

DISCUSSION ON THE ROLE PLAYED BY PRINCIPALS

According to the data 20% of the respondents admitted that they provided teaching and learning materials to both the teachers and principals. Another set also highlighted that they have been conducting in-service training and Workshops for teachers. The monitoring of provided materials and teaching methods have been carried out by the various principals.

PRESENTATION OF PUBLIC PERFORMANCE OF PUPILS BY PRINCIPALS

For the 2011/2012, academic years, the under mentioned schools, Birch Memorial secondary school, Makeni Comprehensive Academy, St. Joseph’s secondary school and Sierra Leone Muslim Brotherhood gained the following in the subject at BECE level.

Benevolent Islamic secondary school sent 109 candidates and got 100 passes, St. Francis secondary school sent 290 candidates and got 265 passes, Birch Memorial secondary school presented 350 candidates and about 243 got clear passes. The Makeni comprehensive Academy presented 723 candidates 500 pupils met their requirements for entry into S.S.S Level. The St. Joseph’s secondary School also made 139 pass out of 148 candidates. The Sierra Leone Muslim Brotherhood also got 301 passes out of 604 candidates for the academic year 2011-2012.

ANALYSIS OF THE PERFORMANCE OF PUPILS IN PUBLIC EXAMINATION (BECE)

The above data gives an insight that the performance for the BECE exams for 2011-2012 was very good as the percentage of passes for the various schools were over 95%. This information is illustrated below.

TABLE 4.2.10 the table below shows the schools and their performance at the BECE for 2011-2012 and 2012-2013.

School	No. of Candidates 2011/12	NO. of Candidates 2012/2013	Performance
Benevolent Secondary school	33	42	V. Good
St. Francis secondary school	20	29	Good
M.C.A Secondary school	13	22	Good
St. Joseph's secondary school	12	20	Good
S.L.M.B. Secondary school	17	24	
TOTAL	95	137	

The above information is being illustrated below in a pie chart.

Table 4.2.11: The principals interviews the number of pupils

School	No. of Respondents	Percentage	Degree
Benevolent Secondary school	2	30	82
St. Francis secondary school	2	30	82
M.C.A Secondary school	2	30	82
St. Joseph's secondary school	2	30	82
S.L.M.B. Secondary school	2	30	82
TOTAL	10	15	410

DISCUSSION ON THE PUBLIC EXAMINATION PERFORMANCE OF PUPILS

According to the principals interviews the number of pupils who took the BECE Exams for 2011-2012 rose from 75% to 98%. The performance for 2010 to 2011 was 73%. There was a rise of

18%. This shows that there have been more pupilstaking the public examinations on Sierra Leonean languages than before.

PRESENTATION OF RECOMMENDATION BY PRINCIPALS

The principals of the five schools made the following recommendation that willhelp to enhance the effective performance of the teaching learning process of the discipline.

- ✓ Conducting regular workshops
- ✓ Employment of trained personnel
- ✓ Provisions of adequate teaching and learning materials
- ✓ Monitoring the use of provided materials

PRESENTATION, ANALYSIS AND DISCUSSION ON INFORMATION PROVIDED BY THE INSPECTORATE OFFICIALS

This section gives a detailed presentation and discussion on the problems roleplayed and recommendations of the inspectorate office of the Ministry of Education, Science and Technology.

PRESENTATION OF PROBLEMS STATED BY THE INSPECTORATE OFFICIALS

In a bid to enhance the effective teaching/ learning of Sierra Leonean Languages in Junior secondary schools in Mile 91, the inspectorate office of the ministry of education needs to perform certain functions but they were faced with the following problems.

