

ASSESSING THE DELIVERY OF EDUCATION IN GHANA: A CASE OF EJISU-
JUABEN MUNICIPALITY

BY

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Master of Science in Development
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DECLARATION

I hereby declare that this submission is my own work towards the M.Sc. Development Policy and Planning and, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

I dedicate this work to the Almighty God for protecting me, my wife Florence Attrams and all my children for their moral support whilst pursuing this course.

KNUST



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I am most grateful to the Almighty God for his protection and guidance throughout the course. My special thanks go to my wife and children for their spiritual and moral support throughout my entire education. I am equally grateful to my brother Alexander Attrams for assisting me in various ways.

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ABSTRACT

In all aspects of schooling and its surrounding educational community, the rights of the child to survival, protection, development and participation are at the centre of the aim of education. This means that the focus of education is on learning which strengthens the capacities of children to act progressively. However, learning cannot take place effectively without any structures controlling the teaching and learning processes. It is from this background that the research was carried out to examine the roles and responsibilities of the PTAs, SMCs, MEOC, and MEPT in promoting quality education delivery, and the challenges they face in carrying out their duties within the Ejisu-Juaben Municipality.

Case study research design was adopted for the research. Seven different units of analysis from 53 schools were contacted for their views concerning quality education delivery. These are: the School Management Committees (SMCs), Parent Teacher Associations (PTAs), Municipal Education Oversight Committee (MEOC), Municipal Education Planning Team (MEPT), the Head teachers, teachers and pupils of the selected schools.

It was realized that generally, the decentralized education structures (the PTAs, SMCs, MEOC, and MEPT) are performing their roles well to promote quality education delivery and this was due to reinforcement strategies that was embarked upon in 2007. There are however some inhibiting factors to the performance of the decentralized structures in promoting quality education delivery some of which are poor coordination, weak monitoring and ineffective supervision. It is therefore recommended among other things that there should be strict enforcement of rules and regulations in the educational system, coordination should be reinforced and motivational strategies should be put in place to ensure continued promotion of quality education in the municipality.

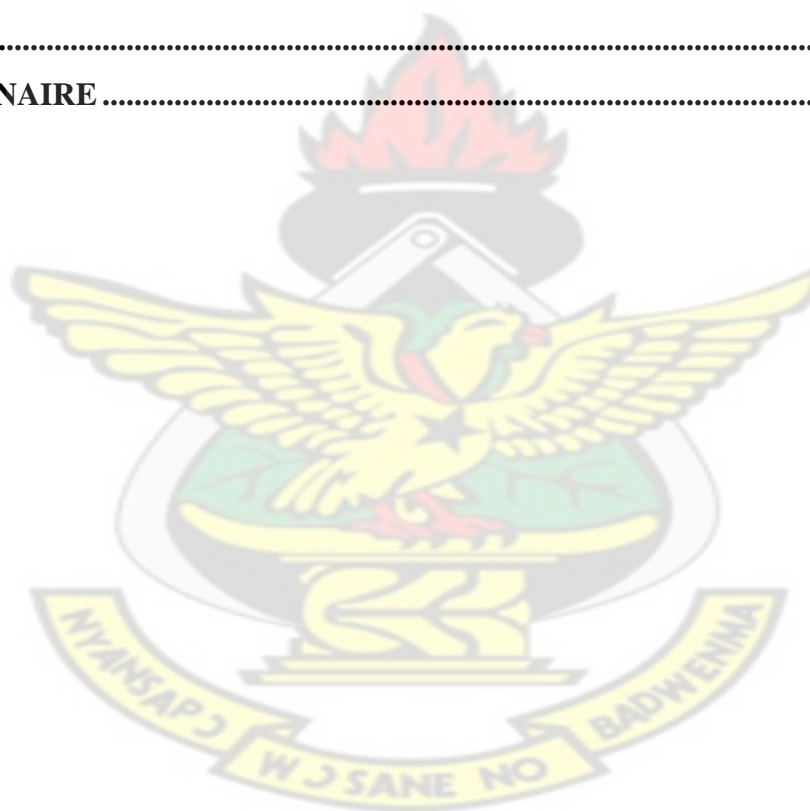
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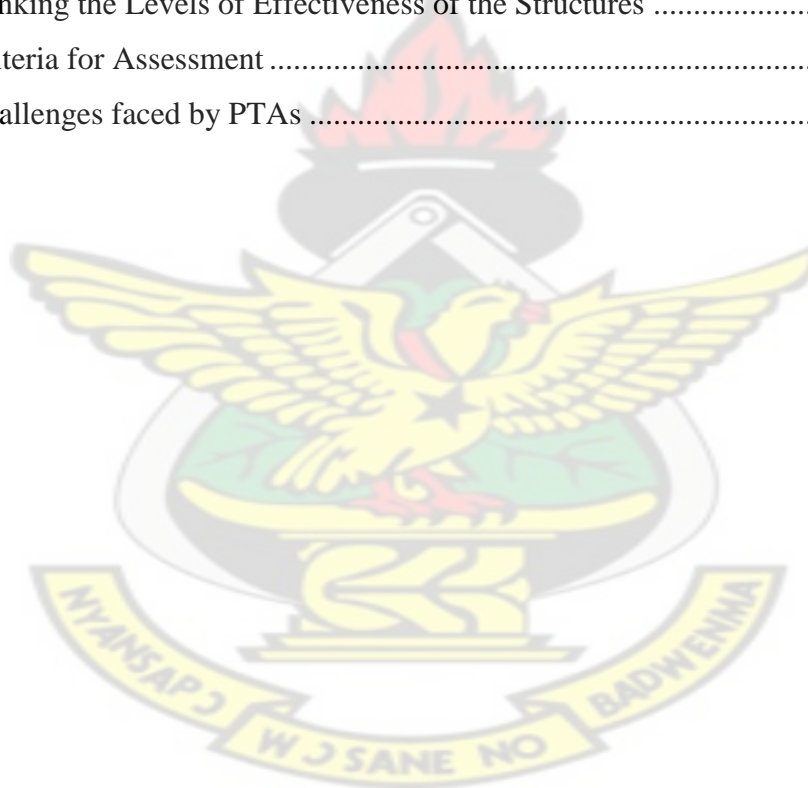
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LIST OF ACRONYMS

PTA	Parent Teacher Association
SMC	School Management Committee
MEOC	Municipal Education Oversight Committee
MEPT	Municipal Education Planning Team
DED	District Education Directorate
MDE	Municipal Director of Education



CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This chapter presents the general background of the research. It takes into consideration the problem under investigation and the objectives of the research. It further presents the scope within which the research is being carried out and the relevance of the research. The chapter ends with the limitations as well as the organization of the research.

1.2 Background to the study

In all aspects of schooling and its surrounding educational community, the rights of the child to survival, protection, development and participation are at the centre of the aim of education (UNICEF, 2006). This means that the focus of education is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which create for children, and help them create for themselves and others, places of safety, security and healthy interaction (Bernard, 1999).

United Nation's declaration of 1948 made it categorically clear that everyone has the right to education and that education must be free and compulsory (Christie, 2010). This implies that education which is the process through which a nation develops the self-consciousness of its citizens (Akhtar, 2007) must be patronized by all irrespective of race, religion, ethnicity or whatsoever. Education is not a mere public instruction, but a social institution which makes available mental, physical, ideological and more training to individuals of the nation in order to enable them have full consciousness of their mission and purpose in life as well as to achieve that purpose (AIOU, 2002).

The World Education Forum in Dakar in 2000 did not only emphasize the need to achieve education for all but did also notice the need to improve on the quality of education given to children. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012), a recommendation made by the forum was that education should improve

all aspects of the quality of teaching and learning to achieve a recognized and measurable learning outcomes for all, especially in literacy, numeracy and essential life skills.

Liston (1999) defines quality of education as the total effect of the features of the process, or service on its performance, or the customer's or client's perception of that performance. It is not just a feature of a finished product or service, but involves a focus on internal processes and outputs, and includes the reduction of waste and the improvement of productivity. This view of quality applied to education implies that quality cannot be measured by looking at the outputs, which are the examination of the results. Rather the internal efficiency of the school system, which controls wastages in form of school dropouts, repetition rates or wastage ratios, is a more appropriate measure of the quality of education.

Liston (1999) further argues that quality is related more to the relevance and values of each institution's mission, purpose and objectives and the achievement of identified outcomes. Low levels of school's internal efficiency would hamper the achievement of the identified educational objectives. Quality has a lot to do with improving key process of an organization, such as internal operations.

Since the Accelerated Development Plan of Education was introduced in Ghana in 1951 in the First Republic, the country's educational system has been "tampered" many times beginning with the Education Act of 1961. Tampering with, in a way, has been positive mark in the sense that Ghana, like many other countries, has regarded education as an indispensable tool in its socio-economic development (Addo, 2010). Ghana has desired to tailor for herself a quality education that suits its developmental needs. The priority attention given to human resource development by successive governments attests to this view. This view has occasioned several policies including educational decentralization to promote and deliver quality education in Ghana (Ankomah et al., 2005). From the foregoing, the research sought to examine the decentralized structures in place to promote and deliver quality education in Ghana with the case study area being Ejisu-Juaben Municipality.

