Primary School):** Competition trophy plus cash price GhC600.00
 - ii. **1st runner up (Tsito E.P Primary School):** Cash price of GhC400.00
 - iii. **2nd runner up (St. Michael RC Primary School):** Cash price GhC300.00
 - iv. **Semifinal Schools:** Thank you package (cash price of GhC150.00) for all participating schools to serve as seed money for organization and cater for petty expenditure for future contests.
 - v. **Quarterfinalist Schools:** Thank you package (cash price of GhC100.00) for all participating schools to serve as seed money for organization and cater for petty expenditure for future contests.
- c) **Quiz officials:** for the quarter and semi finals, these officials were given refreshments plus transportation money every contest per every center as follows:
- Quiz Master: GhC30.00
Score Master: GhC20.00
Time Keeper: GhC20.00

But for the final contest, these officials were given refreshments plus transportation money as follows:

Quiz Master: GhC50.00

Score Master: GhC30.00

Time Keeper: GhC30.00

- d) **School based committee:** refreshment was served at the various schools every contest day.
- e) **Central planning committee:** refreshment was served at center on all contests days. A thank you package (cash of GH¢200.00) for organizing and supervising the inter school quiz.
- f) **Circuit supervisor:** refreshment was served every contest day plus thank you package (cash of GH¢100.00) for monitoring and supervision.

8. OBSERVATIONS, RESULTS AND DISCUSSION

Various observations were made throughout the competition. Despite the brilliant academic display by the contestants, some positive and negative observations were made. These observations and results are analyzed below using the SWOT analysis.

S	STRENGTH
1.	<p><u>Display of Strong Teamwork</u></p> <p>Dededo D/A primary, St. Michael RC Primary and Methodist primary were few schools that displayed strong teamwork throughout the competition. Though Dededo DA Primary school exited the competition at the quarter final stage, one cannot help but admire the teamwork displayed.</p>
2.	<p><u>High Motivation</u></p> <p>Facilitators and pupils were highly motivation to participate in the program in order to exhibit their strengths and win the ultimate prize and bring pride to their respective schools. Research and private studies on the part of learners and facilitators were enormous.</p>

3.	<u>Socialization</u> Facilitators and pupils got the opportunity to interact with peers from other schools.
4.	<u>Strong display of public speaking</u> Most of the contestants displayed high public speaking skills. Dededo DA Primary, Borkorvikorfe and Only E.P Primary schools however displayed low levels of public speaking
5.	<u>Strong Female Representations</u> There was a high representation of female pupils among the contestants throughout the competition. About 60% of the contestants were females thereby showing positive signs of the girl-child education campaign.
W	WEAKNESS
1.	<u>Lack of Confidence</u> Some schools including Dededo DA Primary, Borkorvikorfe and Only E.P Primary schools displayed lack of confidence thereby affecting their performance throughout the competition.
2.	<u>Poor Answering Skills</u> Few schools due to the lack of teamwork, low confidence and nervousness some of the contestants could not answer questions correctly although they knew answers to some of the questions. Dededo primary, Tsito E.P Primary, St. Michael RC primary and Borkorvikorfe primary schools were culprits in this regard.
3.	<u>Low Performance in some subject areas</u> Throughout the intra school quiz and the inter school quiz competitions, a consistent low performance in mathematics, general knowledge and in some cases science was observed. This is evident in the scores as shown in the tables above.

4.	<p><u>Poor Seating Arrangement</u></p> <p>During the final contest, contestants were arranged to face the spectators contrary to the normal seating arrangements used for the preceding competitions. This was due to the desire to telecast live the program on Facebook. This aroused unwarranted suspicion of the spectators including teachers and other pupils signaling and whispering answers to their schools. This allegation was dismissed by most of the facilitators, public and organizers but this has to be addressed in order to preserve the integrity of the program.</p>
5.	<p><u>Poor Sound on Bells</u></p> <p>The speed race segment of the competition which is Round 2 was governed by ringing of bells to allow schools to attempt to answer questions. However, the sounds on the bells used were low which hampered the smooth delivery of the round and gave room to unwarranted suspicions of bias by the quiz officials. This has to be addressed to once again grow the integrity of the program.</p>
6.	<p><u>Poor Time Management</u></p> <p>Most of the contesting schools could not manage the time allocated to answer questions well. Strong performers Methodist primary, King of Kings and RC Primary schools were few schools that managed their time well.</p>
O	OPPORTUNITY
1.	<p><u>Improvement in Science</u></p> <p>Most of the schools displayed improvement in science subject according to the facilitators. From their past experience in quiz programs and teaching and learning in their various schools, they expressed delight in the performance of the pupils in answering science questions posed to them. once again this trend can be followed in the score assessment tables above.</p>
2.	<p><u>Motivated Facilitators</u></p> <p>All the facilitators are highly motivated to help improve teaching and learning in the various schools. This was evident in the high interest in training their contestants throughout the term.</p>