- ✓ Shortage of staff
- ✓ Lack of logistics Eg Bikes, stationery etc
- ✓ Lack of appropriate techniques to monitor the teaching learning process of Sierra Leonean languages. -
- ✓ Late funding from the ministry of Education Science and Technology

ANALYSIS OF PROBLEMS FACED BY INSPECTORATE OFFICIALS

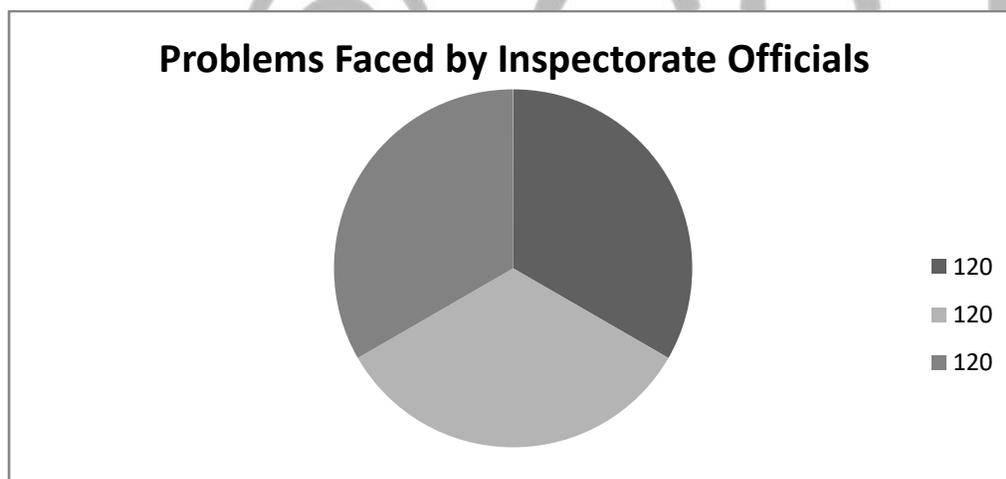
The problems highlighted above, hindered the effective performance of inspectorate officials due to the lack of adequate trained staff, logistics cooperation of the schools also effected the monitoring of schools which offer Sierra Leonean languages. These problems are analyzed below in a tabular from

TABLE 4.2.12 These problems are analyzed below in a tabular

School	No. of Respondents	Percentage	Degree
Benevolent Secondary school	2	44%	2200
St. Francis secondary school	1	33%	120 ⁰
Birch Memorial Secondary School	-	-	-
M.C.A Secondary school	-	-	-
St. Joseph's secondary school	1	33%	120 ⁰
S.L.M.B. Secondary school	-	-	-
TOTAL	4	110%	460⁰

This information is being represented below in a pie chart. Figure 4.4.1 showing the problems faced by inspectorate offices.

Figure 4.2.8: Problem faced by Inspectorate Officials



RECOMMENDATIONS BY INSPECTORATE PERSONNEL

The officials of the Ministry of Education through the insprate office made the following recommendation so as to promote positively the teaching and learning of Sierra Leonean languages.

- Employment of adequate trained staff
- Conduct in-service training workshops
- Prompt payment of fund

- Ensure cooperation from school authorities.

ANALYSIS ON RECOMMENDATIONS BY INSPECTORATE OFFICIALS

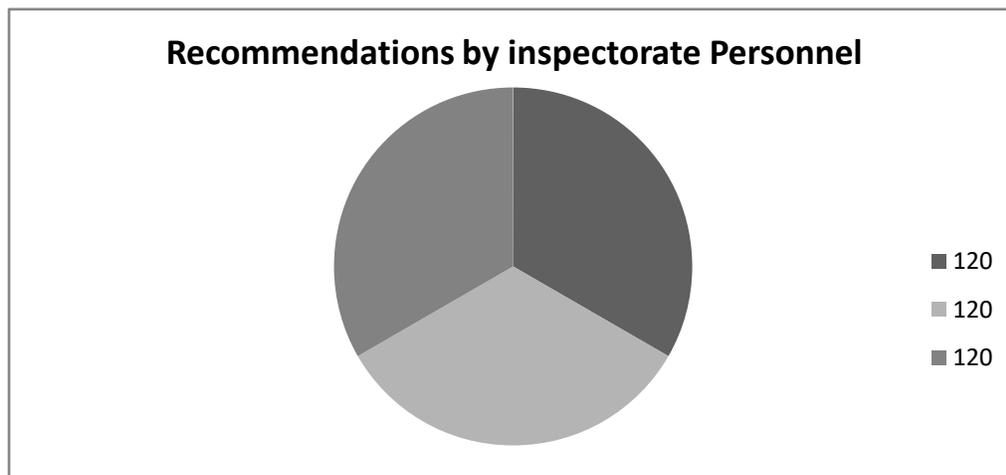
The recommendations obtained by the inspectorate officials are analyzed in the following table and pie chart.