1.3 Problem Statement

Basic education delivery in Ghana is problematic in terms of its quality. There is poor coordination among the decentralized educational structures: the Parent Teacher Association

(PTA), the School Management Team (SMC), the Municipal Education Oversight Committee (MEOC) and the Municipal Education Planning Team (MEPT). Distribution of teaching and learning materials are woefully inadequate and as a result, teachers find it very difficult to deliver their best. There is poor participation of teachers in PTA meetings due to the fact that the teachers see their profession as non-motivational. Decisions concerning development of schools tend to be untimely implemented and in most cases, the syllabi are not completed before transition of pupils from one level to another takes place. As to whether these decentralized educational structures perform their operations in isolation or unison is what the study seeks to find.

Though, development of education in Ghana since independence has been and continues to be guided by various education acts and programmes (McWilliams, 1999; Fielmua, 2012), yet quality education delivery has not been fully materialized. Research shows that the provision of education, like most other services delivered by the public sector, suffers from severe deficiencies especially in effectiveness and quality (Lahore University of Management Sciences, 2005). Since the mid-19th Century, Ghana's education and training system has been repeatedly reformed in various attempts to solve the problem of poor quality education (MOESS, 2007).

The problem of poor quality education delivery pertains due to inefficiencies in the decentralized educational structures as well as the resources that are used in the teaching and learning process. Inefficiencies in quality education delivery are the results of inadequate instructional materials and qualified teachers. Some other researches indicate that quality education delivery becomes poor when there is poor management (Packer et al., 2009; Mishra, 2007) in the sense that there is either no structured body to manage the educational system or there exist a management structure or body but it is performing poorly (Bashaasha et al., 2011).

Again, access to education is in most cases taken to be the quantity (Singh, 1999) as a result of the fact that educational improvement increases ones likelihood of faring well in the job market. According to Ampiah (2010), countries that are striving to guarantee all children the right to education have their main focus on access and often overshadowing attention to quality. Yet quality determines how much and how well children learn and the extent

to which their education translates into a range of personal, social and developmental benefits (UNESCO, 2005) most of which depend on educational structures or management structures. As a result, most pupils may find themselves in school but due to poor education delivery, their performances become low.

Various programmes have been implemented in Ghana to enhance quality education delivery. These include the Quality Improvement in Primary Schools (QUIPS) programme, supported by the United States Agency for International Development (USAID), which helped 429 schools (in the first instance), to produce competent teachers, train education managers and planners and promote a supportive learning environment (Wereko and Dordunoo, 2010). UNICEF initiated the Child School Community Progress in Education (Child Scope) programme to help improve children's reading, writing and numeracy skills in primary schools. Other initiatives like the District Teacher Support Team (DTST) and the Whole School Development (WSD) programme introduced to enhance achievement of the Free Compulsory Universal Basic Education (FCUBE) objectives, have also made some impact on education service delivery, especially in the areas of improvements in the quality of teaching and learning at the district level.

In the quest to continuously enhance quality education delivery, the Ghana Education Service of the Ministry of Education instituted some decentralized educational structures at the district and local level. It is on this note that the research was undertaken to assess the structure of Ghana Education Service in promoting quality education delivery in Ejisu-Juaben Municipality using the decentralized structures as the focus of the research.

1.4 Objectives of the Study

The goal of this study is to investigate into the structure of Ghana Education Service in promoting quality education delivery. The specific objectives are:

- To examine the roles and the responsibilities of PTAs, SMCs, MEOC, and MEPT in the provision of quality education in the Ejisu-Juaben Municipality.
- To assess the effectiveness or otherwise of PTAs, SMCs, MEOC, and MEPT in the municipality.

- To examine challenges being faced by the Ejisu-Juaben Municipality in attempt to use the PTAs, SMCs, MEOC, and MEPT to promote quality education.
- To make recommendations to address the challenges in the promotion and delivery of quality education in the Ejisu-Juaben Municipality.

1.5 Research Questions

The general question relates to how the Ghana Education Service structures are promoting quality education in Ghana. Based on this and the above objectives, the study was guided by the following research questions;

- What are the roles and responsibilities of the PTAs, SMCs, MEOC, and MEPT in the provision of quality education in the Ejisu-Juaben Municipality?
- How effective or otherwise are the PTAs, SMCs, MEOC, and MEPT in the municipality?
- What are the challenges being faced by Ejisu-Juaben Municipality in its attempt to use PTAs, SMCs, MEOC, and MEPT to promote quality education?
- In what ways can these challenges be addressed?

1.6 Significance of the Study

Children, the future leaders of Ghana and the world at large, are rightly at the centre of the development process of education related institutions. Basic education has always been an important concern for society and the government. The findings from the research would serve as an additional document to support the current state of the decentralized educational structures in the Municipality. This would help policy makers to review the existing educational frameworks to suit the current trends.

Moreover, the study would bring to light the roles played by the educational structures and how it contributes to the achievement of national agenda in the context of education. As a global concern, research studies on factors affecting quality education would be of grave relevance to the nation's development as portrayed in the second Millennium Development Goal (MDG) "Achieve universal basic education".

Furthermore, the study would serve as an advocacy for support from Non-Governmental Organizations (NGOs) and developmental partners who are interested in quality education. Child education is fundamental in sustaining democracies, improving health, increasing per capita income, and conserving environmental resources of nations. Hence education is not viewed as an end in itself but a productive investment. A clear view of the educational structures and how they help pupils would urge development partners to contribute to the effort of achieving quality education delivery.

Finally, the study would contribute to the body of knowledge. It would serve as a reference point for another research to be carried out so as to ensure the continuity of development in the life of people especially pupils.

1.7 Scope of the Study

Contextually, the research lays emphasis on quality education delivery. It takes into consideration relevant literature concerning the various schools of thought in education and the Economist perspective of education. It also discusses the indicators and sustainability of quality education. In addition, the research presents basic education delivery in the Ghanaian context and the challenges faced in promoting quality education.

The geographical scope of the study is the Ejisu-Juaben Municipality in the Ashanti Region of Ghana. The Municipal stretches over an area of 637.2 km² constituting about 10 percent of the entire Ashanti Region and with Ejisu as its capital. Currently it has four urban settlements namely, Ejisu, Juaben, Besease and Bonwire. To the North East and North West of the Municipal are Sekyere East and Kwabre Districts respectively, to the South are Bosomtwe-Atwima-Kwanwoma and Asante -Akim South Districts, to the East is the Asante-Akim North Municipal and to the West is the Kumasi Metropolis.

1.8 Limitations of the Study

Time and financial constraints limited the sample size for the study. However, due to the spread of the schools across the municipality, it helped to get the general view of what is happening in the municipality.

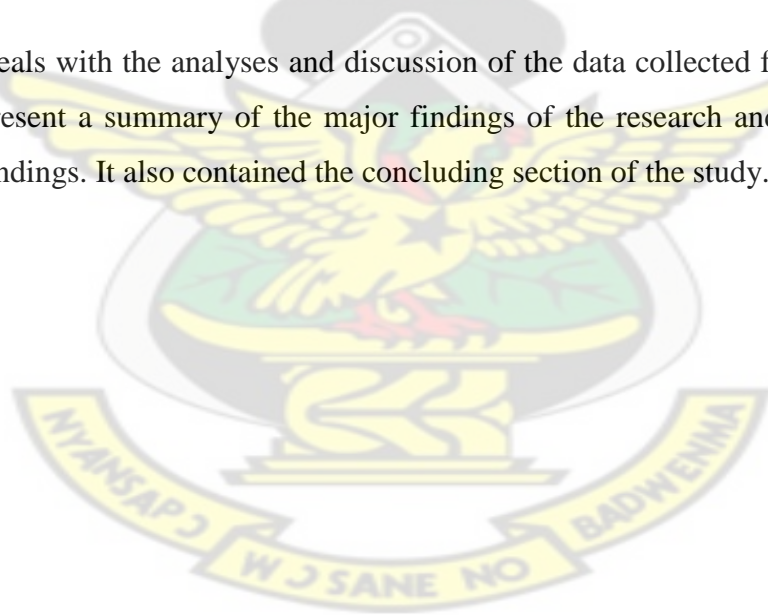
1.9 Organization of the Study

The study is organized into five Chapters. Chapter one focuses on general overview of the issues in education. In essence, the chapter presents background to the study and statement of the problem that has necessitated the research. The chapter also presents the significance of the study, research questions and objectives, research scope and limitations of the research.

Chapter two of the research contained a review of relevant literature that provided the theoretical framework for the study. The chapter presents and discusses relevant terms, concepts and pertinent issues in relation to educational management structures.

The research methodology is discussed in chapter three. The chapter discusses the research design and approach, sampling procedure and techniques used as well as the data collection and sources for the research. It also lays emphasis on how the data collected was analysed and how the findings were presented.

Chapter four deals with the analyses and discussion of the data collected from the field while chapter five present a summary of the major findings of the research and recommendations based on the findings. It also contained the concluding section of the study.



CHAPTER TWO

LITERATURE REVIEW ON DECENTRALIZED EDUCATIONAL STRUCTURES

2.1 Introduction

This chapter presents the concept of education in a holistic view. It presents the meaning of education and what is meant by quality education from different points of view. The chapter further discusses the various schools of thought in education. It looks at the effects of quality and the challenges associated with the effort of ensuring quality education. In addition, the chapter presents education in Ghana in a historical perspective. The chapter ends with a conceptual framework for quality education delivery.

2.2 Meaning of Terms

2.2.1 Education

It has been very difficult to get a universally accepted definition for education. However the word education is derived from the Latin word *educare* which means to "bring up", "bring out", "bring forth what is within", "bring out potential" and "to lead" (Sharma et al, 2012: 58). In ancient Greece, Socrates argued that education was about drawing out what was already within the student (Vanada, 2012). Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another (Aggrawal, 2001).