3.	<p><u>High Interest By Stakeholders</u></p> <p>All stakeholders are extremely motivated to help in any way they can to improve teaching and learning within the Tsito circuit. This was displayed in their participation throughout the completion; from supervision of the intra school quiz to the preparations and arrangements for the inter school quiz competition to the grand finale. One can tell from their high representation on the grand finale day. Special mention has to be made of the Dufia of Tsito, Togbe Gobo Dake XII, the district director of education, circuit supervisor and all invited guests who graced the occasion.</p>
T	THREATS
1.	<p><u>Non Indigenes Representation</u></p> <p>Only 19% of the contestants across all schools that competed were indigenes of Tsito. The rest 81% pupils were mostly children of teachers or other workers who reside in Tsito. A research into why this trend reveals the following as contributing factors:</p> <ul style="list-style-type: none"> a) Lack of proper parenting by indigenous parents. Parents attack teachers who try to discipline their kids. Also pupils are left on their own to do things without supervision and are mostly seen loitering the streets at odd hours. b) Most of the pupils were products of teenage pregnancy. These kids are mostly denied or abandoned by their supposed fathers and leaving the burden on the teenage mothers who often leave the kids with their grandparents in pursuit of greener pastures outside of Tsito. The kids therefore lack proper upkeep due to the advanced age of their grandparents. Most of these kids are identified as truants and show gross disrespect in school.

2.	<p><u>Poor Acquisition of Quiz Master For Grand Finale</u></p> <p>Due to the unavailability of two of the three quiz masters used throughout the contest, only one was left and was tasked to officiate the final contest. Unfortunately, the quiz master was a teacher in Methodist JSS which raised suspicions of bias since he is affiliated to one of the contesting schools. This brought about unwarranted suspicions. Although most of the allegations were dismissed by organizers, this has to be addressed in the future events in order to protect the integrity of the program.</p>
3.	<p><u>Ambiguity in Some Questions</u></p> <p>Some of the questions administered throughout the competition were ambiguous and generated unwarranted suspicions of bias by the officials. This has to be address to protect the integrity of the program.</p>
4.	<p><u>Poor Male Representation</u></p> <p>About 40% of the contestants were males. This can be analyzed as the dominance of the females due to the high focus on girl child education. One can say that the girl-child education campaign is yielding results to the detriment of the by-child. We believe a balance has to be achieved in order not to tilt the pendulum in the near future which will bring about the need to start a Boy-Child education campaign.</p>

9. RECOMMENDATIONS

Hope of Glory hereby recommends that:

a) LACK OF CONFIDENCE AND NERVOUSNESS

Facilitators must be urged to design modules and structures that will place much emphasis on formulating the confidence framework of students. Being an educator means more than simply teaching students their daily lessons. To a large extent, children develop self-confidence in their abilities through their academic environment. Students with self-confidence pay more attention in class, get along better with their peers and generally have a more focused and inquisitive attitude. Several activities and techniques could be used to promote self-confidence in students. Some of which include:

- i. Providing positive feedback to students when appropriate.
- ii. Giving praises which are genuine.
- iii. Setting realistic goals for students.
- iv. Adopting teaching strategies that provide an opportunity for equal participation. The intra school quiz can be done in various forms so as to give equal participation to all pupils.
- v. Creating an open, positive environment for learning.
- vi. Showing enthusiasm for the subject being taught.
- vii. Conduction of random pupils' assessment by Hope of Glory as part of measures to improve equal participation and injecting healthy competition among pupils and teachers.

These methods, if considered extensively, will design a world of self-confidence in students where the weak ones, will also be fed with some good reasons to live happily and fulfilled in school.

b) POOR ANSWERING AND READING SKILLS

The act of reading must be dealt with on purpose. Either to follow instructions, to find specific information, to get the main idea of a text or to be entertained. In grammar, a distinction is made between two forms of reading: **intensive and extensive reading**.

Intensive reading involves the deconstruction of a text. The aim is to get as much information as possible. By reading intensively, one is concerned with every great detail related to the text. The learner is encouraged to deal with vocabulary and grammar activities to get a closer understanding of the text.

Extensive reading, however, refers to simply reading as much as possible, without concerning oneself with every detail. Occasional unknown words are not supposed to get too much attention because focus is on the overall meaning. That is to say, extensive readers look up words only when they deem it absolutely necessary to their understanding of the text.