TABLE 4.2.13 Showing recommendations

Recommendation	No. of Respondents	Percentage	Degree
Employment of more staff	2	44	220
Conducting in-service training	1	33	120
Provision of logistics	2	44	220
Prompt payment of finding	-	-	-
Better co-operation from school authorities	-	-	-
TOTAL	15	121	560

This information is being illustrated below using a pie chart.

Figure 4.2.9: Recommendations by Inspectorate Personnel



DISCUSSION ON RECOMMENDATIONS BY INSPECTORATE PERSONNEL

In identifying the problems, the inspectorate personnel made vital recommendations that will promote the effective teaching and learning Sierra Leonean languages. Due to the lack of adequate staff, one supervisor had more than 20 schools to cover and this leads to inefficiency and ineffectiveness to monitor the schools. This will eliminate the problem if trained and qualified are employed. The conduct of in-service training is also important to the staff as it will give them the techniques relevant to their work. The provision of logistics is another important recommendation as their movement from one place to other will make them succeed in their duties.

CONCLUSION AND RECOMMENDATIONS

Efficiency on the problems Sierra Leonean languages passes on pupils, teachers and administrative authorities in the teaching learning process in Mile 91 one has to consider the diverse factors or way in which the effective teaching learning of Sierra Leonean languages contribute to the development of the community. This chapter will give a summary of the research findings and make recommendation to problem for effective teaching learning of the subject. If these recommended suggestions are not treated with some amount of seriousness and taken into good faith, the teaching-learning of Sierra Leonean languages in secondary schools in general and Mile 91 in particular will have an adverse effect on the socio-economic status of the school community. In carrying out this research on the topic “the problem of teaching Sierra Leonean languages in Junior secondary schools in Mile 91”. The under mentioned problems were identified among the schools and these problems have similar effects on other sectors in life. In all the schools the researcher visited there was scarcity of trained and qualified teachers for, these subjects. There was a dire need for specialist or expert in these subjects. The lack of encouragement and motivation to entice graduates to take teaching as a profession mainly gave cause to the lack of trained and qualified teachers in the classroom.

Another factor is insufficient/inadequate resources. Since the subject is new there are limited textbooks available. The lack of these resources have played a pivotal role in the ineffective teaching learning of the subjects. The provision of adequate resources will make the teaching more concrete and down to earth that more explanation and saves the teachers time and ‘energy.

The negative attitude of pupils towards the subject also played a key role in the teaching and learning of the subject. The trained rating of science, mathematics, English language acts above Sierra Leonean languages, therefore pupils should be educated to know the purpose and value of Sierra Leonean languages.

Time allocation on this time table was another problem. The time allocated on the timetable for the subject was too small and mostly it was located at the tail end of the day usually offer lunch-time. When most of the pupils and teachers would have been exhausted. The time allocated for the subject is too short, by the time the topic is being introduced the time may have gone three-fourth as compared to other subjects on the time table.

The teaching method for some teachers was still traditional and examination oriented. The teacher should make learners realize the purpose and value of Sierra Leonean languages and the benefits of this discipline to the individual as well as to the nation. The teacher should change their negative attitudes towards this subject, be more enthusiastic and devise appropriate methodologies teaching the subject. In order to improve the situation, the Department of Education should provide in-service training courses and workshops for service teachers.

Lack of effective supervision by administrative authorities has also given rise to the lack of effective teaching. Principals and supervisor schools hardly attempt to monitor the teaching process. So the kind of methods they were using whether to provide teaching learning materials for the purpose should be ensured.