According to Schlitz (1963:5), Education means “to draw out of a person something potential or latent; to develop a person morally and mentally so that he is sensitive to individual and social choices and be able to act on them; to fit him for a calling by systematic instruction and to train, discipline and form abilities”. Furthermore, General Education means instruction that presents forms of expression, fields of knowledge, and methods of inquiry fundamental to intellectual growth and to a mature understanding of the world and the human condition, as distinguished from "specialized education," which prepares individuals for particular occupations or specific professional responsibilities”(Cronk, 2004).

From the above definitions and many others, it could be seen that education comprises organized and sustained communication meant to lead learning and to develop the skills of people to enable them take up their lives, and shape their own destinies in the communities they live. Education provides the best means of catching up with the human race. It provides abilities and insights from thousands of years of human experience, to learn how to communicate and get along with other people. Education is seen to be accepted as the process by which individuals acquire knowledge, skills and attitudes which enable them to develop their faculties in full.

2.2.2 Quality

In the context of education, the definition of quality is quite implicit. However, quality is generally defined as the degree to which a set of inherent characteristics fulfils the requirements, needs or expectations that is stated, generally implied or obligatory (ISO 9000, 2000). According to Mikel et al. (2010), quality is a state in which value entitlement is realized for the customer and provider in every aspect of the business relationship. Bergman and Klefsjo (2003) argue that the quality of a product is its ability to satisfy or preferably exceed the needs and expectations of the customer. Each of these definitions comes from different perspectives and emphasizes on different issues.

2.2.3 Quality Education

Quality education is an all-embracing term referring to an on-going, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of an educational system, institutions, or programmes. As a regulatory mechanism, quality assurance focuses on both accountability and improvement, providing information and judgments (not ranking) through an agreed upon and consistent process and well-established criteria (Keshavarz, 2011). Many systems make a distinction between internal quality assurance (that is, intra-institutional practices in view of monitoring and improving the quality of education) and external quality assurance (that is, inter- or supra-institutional schemes of assuring the quality of higher education institutions and programmes) (Vlăsceanu et al., 2004).

Quality education activities depend on the existence of the necessary institutional mechanisms preferably sustained by a solid quality culture. Quality management, quality enhancement, quality control, and quality assessment are means through which quality education is ensured. The scope of quality education is determined by the shape and size of the education system (Barnhardt, 2006). Quality education varies from accreditation, in the sense that the former is only a prerequisite for the latter. In practice, the relationship between the two varies a great deal from one country to another. Both imply various consequences such as the capacity to operate and to provide educational services, the capacity to award officially recognized degrees, and the right to be funded by the state (Vlăsceanu et al., 2004).

Similarly Jansen (1995:195) asserts that, “quality education should be concerned with processes of teaching, learning, testing, managing and resourcing through in-depth qualitative investigations of such processes”. Based on the above definitions and for the purpose of this research, the working definition used for quality education is, the application of resources and the creation of a conducive platform for teaching and learning to develop the brain of individuals and to equip them with the necessary tools to actively participate in decision making for the realization of their reputation and progress in life as well as societal and national goals.

2.3 Schools of Thought in Education

There are two main schools of thought when it comes to education. These are the Economist school of thought and the Humanist or Progressive school of thought. The ‘Economist’ view of education uses qualitative measurable output as a measure of quality (Vos, 1996). For example, enrolment ratios and retention rates, rate of return on investment in education in terms of earnings and cognitive achievement as measured in national or international tests. The Progressive or Humanist school of thought tends to place more emphasis on educational processes (Barret et al, 2006).

2.3.1 Economist School of Thought

In the perspective of the Economist, Beeby (1966) made the first attempt to generate a model for understanding educational theory. He conceptualised quality of education as having three levels. The first level is the classroom quality. According to Barrett (2006), classroom quality is concerned with acquisition of measurable knowledge and learning skills as well as harder to measure behaviours attitudes, including habits of industry and attitudes of respect to authority and of country. The second and third levels of quality education according Beeby are that, quality education must serve the economic goals of the community in which learners live, and quality is judged by broader social criteria. These last two criteria for quality education are defined as relevant (Hawes and Stephen, 1990) and which UNESCO (2005) also term them as of external quality.

In the view of Lockheed and Verspoor (1991), Investment in improvement of primary education provision is rationalised in terms of economic and social development. The work of human capital theorists is drawn on to argue that education is necessary although not sufficient condition to national economic development. Rates of return analysis, led by Psacharopoulous at the World Bank is reported as linking education to higher earnings and other World Bank studies are used to argue that it is also linked to high productivity in the agricultural sector (Lockheed et.al., 1980). The implied notion of quality education may be summarised as cost – efficient in producing academic achievements, as indicated by students having a high probability of completing the primary cycle without repetition (Lockheed and Verpoor, 1991). Lockheed and Verpoor highlight four elements of an effective school:

- Orderly school environment
- Academic emphasis, with expectations for student learning.
- Institutional leadership, that is, the qualities of the head teacher.
- Acquisition, distribution and use of material inputs.

2.3.2 The Humanist School of Thought

Hawes and Stephens (1990) on the other hand are of the view that education is human or progressive in nature and therefore develops with time. Hawes and Stephens proposed that quality education can be interpreted as having three stands:

- i. Efficiency in meeting set goals
- ii. Relevance to human and environmental needs and conditions.
- iii. ‘Something more’ in relation to the pursuits of excellence and human betterment.

‘Efficiency’ is interpreted as making the most of inputs, or the tools that are available, in order to reach and improve different kinds of standards, including standards of attainment in knowledge and learning skills; standards of creativity and critical thinking and standards of behaviour (Kasinath, 2012). Relevance includes relevance to context, relevance to the present and future needs of learners and relevance to humanity. The latter covers the notion that education has social as well as personal benefits for the individual. Hawes and Stephens do not privilege national economic benefits. The ‘something more’ is explained as “that extra quality of inventiveness, stimulation, excitement, concern for others or happiness which is found but found rarely, in schools and teachers (Hawes and Stephen, 1990). Hawes and Stephens privilege the value-basis of education as a measure for assessing quality. Enabling context and the agency of educational stakeholders are identified as key inputs, necessary for quality education.

Delors et al. (1996) also supports the humanistic view of education. In fact the research they undertook is in line with the visions of UNESCO for a global education. Their views have been marked by four pillars of education as described below:

- Learning to know: This is concerned with acquiring a sufficiently broad general knowledge and mastering the tools of knowledge and understanding. Apart from the basis of most traditional knowledge, the first pillars also comprise ‘learning to learn’. Knowledge from this point of view serves both as a means and as an end. As a means knowledge enables people to develop occupational, critical thinking, and communication skills; to understand their environment and be able to lead their lives with dignity. As an end, it satisfies intellectual curiosity.

- **Learning to do:** This is the art of developing the competence to deal with different situations and form the aptitude for teamwork. This pillar is closely associated with vocational training and implies a shift from certified skills to technical/vocational skills, communication/ interpersonal social skills. Applying this in the context of young people, learning to do imply involving young people in formal and informal social work.
- **Learning to live together:** This refers to family and community as well as the global context. It addresses the skills for understanding self and others; taking responsibility for participating in and contributing to society; collaborating for the common good and learning to manage.
- **Learning to be:** This refers to the development of individual potential. Education must take into account all aspects of a person's potential, memory, reasoning, aesthetic sense, physical capacities and communication skills. This pillar is concerned with uncovering hidden talents- 'the treasure within'.

The Delors Report has been influential on the development of the concept of Life Skills, particularly as elaborated in the Dakar Framework for Action (World Education Forum, 2000).

It can be said from the two schools of thought concerning quality education that the application of one school of thought may not be able to achieve the optimum benefit from school. Merging the two schools of thought would have a higher stance than the application of one. This is because the weakness of one would be counteracted by the strength of the other.

2.4 Characteristics of Quality Education

This section of the chapter examines factors that influence quality education. According to Hewlett Foundation (2008), factors that influence quality education broadly include motivated and qualified teachers, appropriate curriculum, good teaching materials and well equipped library, appropriate language teaching, appropriate class size and favourable school environment, community participation, sufficient instructional period and valid and reliable method of examination.

The nature of a curriculum with an effective system of delivering it is critical in attaining higher learning outcome. A Curriculum of a school contains a country's educational goals, objectives and policy direction as well as the appropriate educational philosophies that could be adopted to address its needs (Chapman and Adams 2002). It specifies the content, sequence, methodology, duration of a programme and pacing of what should be taught at each grade level. It determines the quality of teachers to be trained and Teaching and Learning Materials (TLM) employed in its implementation to achieve the mission and vision of a country. It serves as a reference point of measuring the input, output and outcome of teachers, students and other stakeholders of education at a point in time (Chapman and Adams 2002). This implies that without a curriculum, efficiency and effectiveness in school cannot be measured.

Teaching and Learning Materials/ well equipped library are very important resources when it comes to quality education. According to UNESCO (2005), the achievement of teaching and learning is influenced by the availability of resources to use for the process and how these resources are regulated. This portrays that schools that have no textbooks and learning materials or well-equipped library cannot do effective and efficient work. Adeyemi (2010) stipulates that a well-equipped library provides different types of material resources like books, journals, governmental documents and graphics for references. This denotes that the library is a reference source for any school and a point of individual studies in schools where relevant information from primary and secondary sources can be extracted. Adequacy of library resources and their usage by students and teachers are therefore, associated with better educational performance.