In either case, the focus should be on reading skills such as phonemic awareness, spelling practice, vocabulary learning, and grammar study. Facilitators must design reading strategies for students based on their reading levels. By becoming aware of these purposeful strategies, learners may get full control of reading comprehension to help them in their training.

c) POOR TEAMWORK

Group work must be highly encouraged. Group work essentially creates an environment where students "teach" and explain concepts to each other. This reinforces the information provided by the instructor and also provides students the opportunity to learn the material from a peer, who may be able to explain in a way that makes more sense to other students. The concept of students working in groups also promotes a setting where collaboration and cooperation are valued and produce better results, teaching the students valuable life-long skills that are very crucial as they grow. Group work ensure that students take ownership of the subject matter, develop communication and teamwork skills and also work together to pool their expertise, knowledge and skills.

d) IMPROVED TEACHING STRATEGIES

Facilitators must be urged to connect the principles learnt during the course of their upper level education to what is being displayed in class. Most facilitators appear to develop their own comfortable standards that clearly do digress from standard demands. The method of teaching mathematics for example is one that suffers this challenge. Even though the challenge with students appearing to dislike and also not doing well in Mathematics isn't only the fault on the

part of the facilitator, it largely bothers on the standard and style employed by the facilitator in the class.

Facilitators are also expected to find a way to get students abreast with issues of national interest.

e) CERTIFICATES, SEATING ARRANGEMENT AND BELLS

- i. Positions obtained by various schools should be shown on the certificate as well as the
- ii. Seating arrangement of the contestant should be done in a way so that the participants will avoid contact with their facilitators.
- iii. New bells preferably electronic type should be procured for an incident free speed race and use by time keepers.

f) IMPROVED ASSESSMENT OF SCHOOLS

From the performance of schools and pupils throughout the intra school and inter school quizzes, it has come to the fore that quiz competitions do not give a true picture of the performance of pupils in schools. Few candidates are isolated and trained to win competition for the schools. Performance Assessment whereby pupils are picked at random in each class in every school and tested with standard questions will help paint a better picture of a school's performance. An average score will then be used to rank the schools in the circuit. Quiz competitions can then be organized to climax events and award certificates and prizes to deserving schools and candidates.

g) ORGANISATION OF EXTRA LESSONS

Extra lessons should be organized for pupils in cell units by mentees who are in higher education. This will motivate them to be like their elder brothers and sisters. We believe this will help all pupils both male and females to improve upon their levels and standards of education.

a) PARENT SENSITIZATION PROGRAMS

To help improve upon the standards of education and learning among indigenes of Tsito, parent sensitization programs should be organized often to educate parents and advise them on ways to secure the future of their wards. Child improvement programs should be discussed with parents by Hope of Glory so that parents and children will be motivated to learn and improve their educational standards.

10. CONCLUSION

Education is very vital for the youth since they're seen as the future leaders of the world and they should be updated with current affairs and current trends in technology. This will help prepare them adequately for future exploits. The standard of living of the citizens of a country is largely dependent on the level of education the citizens are able to acquire. It helps promote personal, social and economic development of a nation. At elementary stages, education is very necessary because it provides opportunity for the kids to develop mentally, physically and develop social awareness.

The quiz program though maiden but was well organized. Feedback from learners, teachers and parents was fantastic. It will be the joy of every school in the circuit if this competition is organized annually where the winner of the competition becomes the champion for each year.

Hope of Glory will like to acknowledge the immense support from the Chiefs and Elders of Tsito, the district Director of Education, the circuit supervisors from various circuits, the various churches that made their premises available to be used as venues for the competition, the efforts of parents, facilitators as well as the learners, the entire Tsito, Borkorvikorfe and Dededo communities and all volunteers of Hope of Glory who work tirelessly for the success of all its programs. God richly Bless you all.

APPENDIX

PICTURE GALLERY

(INTRA SCHOOL QUIZ COMPETITIONS)











INTER-SCHOOL QUIZ COMPETITIONS
(QUARTERFINALS STAGE)



ASSEMBLIES OF GOD CHAPEL CENTER



ELIMPLIMI E. P. CHAPEL CENTER



JOSHUA METHODIST CHAPEL CENTER

INTER-SCHOOL QUIZ COMPETITIONS
(SEMIFINALS STAGE)



ASSEMBLIES OF GOD CHAPEL CENTER



JOSHUA METHODIST CHAPEL CENTER



ELIKPLIMI E. P CHAPEL CENTER

INTER-SCHOOL QUIZ COMPETITIONS

(GRAND FINALE)

ELIKPLIM E. P. CHAPEL CENTER