Above all, and in finding the problems as discussed, there is much to be done to make the teaching of Sierra Leonean languages effective at Junior secondary schools in Mile 91. The conduct of Workshops / in-service training, will enhance the effective teaching and learning of the subjects. New teaching methods and techniques need to be introduced to the teachers but the lack of the opportunity for training, workshops / in-service course is giving rise to the ineffective teaching of the subject.

CONCLUSION

Honestly, the researcher feels grateful to be able to write the project which catalogues many salient topics and points that can attract many teachers as well as students' teachers who have keen interest in teaching Sierra Leonean languages.

The research findings, if put into practice can be educative, informative and rewarding. The study of Sierra Leonean languages is a very important discipline especially in societies where illiteracy is rife. If given the seriousness it deserves, Sierra Leonean languages can make a whole school or community become the custodian of culture transmission and the society well balanced citizens who can be meaningful contributors to the community.

RECOMMENDATIONS

The training of teacher for the teaching of Sierra Leonean languages should be a respond to the new subject. In a meeting held at the Ministry Education by all the lecturers teaching the subject at Teacher Colleges for the review of the T.C/H.T.C syllabus, it was agreed that the content be made relevant and meaningful to the students offering the subjects at college level. It was suggested that students should be given the option of majoring in Sierra Leonean languages. It is necessary that, in-service training program or Workshops be conducted before the inclusion of Sierra Leonean languages in junior secondary schools. Effort should be made to maintain the pupil's teachers, ratio in the teaching of Sierra Leonean languages. of modern teaching resources should be made available by the Ministry of Education and other partners through the inspectorate office in various regions in the country. Adequate teaching/learning materials such as prescribed textbooks manuals etc should be available to the teachers and pupils as to enhanced effective teaching and learning of Sierra Leonean languages. The ministry of education through the inspectorate office and tertiary institutions to be utilized and to conduct in-service training and workshops for teachers. Untrained and unqualified teachers should be given the opportunity to up-grade themselves by pursuing higher academic qualifications, to meet the demands of the 6-3-4-4 system of education. The need should arise in them in order to continually charge their professional batteries so that competence can be increases. Enough time should be allocated for the teaching of sierra Leonean languages, at least one extra class should be added to those on the time table. Furthermore, the placement of the subject on the time table should be reviewed, instead of it being at the tail end of the time table, it should be brought forward to the earlier mid hour of the morning time table so as to enabled both teachers and pupils to performed better. The teaching method should be changed to take into consideration the aim and objectives of the new subject and syllabus. Instead of the use of teacher-centered method, teachers should use the modern method that is the child-centered method that is the child centered where in the pupil would be actively involved in their own learning process.

In order to improve or create a positive attitude, for the subject, the teachers should be educated on the purpose and value of the Sierra Leonean languages in the school curriculum. Teachers' personal interest in the subject would be of great help in the direction. The ministry of education and other partners should provide a team of supervisors inspectors and monitors, to monitor and evaluate the extent to which Sierra Leonean Language lessons are taught. These supervisors also enforce the writing of lesson notes by the teachers. This will promote the proper teaching of any

subject. Also the team should monitor the use of the teaching learning materials in schools. The Government of Sierra Leone should make the profession as attractive as possible so as to enrich young men and women to undertake the long and rigorous training needs to qualify him or her as expert in order to stay in the job. The cooperation of other teachers is necessary. It must be remembered that the cooperation of others of vital importance for the proper teaching of the subject.

Therefore, all other teachers should join hands with teachers of Sierra Leonean languages so as to enhanced better performance. Until the above recommendations are heeded to, be it the teacher, administrative authorities of Sierra Leonean languages 'in junior secondary schools pupils will continue to struggle fruitlessly. In conclusion the overall development of the child, everybody, teachers, pupils and inspectorate office should cooperate with one another for the effective teaching of Sierra Leonean languages.

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