For quality of education to be high, there is the need for motivated and qualified teachers. A teacher has a powerful influence on students. For schools to provide opportunity to learn, they must operate regularly and teachers must be present and care about what students learn, and they should also be competent to teach the curriculum. Motivation of teachers can reduce absenteeism among them and go a long way to foster child-centred learning environment. Carnoy (1999) and Hanushek et al (2009) point out that investigations conducted in both advanced and developing world revealed that investment in physical infrastructure of the

educational system does not improve performance of learners substantially like the quality of the instructor or facilitator. Good instructors within the learning environment influence their students to perform better than those considered being poor or bad.

In addition to the above indicators, appropriate language teaching is a fundamental requirement for good performance. Performance of students in school has a nexus with access to the language used in the learning environment. UNICEF (2000) argues that when children are allowed to begin learning process (primary education) in their native tongue, it later facilitates their proficiency in the official medium of communication and instruction acknowledged by the school. But parents who want their children to master the foreign language (French /English) early rebuff the deposition that the use of the home tongue for studies rather places limitations on the learning of French /English language. There is a perception that Africa languages lack capacity to deal with technical and scientific notions. However, parents who refuse to have their children learn their Lingua franca contend that such a practice is an imposition to achieve a political point rather than bridging the socio-linguistic or demographic barriers in the country (Colby 2000).

Appropriate class size is another indicator of quality education. Measured pupil-teacher ratios are reasonable approximations of actual class sizes, especially, in schools. Ankomah et al (2005) postulates that education quality is much higher and improves students' achievement when the student-teacher ratio is much lower in class. A study conducted by Beebout (1972) cited in Adams and Poisson (2000) on class size in Malaysia secondary schools proves that, fewer students per teacher in a class improves the quality of interaction and for that matter raises accomplishment.

Favourable school environment is also one of the factors that promote quality education. Watkins (2000) affirms that the school's physical environment and reassures enhance the safety and performance of pupils at the place of learning hence, its influence on the school enrolment rates. In the views of (UNESCO, 2005), expansion in educational facilities improves the social, economic and political benefits for children. Besides that, parents are

motivated to invest in the education of their wards because it offers them high knowledge, reasoning abilities, skills and the cherished values that they need.

A community's supports the school in terms of Teaching and Learning Materials, means of transportation and physical infrastructure such as classrooms and teachers accommodation go a long way to enhance quality education. Also, parents' investment in children's education while they are in school is considered as one of the most powerful interventions for enhancing learning achievement. Among the potential advantages of closer linkages of school and community is the possibility for more involvement of students, teachers, and parents in data collection, verification, analysis and use organized as an interactive process. This may be seen as part of a local process of inquiry which, in itself, is part of a process of sustaining improvement (Chapman et al 2002).

Valid and reliable method of examination is also important for improving quality of education. Assessment of academic achievement outcomes has most often been used in a summative rather than formative way (OECD, 2005). Testing information tends to be used primarily as a screening device to decide who succeeded in completing a course or programme and can continue to the next grade. An on-going assessment of student performance can provide teachers with the information they need to improve student learning.

The quality of administrative support and effective leadership for supervision is another critical element for quality education. At a more macro level, teachers need governments who are supportive and provide machinery for inspection of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have impact on student learning (UNICEF 2000).

Watkins (2000) however argues that, the factors affecting education as discussed above are inadequate in the developing world because the countries are not able to meet minimum requirements. Children learn in overcrowded and ramshackle school structures. The rate of

untrained teachers is still high while teacher motivation is low (Zvavahera, 2012). There is also inadequate provision of teaching and learning materials aside weak design of curriculum to address the need of the people. Beside poverty which militates against parents nourishing their children and taking them to school, the educational system is gender bias and the language of the minority groups are relegated to the background in the educational curriculum. Where the factors are sufficient, they can be sustained through access and equity, management and development of technical and vocational skills.

2.5 Sustainability of Quality Education

The development of any educational system and standards would be a mirage if viable efforts and structures are not put in place to ensure continuous improvements and sustainability of the gains that have been made in terms of its quality. The interdependent pillars that come into play when educational sustainability is considered include; decentralization, developing quantifiable indicators, an in-depth understanding and equitable development of all levels of the education scheme (Heneveld 1994; Chapman and Adams 2002).

Heneveld (1994) and Chapman and Adams (2002) maintain that participation in decision making by all stakeholders in the educational practices is paramount. At the grass root level, the heads of the institutions cooperate with the community in which their schools are established to mobilize their human and material resources which would be required in the strategic planning processes for quality improvement. The educational planner at the central and local government levels also requires some amount of information from the head of institutions and communities to understand their needs which are factored into policy formulation.

Chapman and Adams (2002) are of the view that, if quality education is to be sustained, vital statistical data that is required by policy makers to prepare a checklist to monitor adequacy of facilities, teacher qualification, instructional materials, textbooks, class size and school environment among others should be provided by the school and communities who are major players in the school's supervision. The school authorities and the communities should

therefore, collaborate with each other in order to provide information relevant to policy makers' monitoring and evaluation exercises of schools (Adams 2002).

In his assessment of sustainability of quality education, Heyneman (1997 cited in Adams 2002) emphasized that levels of educational system should not be analysed in isolation in a quest to attain continuous improvement. Concentration of efforts on one to the detriment of others could lead to distortion. Indeed, the training, management, excellence and effectiveness of every stage are highly determined by those traits in preceding levels. It thus connotes that the quality of students produced at the lower stage could become inputs for the middle stage that further processes them for the higher level. Whatever materials that are also produced from the higher stage have either direct or indirect effect on the lower and middle levels.

2.6 Effects of Quality Education Delivery

The impact of education on an individual and the community as a whole is enormous. The level and growth rate of income is in most cases influenced by education which falls on its quality. According to Cohen and Soto (2001), there is a strong positive link between educational quality and a country's Gross Domestic Product. The subsequent subsections discuss the effects of quality education delivery on an individual and the community.

2.6.1 Effects of Quality Education Delivery on the individual

Educational quality positively affects the individual who patronizes it. This can mostly be seen in the individual's employment status and income levels. It is an established fact that the higher the level one attains in education pursuit, the better the employment and the higher the income level. One can however reach a higher education level only when there is quality education delivery (Krueger and Lindahl, 2001; Rouse, 2005). This is further confirmed by other researchers who argue that people who are better educated, either in the sense of higher test scores or in the sense of educational attainment (higher level of education), tend to have a much higher likelihood of employment and, when employed, much higher wages (Card, 1999; Ashenfelter et al., 1999). This implies that people become economically powerful as the quality of their education improves.

There is also evidence of the positive relationship between an individual's educational quality and their physical and mental health. It must be admitted that most of the studies in this area measure educational quality by educational level. In most cases, people that are better educated (in the sense of higher educational level) have improved health along a variety of dimensions (Groot and van den Brink, 2007). Further studies show that higher levels of education are related to reduced disease rates, particularly kidney disease, cardiovascular disease, high blood pressure, and cancer (Wong et al., 2002; Auld and Sidhu, 2005; Lleras-Muney, 2005) mostly because the educated in most cases know more about their health issues. Higher educational attainment is even sometimes associated with reduced engagement in destructive habits, such as smoking, drinking, and drug use, and with increased engagement in positive activities, such as exercise (Kenkel, 1991; De Walque, 2004). So there is significant evidence that increased educational attainment by an individual is associated with improved health outcomes for that person. It must be stated that a person's educational attainment can only be high if there is quality education delivery.

2.6.2 Effects of Quality Education Delivery on the Community

It is an established fact that people are willing to pay more rent to live in a community that is served by a school or a school district that is of higher quality, and in most cases, people measure the quality of education delivery (Black, 1999; Downes and Zabel, 2002). This implies that all the housing values in the area served by the school or school district are improved. This further means that property tax revenues, and income to the city coffers increase and this makes the community better off.

Educational quality, as measured by the average level of education in a community, is associated with increased civic participation. This is evident through the following:

- Educational quality is related to voter participation. Better educated people are more likely to participate in elections (Milligan et al., 2004).
- Educational quality is related to increased acceptance of free speech and democratic movements, increased tolerance for alternative points of view among others (Dee, 2004).

- Educational quality is related to increased participation in community arts, music, drama, and cultural events of all sorts (McCarthy et al., 2001).
- Educational quality is related to increased newspaper readership (Dee, 2004).

If people earn more, they pay more in taxes: income taxes, sales taxes, and property taxes (Belfield and Levin, 2007; Rouse, 2005). Some of those sales and property taxes go directly to the community. Income taxes are paid to the state and to the county, but that improves the larger community within which a city is located. Higher earnings also lead to higher contributions to social support programs: more payments into Social Security, more payments into Medicare, among others (Belfield and Levin, 2007; Rouse, 2005). Finally, in general, educational quality contributes to greater productivity and competitiveness, leading to greater economic growth (Committee for Economic Development, 2005; Shapiro, 2006). It is therefore imperative that quality education delivery is the focal point for social and economic development.

2.7 Basic Education in Ghana: Historical Perspective

Ghana gained full independence in 1957. According to Little (2010), during the 1950s and 1960s the education system of Ghana was the envy of most sub-Saharan African countries. Access to basic education, indicated by enrolment rates increased gradually but tremendously especially between 1991 and 1998. It levelled off between 1998 and 2006, increasing again thereafter following the introduction of the ‘capitation grant’ designed to relieve parents of the burden of paying tuition fees in public schools (Little, 2010). Since the early 1950s a number of policies to increase access to all levels of education have been implemented, several of which are described in the Consortium for Research on Educational Access, Transitions and Equity (CREATE) country analytic review on Ghana (Akyeampong et al, 2007).

Major policy initiatives in basic education in Ghana are numerous. Most researchers on the history of educational policy in Ghana agree that each successive policy text owes much to the policy themes set out in earlier texts (Fennell and Arnot, 2008; Little, 2010; Green et al, 2007). Recurring policy themes include the provision of free education and the need for a practical, vocationally oriented education. The call for free primary education goes back to the

year 1951, and that for practical, vocationally-oriented education to as early as 1847, during the British colonial period (Little, 2010). Recurring policy concerns include access, quality and costs, with varying emphases at different points in time. A recurring policy tension has been that between expansion of access and the quality of education, reflecting the tension between CREATE's Zones of Exclusion in which, in Zone 1 children are excluded from enrolling in school and in Zone 3 are excluded from meaningful learning in school, once enrolled (Lewin, 2007).

The most radical reforms of basic education in the second half of the 20th century are generally agreed to have been those set out in the report of the Commission chaired by Professor Dzobo in 1973/4. According to Boateng (2012), the Dzobo report came out with a recommendation that there is the need to restructure the secondary school system and to reorient the curriculum towards vocational skills. The recommendation and other reforms were implemented selectively and on an experimental basis. It was left to the then new military government of 1981 to renew the push for their comprehensive implementation through the 1987 reforms. By 1992, the right to free and compulsory education was enshrined in the new constitution, heralding another implementation push from 1995 through the 'Free, Compulsory and Universal Education by 2005 Programme', known, more commonly, as FCUBE (Green et al, 2007). FCUBE was linked closely with the Dzobo Commission proposals of 1974 and the 1987 reforms (Little, 2010).

Basic education in Ghana consists of 2 years of kindergarten, 6 years of primary education followed by 3 years of junior secondary school, now Junior high School (GES, 2012). This indicates that pupils spend a total of 11 years at this level of education. As outlined in the United Nation's Millennium Development Goals, Ghana wants to achieve universal basic education by 2015. In order to increase access to basic education, the government introduced the Capitation grant. This initiative took care of tuition fees and made basic education free (UNESCO, 2011). There was a 10 percent increase in primary school enrolment in 2005 after the introduction of the program. The school feeding program was also introduced to attract more children to go to school (Osei-Fosu, 2011). Despite the gains, progress is not evenly

distributed in the country and the quality of basic education has only improved marginally. Poor and rural areas as well as the northern part of Ghana lag behind in education.

The government of Ghana is the main provider of basic education in Ghana. Many private schools also provide basic education. Even though some of them are not recognized by the government, they still strive to provide quality basic education. The ministry of education is in charge of educational policy and direction. The Ghana education service (GES) which has offices nationwide, carries out implementation of educational policies. They also undertake monitoring and evaluation.

2.8 Decentralized Education Structures in Ghana

There are specific structures that the Ministry of Education, Science and Sports have put in place to facilitate the involvement of stakeholders in planning, implementing and managing school improvement activities at the metropolitan, municipal, district and community levels. These structures are easily identifiable since they are literally closer to them and their roles and inputs are seen as key in determining the success of basic education in their respective areas (MoESS, 2008). These structures have been briefly explained in the succeeding sub sections.

2.8.1 District Education Oversight Committee (DEOC)

The District Education Oversight Committee concept was established under the Ghana Education Service Act 1995, Act 506 and maintained in the Education Act 2008, Act 778. The District Education Oversight Committees (DEOC) has a major role of interacting with all stakeholders in education to ensure the delivery of quality education at the metropolitan, municipal and district level. It was set out in part 1, Section 9 (3) of the Ghana Education Service Act, 1995 (Act 506) Republic of Ghana (1992). With the existence of School Management Committees (SMCs) and Boards of Governors (BGs) operating at school level, it is expected that the DEOCs would work closely and harmoniously with the SMCs and BGs to promote effective teaching and learning in schools (MoESS, 2008).

In the District Education Office (DEO) are the Circuit Supervisor (CS) and the District Inspector of Schools (Assistant Director (AD) – Supervision), on whom the DEOC shall depend for most of its information relevant to the discharge of its overseeing responsibility. The CS and the AD Supervision form the direct link between the schools and the DEO. They monitor and seek information in regard to school buildings, school facilities, attendance of teachers and pupils, teachers' performance in school, and other requisite data on the schools. As they report to the District Director of Education (DDE), he/she should in turn relay such information to the DEOC.

DEOC is a nonpartisan and responsible for general educational improvement in the district. By the Education Act 2008, Act 778, the composition of DEOC comprises the following.

- District Chief Executive as the Chairman. In his or her absence, the chairman of the education subcommittee shall preside
- Chairman of Subcommittee responsible for education
- District Director of Education;
- District Director of health;
- District Inspector of Schools;
- District Social Welfare Officer;
- Two representatives of the District Assembly nominated by the Assembly of whom one shall be a woman;
- One representative of traditional rulers in the district;
- One representative each of the Christian and Muslim groups;
- One representative of the Ghana National Association of Teachers (GNAT) in the district;
- One representative of the District Parent/Teachers' Association (PTA); and
- One woman identified generally with social development in the District.

The District Education Oversight committee (DEOC) shall, in the respective district and subject to the directive of the council, be concerned with, oversee and ensure that school buildings, toilets/WCs, workshops, libraries, canteens and other relevant school structures are in place and are in structurally decent and safe condition.

- The DEOC should also ensure that appropriate school furniture is provided and that school farms and gardens are established and properly maintained.
- The District Director of Education (DDE) shall liaise with the SMC and BG to get the necessary information on the above physical facilities and report to the DEOC accordingly. The DDE should report yearly in due time to meet the budget estimates of the District Assemblies.
- The DEOC should ensure that the boundaries of school lands are properly defined and secure. It is the responsibility of the DEOC to ensure that the relevant documents on school lands and other properties are properly registered.
- The DEOC shall ensure that the right calibre and adequate number of teachers are provided for each school in the district. The DEOC shall, as far as possible, make sure that facilities exist which would entice qualified teachers to accept posting to their areas and stay there to work. These facilities include accommodation near the school, potable water and easy accessibility to school. Where transport is difficult to come by, the commonest means of transport (e.g. bicycles) should be arranged for teachers. The availability of plots of land for teachers to farm on could also serve as an additional incentive.
- With regard to the regular and punctual attendance of teachers and pupils at the schools, there is the need to strengthen supervision and inspection of schools. It is expected that circuit Supervisor will monitor closely the regular and punctual attendance of teachers at the schools. Where there is any anomaly, the report should go to the DDE for action. The DDE should in turn report action taken to the DEOC.
- Where pupils are not attending school regularly and punctually, this should be treated as a school-related problem, which should be referred to the SMC/BG for action. It becomes, therefore, the responsibility of the SMC/BG and the Head to solve the problem with either the parents or the PTA (World Bank, 2004).
- Information on the proper performance of duties by staff at the schools shall be obtained by the DEOC through the DDE. Where the head of institution is not playing this supervisory role effectively, the DDE shall take action and report to the DEOC.

Herein lays the importance of the screening of heads of Institutions through interviews, to ensure that the right calibre of person is appointed to effectively play this role of frontline supervisor.

- The cleanliness of the school compound and the adjoining areas and facilities therein should be the responsibility of the Heads, staff and pupils. The DEOC should evolve measures to enable school trees to serve as windbreaks, provide shade and for beautification. Schools should be made to institute measures like planting of grass to check erosion
- The DEOC should use the service of the District School Health Co-ordinate to oversee the provision and maintenance of health facilities, that is, toilets, and urinals.
- The DEOC should work with the DDE to put in place a system of monitoring to ensure the availability and use of textbooks and teaching learning materials in all the schools. These materials should be supplied to all schools in the right quantities at the right time.
- For this purpose, monitoring of such activities should be done at least three times every term, namely at the beginning of term mid-term and towards the end of term. In turn the DDE should report to the DEOC three times a term to ensure that, where necessary, appropriate action is taken.
- The DEOC should liaise with the District Assembly to ensure that adequate provision is made out of its allocation of the common fund for educational programmes.
- The DEOC shall submit to the Ghana Education Service Council half yearly reports on the performance and conditions of schools in its District.
- For purposes of co-ordination the District Directorate of Education should serve as the secretariat to the DEOCs (Akyeampong, 2009)

2.8.2 District Education Planning Team (DEPT)

As an intervention, the DEPT concept is intended to build the education planning capacity of the District for the achievement of FCUBE objectives (MoE and GES, 2012). It is to fill the education planning gaps and structures as a means to optimize the impact of intervention measures. It is also aimed at identifying key stakeholders in education at the district and

community levels and to harness their potentials including resources, for achieving educational goals (MoE and GES, 2012).

Membership of DEPT is composed in such a way to ensure the participation of key stakeholders in educational arrangements for planning, implementation and management of educational programmes as well as decentralized mechanisms in the Districts. The membership is limited to a manageable size not more than 15 to ensure efficiency and effectiveness in the performance of its functions. It is however much flexible to allow for co-option for other stakeholders for achieving stated/specific objectives. For the purpose of ensuring effective consultations for planning, an investigative team (5-member) comprising the District Planning Officer, District Girls' Education Office, Development Officer and NGO representatives (where they exist) is put in place (Agyeman, 2000).

The DEPT is not a parallel institution created to perform overlapping function but to complement and strengthen the roles of existing structures. The relationship with existing structures is made in such a way as to avoid duplication of efforts and conflict in the pursuance of FCUBE objectives. Channels of communication and organizational support for its operation are fashioned along established systems in each Municipality. The Municipal Director of Education is responsible for coordinating the implementation of all education action plans generated by DEPT and ensuring the achievement of defined targets. All communication between DEPT and GES agencies are signed and channelled through the DDE (Akyeampong, 2009).

2.8.3 School Management Committee (SMC)

The SMC is a committee designated under the Ghana Education Service Act of 1994. It is a school community-based organization aimed at strengthening community participation as a means of facilitating quality education delivery (Osei-Owusu and Sam, 2012). The SMC is a representation of the entire school community of a particular school or cluster of schools. The school community therefore becomes its constituency. Its membership includes the following persons:

- District Director of Education or a representative as an ex-officio member.

- District Assembly representative (usually the Assemblyman)
- Unit Committee representative
- Traditional ruler's representative appointed by the chief of the town/ village
- Representative from educational unit (if the school is a unit school)
- Two members from the teaching Staff (one each from Junior Secondary and primary schools).
- Old pupils' association's representative
- Co-opted member to perform specific functions (optional) CRDD (2007c)
- Head teacher of the school

2.8.4 Parent – Teacher Association (PTA)

The PTA is an association of parents and teachers in a particular school or a cluster of schools. They are however voluntary and non-governmental associations. They are also non-sectarian, non-partisan, and non-commercial and have the following as some of their aims (Ugwulashi, 2012):

- To forge strong links between the home, the school and the community.
- To bring together parents and school authorities to work jointly for the development of the school.
- To assist in fund-raising activities to provide some basic needs like furniture, sports equipment, library books, etc.

The membership of the PTA includes parents, guardians, and teachers who are interested in children's education. However, there is an executive body that steer the affairs of the association, and their members are as follows:

- Chairman (parent)
- Vice chairman (parent)
- Secretary (teacher)
- Financial secretary (parent)
- Treasurer (parent)
- 1st Committee member (parent)
- 2nd Committee member (parent)

- 3rd Committee member (head teacher)
- School welfare officer (ex-officio member) (CRDD, 2007).

2.9 Problems and Challenges with Basic Education in Ghana

It is believed that education is an instrument for National development. This implies that the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education (Clark and Olumese, 2013). Ampiah (2010) stipulates that rapid expansion of basic education would undermine quality provision especially where no effective strategies are in place to train and retain teachers. There is therefore the potential risk to initial gains in enrolment since demand may soften if quality deteriorates. With regard to quality and relevance, it is generally agreed that more needs to be done. It is one thing to achieve 100percent access and another to provide quality. The number of children who participate in schooling and the number of years of schooling by themselves are therefore not as important as the quality of education they receive. If children attend school but are not able to achieve better learning outcomes, especially in literacy, numeracy and essential life skills, then they do not have meaningful access to education. Unfortunately, the quantitative aspect of education rather than the qualitative aspect has become the main focus of attention in recent years for policy makers and governments (UNESCO, 2004).

Quality of education seems to have become a subordinated priority to quantity of education as a result of policies seeking to improve educational access (Govinda, 2010). In many cases it seems educational expansion has come at the expense of quality. It is very clear that even though PTR, PCTBR and BECE results are essential, they are not sufficient indicators in assessing the quality of education. What seems to be equally important is how input resources into schools and classrooms are utilised to promote quality education (Ampiah, 2010). The poor quality of pupil learning reflects the poor quality of teaching. Most teachers lack supervision and feedback on their instructional practices (Wahlstrom and Louis, 2008). The quality of basic education is quite dependent on effective supervision and monitoring, and although, the GES has designed an administrative structure including an Inspectorate Division of the GES and the establishment of circuit supervision in all circuits within an educational district, supervision is perceived to be extremely weak and ineffective (MoESS, 2008).

School heads and teachers in the schools are left to do their own thing. They attend school and teach as and when they like. Lateness and absenteeism are thus very rampant in the schools and teacher-pupil contact hours are consequently very low (MoESS, 2008). There is a general perception in Ghana that educational standards are low in public urban and rural schools compared to private schools. This is because compared to public schools private schools have generally been performing better at the BECE and in SEA and NEA examinations. Many parents therefore continue to patronise private schools as a means of getting quality education for their wards. In 2007/08, private school enrolment stood at 24percent of the total national enrolment of 9,507. In 2005/06 the number of private schools stood at 2,990. In 2007/08 this number has increased by 36percent to 4,068. Increasingly, Ghanaians are developing an individualistic outlook to education where looking for a good school and even paying for it is becoming common even though the Ministry of Education continues to emphasise fee-free education in public schools. The major differences between private and public schools are the superior English language facility of the pupils; greater availability and use of textbooks by pupils; and more access to whole-class extra classes as well as special tuition for pupils (Ampiah, 2008).

Language is the most important tool in the teaching/learning process. The choice of the language of instruction used in school is of utmost importance. Initial instruction in the learner's first language improves learning outcomes. The importance of its effective use in basic education cannot therefore be over-emphasized. In basic education there have been two languages: L1 being the child's vernacular and L2 being English Language which has a much wider use in education. For many decades, the official policy regarding these two languages in education has been the use of vernacular as a medium of instruction as well as one of the subjects to be studied at lower primary (P1-P3), while the English language is a subject. From primary 4 onwards the English language becomes the medium of instruction as well as a subject. This policy seemed to work almost perfectly until it began to generate a controversy between policy makers and language professionals. Policy makers now regard this policy as unworkable and they believe it has been the cause of a lowering of standards in basic education. Policy makers therefore proposed the use of English Language as a medium of instruction right from Day 1 in Primary 1. Language experts, however, disagree with this new language policy in favour of the original policy.

Following a series of small-scale efforts that established the effectiveness and feasibility of mother-tongue literacy instruction in Ghanaian primary schools, in 2007, the Ministry of Education has taken the decision to develop and extend quality bilingual literacy instruction to all primary school learners within a two-year period. This has led to the rapid development of the National Literacy Accelerated Programme (NALAP), a transitional bilingual literacy program in 11 Ghanaian languages for kindergarten through grade three. The exclusive use of the local language for instruction has always faced very serious implementation challenges. Some teachers can neither speak, nor read the local language of the locality where they teach; most classes in the urban areas are multilingual; and textbooks are written in the English language while children are instructed in the local language using these textbooks. It must also be noted that: The (TIMSS, 2007) study revealed that a majority of Ghanaian JHS2 students (66percent) never spoke English at home or did so infrequently. Home language was found to be associated with lower achievement in science and mathematics. The poor grasp of basic scientific and mathematical concepts by the majority of the students had been attributed to their inability to read and comprehend the English language used in the test (Anamuah-Mensah et al., 2009).

Teaching and learning methods which emphasise the inquiry method and social constructivism where learners construct their own knowledge and understandings based on what they already know and the socio-cultural context in which they find themselves (UNESCO, 2004) were not very popular with the teachers. This approach to teaching has been claimed by some education analysts to be very suitable for helping pupils develop positive attitudes and process skills through hands-on and minds-on activities (UNESCO, 2004) which the Ghanaian basic school curricula appears to encourage. However, these methods do not seem to resonate well with the Ghanaian basic school curricula (Ampiah, 2008). Rather “teaching is largely by exposition with little opportunities for learners to engage in practical and problem solving activities, which generate deeper understanding” (Anamuah-Mensah et al., 2009, p. xx)

Ghanaian primary and junior high schools are filled with a high proportion of untrained teachers. This is because the percentage of trained teachers in the basic education sector is not increasing in line with the output of the 38 Teacher Training Colleges (TTCs) as retention in

the sector is poor. The attrition rate is as high as 5percent. To fill the gap created by the lack of trained teachers, increasing numbers of untrained teachers are recruited to fill teaching vacancies. The number of untrained teachers at the basic school level stood at 47percent in primary school and 33percent at the JHS level in 2007 (MoESS, 2007). This has serious implications for the delivery of quality education to pupils in basic schools. Figures for SMCs in public basic schools show that by the end of 2004, less than two-thirds of schools had established SMCs, which may imply that many head teachers and communities do not see the necessity of SMCs.

A study by Ampiah and Yamada (2009) in two Municipalities in the Central Region shows that head teachers and the Municipality Directors of Education (DDEs) seem to give the impression that the roles of the SMCs are not very clear to a majority of head teachers as they were not unanimous about the roles and responsibilities of SMCs in the schools. Areas where SMCs seem not to be functioning very well were finance and school governance. This is not surprising since head teachers did not see financial and governance issues as being in the domain of SMCs. Generally, SMCs were not functioning in the two Municipalities studied. The role SMCs should play seems not to be acceptable to some head teachers. This creates a bottleneck in the administration of schools. In some cases, the school heads simply work with the SMC chairman to make decisions without the consultation of the whole committee. Some head teachers were therefore performing some of the functions designated for SMCs. No wonder, SMCs are largely seen to be ineffective. Many schools have SPIPs, however, they are often not endorsed by the SMCs and the PBME is unaware of any effort to check whether an up-to-date SPIP is in place and is endorsed by the SMC before giving the school its capitation grant. Involvement of the community in the teaching and learning process is generally low due to the high illiteracy rate and apathy. The School Performance Appraisal (SPAM) which is to be used for discussing pupils' test results with parents and members of the community is no longer active (MoESS, 2008).

The measures to improve education quality in Ghana is aptly summarised in the Global Monitoring Report published by UNESCO (2008). According to the report "Improving quality of education is one of the most effective strategies for strengthening demand. Enhanced quality requires a focus on smooth progression and learning outcomes, rather than pupil

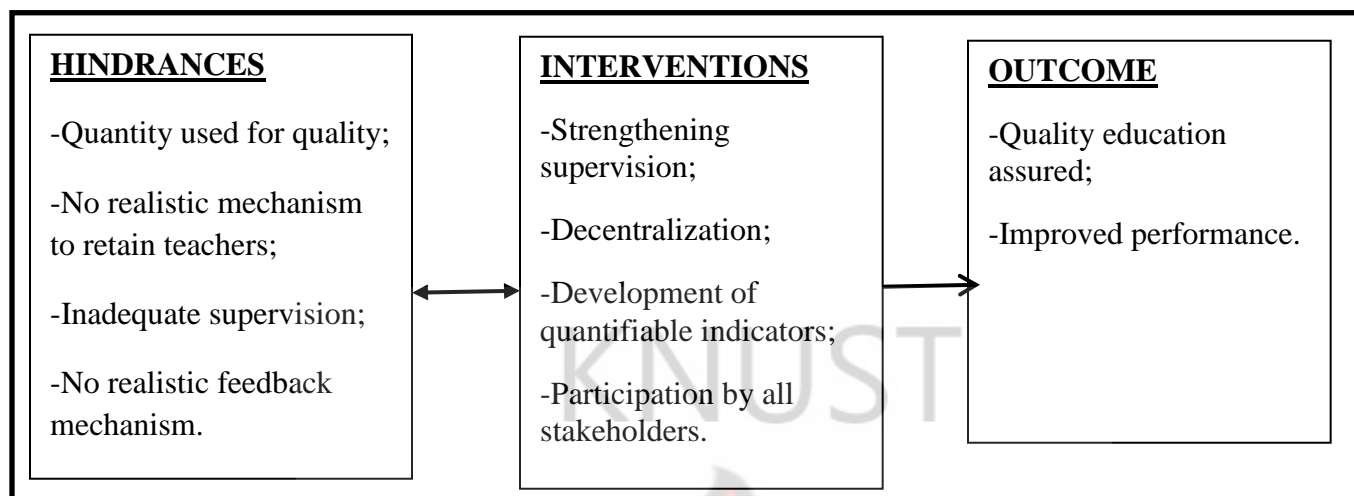
headcounts. Increasing textbook supply and quality, strengthening teacher training and support, and ensuring that class size is conducive to learning and that children are taught in an appropriate language are key elements in raising quality. If the government of Ghana and the Ministry of Education will pay attention to these issues, then good quality education could be delivered to basic school pupils sooner than later.

2.10 Conceptual Framework for Quality Education Delivery

From the literature review, it was realized that various factors affect the process of ensuring the delivery of quality education. One of those factors is the notion that education is being looked at in most cases in the context of quantity rather than quality. Due to this most educational policies are geared towards expansion of educational facilities rather than improvement in quality. In addition to this, there is also no realistic mechanism to retain qualified teachers at post especially in remote areas due to poor environment and living conditions. Moreover, there is inadequate supervision of the performance or work of teachers. This makes most teachers to do their own things which are in most cases outside their own mandatory responsibilities. Finally, is no realistic feedback mechanism for teachers when there is an issue of concern. This sometimes makes teachers reluctant to share their views concerning educational matters since their views may not attract attention of authorities.

It was realized also from the literature that in order to ensure the delivery of quality education, in other words counteracting the hindrances to effective delivery of quality education, there is the need to strengthen supervision. The distribution of teaching and learning materials, attendance of teachers and pupils, teaching to the expectation, among others needs to be supervised. This will indicate that the focus is on quality and not quantity. There should also be decentralization of the structures of education. Decision making should not be taken by the higher authorities alone but suggestions should be taken from the lower level members: the teachers, parents and even student representatives. Authorities must also ensure that the views of the participants inform the decisions they take. Participation should not be by information giving. When this happens, there is the assurance that quality education will be achieved. Figure 2.1 depicts the conceptual framework for quality education delivery.

Figure 2.1: Hindrances and Interventions to Quality Education Delivery



Source: Author's Construct, 2013

2.11 General Conclusion

From the literature review, it was found out that education is the bedrock of societal development as it produces the needed qualities mankind needs to meet the aims and aspirations of their society. Realizing this importance of education, Ghana has undertaken various policies with the ultimate aim of providing quality education which will serve as the bedrock for total transformation of the Ghanaian society.

Despite these laudable reforms to ensure the provision of quality education, it is faced with some challenges. Some of these challenges are weak supervision and institutional structures, teacher absenteeism, language problem, inadequate textbooks and untrained teachers. If education is to be effective, then there is the need to train more professional teachers and ensure adequate supply of instructional materials such as textbooks. Again, there should be maximum supervision in basic schools.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROFILE OF THE STUDY AREA

3.1 Introduction

This chapter is in two parts. The first part presents the method used to undertake the research. It basically looks at the research design, the research process, sample frame and sample size selected for the study. It also lays emphasis on the data collected, the data collection instruments and techniques as well as data analysis and presentation style. The second part of the chapter presents the profile of the Municipality. It lays emphasis on the location and size, the physical and natural environment and educational issues in the Municipality.

3.2 Research Approach and Methodology

The research was undertaken through an interplay of desk work and field survey. The step by step procedures used to come out with the research have been explained in the subsequent sections.

3.2.1 Research Design

Case study research design was adopted for the research. Case study research enabled the researcher to closely examine the phenomenon within a specific context. Zainal (2007) argues that in most cases, a geographical area and a specific number of individuals as the subjects of enquiry are needed for case study research. Baxter and Jack (2008), also state that case study is a research approach that facilitates exploration of a phenomenon within its context using a variety of data sources. The case study approach was used since the research concerned a context-specific situation in the Ejisu-Juaben Municipality and also the problem was studied within the framework of contemporary issues.

According to Naele et al. (2006), case studies typically describe a program or intervention put in place to address a particular problem. It is due to the complex nature of the subject that a case study research approach was adopted to ensure a detailed research within the time space.

According to Yin (2003), there are three main principles underlying case study. The principles are:

- “How” and “why” questions are used. Conversely, “what” questions are used when the case study is for exploratory purposes.
- Case study requires no control over behavioural events
- The case study focuses on current events.

The study acts in accordance with all these principles and therefore justifiable to use case study design. However, when using case studies, it becomes difficult to make generalizations. Case studies provide no ground for establishing generality of findings (Soy, 1997). However, findings from this study were supported with literature to make it viable and reliable for generalization. The case study design was therefore used so as to get detailed information for detailed analysis to be made.

3.2.2 Research Process

The research work followed a process which started with a preliminary survey, followed by problem statement and preparation of research proposal, literature review, preparation of survey instruments, data collection and ended with data analysis and reporting.

a. Preliminary Investigations

Every scientific research must be spearheaded by a reconnaissance survey. This was undertaken to be familiar with the study area and have a fair view of the issues that pertain in the study area. This was done through communication with some of the target groups (teachers). This helped to have a fair idea about the issues circulating around the educational system and enhanced the preparation of the research proposal.

b. Problem Statement, Preparation of Research Proposal and Literature Review

Having known the problems concerning the education system in the study area, the research proposal was written which detailed the problem of poor quality education delivery, its causes and effects. These background issues informed the literature section of the research which looked at education and the various schools of thought, means of delivering quality education, sustaining quality education delivery, effects of quality education and the challenges faced in an attempt deliver quality education. The literature review gave an insight into the variables to be considered in the design of questionnaires and interview guides for data collection.

c. Design of Field/Data Collection Instruments

Questionnaires and interview guides were designed. This was done so that specific data in relation to educational structures in enhancing quality education delivery could be collected and recorded. The questionnaires contained a combination of close-ended and open-ended questions.

Different sets of questionnaires were prepared for the different units of analysis in accordance with the issues of concern to them. In the same way, different interview guides were prepared for the various units of analysis who have interest in quality education delivery. These instruments were used to record the answers from the respondents during the field survey.

d. Pre-test and Field Surveys

A pre-test was done to determine how the response would be and this was followed by the field survey. Data were collected from teachers, headmasters, Parent Teacher Association (PTA) members, School Management Committee (SMC) members among others. The data from the field were used in the analysis stage of the report.

e. Data Analysis and Reporting

The data collected from the field were synthesized, integrated and harmonized comprehensively to allow for a clear pattern of analysis and for ease of understanding. Both quantitative and qualitative or narrative methods were used for the analyses of the data gathered from primary and secondary sources. Quantitative data were coded and processed using the Statistical Package for Social Sciences (SPSS) version 16, and Microsoft Word and Excel versions 2007. The researcher used both descriptive and inferential statistics to present the data. The analysed data take the forms of simple frequency distribution tables, measures of central tendency, charts (i.e. simple bar graphs, etc.) and narrative summaries from the respondents' perspectives. This was done to present the ideas, concerns and suggestions of the respondents in the form of frequencies, charts and descriptive analysis. The analysis and reporting of the data helped to draw out the findings on which recommendations were made.

3.2.3 Internal and External Validity

Internal validity of the research was checked to ensure accuracy and quality of the study. This was done to make sure that the independent variables produced the observed effects accurately. The internal validity was ensured through data triangulation and checking the data against existing literature and stated objectives of the study.

External validity was also checked in the research to make sure that the results can be applied to other areas with similar situations. This was done through the selection of the schools across the educational circuits in the Municipality. Also, the data were analysed with prior consideration to the literature.

3.2.4 Sample Frame, Sample Size Selection, and Sampling Technique

Since the research focused on the decentralized education structures in Ejisu-Juaben Municipality in promoting quality education delivery, seven (7) units of analyses with direct link to the decentralized structures of education were contacted for their views to be used for the research. These units of analyses are: Headmasters, two (2) representatives from the Parent Teacher Association (PTA) and one (1) representative of the School Management Committee (SMC), a member of the Municipal Education Planning Team, the Municipal Director of Education representing the Municipal Education Oversight Committee (MEOC), one school prefect and one teacher from each of the schools. The Headmasters, PTA members and the SMC member were contacted from each of the schools selected for the study.

Ejisu-Juaben Municipal hosts 221 basic schools and this have been categorized into 10 educational circuits. The educational circuits with their respective number of basic schools arranged in ascending order (in a hierarchy) are depicted in Table 3.1.

Table 3.1: Educational Circuits in Ejisu-Juaben Municipal

Circuit	No. of Primary Schools	No. of JHS	Total
Juaben	21	15	36
Ejisu	14	14	28
Fumesua	17	11	28
Bomfa	14	9	23
Kwaso	15	7	22
Kubease	9	7	16
Achina	8	7	15
Tikrom	8	5	13
New Koforidua	9	4	13
Ofoase	7	4	11
Total	136	85	221

Source: Ejisu-Juaben Municipal Assembly, 2010.

Out of the 10 circuits, five (5) were selected based on their hierarchy at an interval of (two) 2, picking the first rank first. The circuits selected contained 114 basic schools. 53 of these schools were selected at a confidence level of 90 per cent (10 per cent margin of error) for the study. A mathematical formula from Brewer and Miller (2003) cited in Dinye and Acheampong (2013) was adopted for the calculation of the sample size. The formula is: $n = \frac{N}{1+N(\alpha)^2}$, where n is the sample size (schools selected), N is the sample frame (total number of schools in the selected circuits) and α is the margin of error (Dinye and Acheampong, 2013). Mathematically:

$$n = \frac{114}{1+114(0.1)^2} = \frac{114}{2.14} = 53.27102803 = 53 \text{ schools.}$$

The sampled schools were then proportionally distributed among the five (5) circuits as depicted in Table 3.2. A list of the schools in each circuit was obtained from the District Education Directorate. The lottery method of the simple random sampling technique was adopted to select the sample size from each circuit. This was operationalized by writing the names of the schools on separate sheets of paper and placing them in a box. The sheets were then drawn one after the other till the required sample was obtained. This process was done for all the five (5) circuits to obtain the 53 schools for the study.

The respondents for the study were purposively selected. This is because they have a stake in the issue of concern: quality education delivery through the decentralized educational structures. These respondents are: the Headmasters, the chairpersons and secretaries of the PTA, the teaching staff members in the SMC, the Municipal Director of Education, member of the Municipal Education Planning Team (MEPT), a teacher and prefect from each school.

Table 3.2: Sampled Schools for the Study

Circuit	Total Basic Schools	Sampled Basic Schools
Juaben	36	17
Fumesua	28	13
Kwaso	22	10
Achinakrom	15	7
New Koforidua	13	6
Total	114	53

Source: Authors Construct, June 2012

3.2.5 Categories of Data Collected and their Sources

Both primary and secondary data were collected for the study. The secondary data was basically used for the literature section of the study. The available literature was used to gain an understanding of quality education delivery, the benefits and challenges and this was used to support the findings of the research. Secondary data were gathered from both published and unpublished documents. Published sources include reports and publications. Unpublished sources include any paper or publication that has not yet been released or considered to be a draft. The main source of data for the research was however obtained from the field through the questionnaires which were administered to the respondents. Table 3.3 indicates the categories of data collected in line with the objectives of the research.

Table 3.3: Categories of Data Collected and Data Collection Instruments

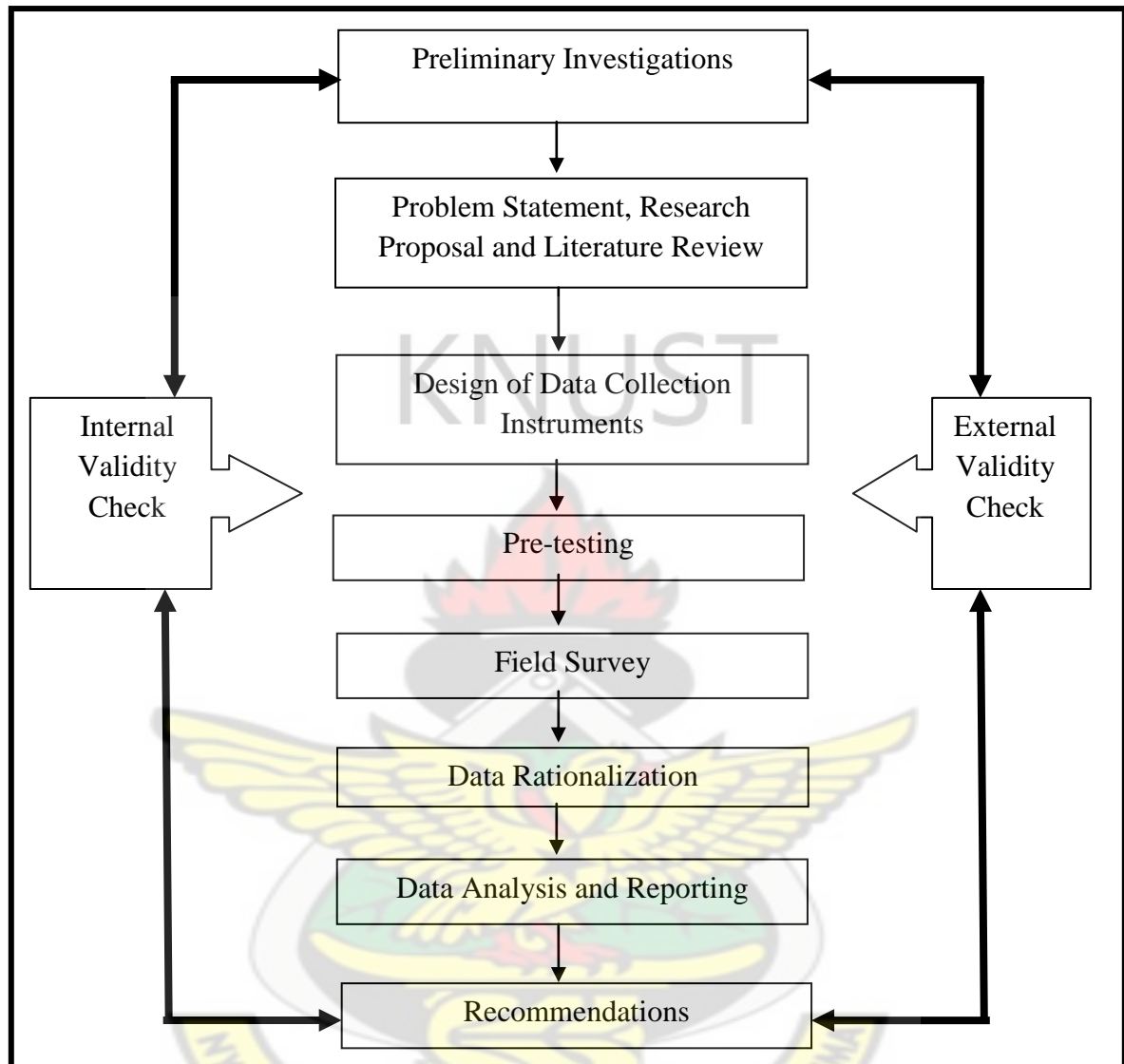
Objectives	Data collected	Data Sources	Data Collection Instrument
the roles and responsibilities of the educational structures in the promotion of quality education	general roles prescribed for the structure, specific roles performed, extra roles performed, reasons for the extra roles performed	PTA, SMC, MEOC, MEPT, Headmaster	Institutional questionnaire
effectiveness or otherwise of the decentralized structures of education	Indicators for measuring performance, what brings about ineffectiveness	PTA, SMC, MEOC, MEPT, Headmaster	Institutional questionnaire
Challenges faced in using the structures to promote quality education	Challenges faced in carrying out roles, Routine or temporal challenges, attempted mechanisms	PTA, SMC, MEOC, MEPT, Headmaster	Institutional questionnaire
Recommendations	The way forward for quality education delivery	PTA, SMC, MEOC, MEPT, Headmaster	Institutional questionnaire

Source: Author's Construct, June 2012

3.2.6 Data Presentation and Analytical Tools

The data collected were synthesized, integrated and harmonized comprehensively to allow for a clear pattern of analysis and for ease of understanding. Both quantitative and qualitative or narrative methods were used in the analysis of the data gathered from primary and secondary sources. Quantitative data were coded, categorized in tables and processed using computer softwares such as Statistical Package for Social Scientist (SPSS), Microsoft Word and Microsoft EXCEL. The data was presented using both descriptive and inferential statistics and take the form of simple frequency distribution and the use of charts to depict graphical presentations. The analytical framework of the study is depicted diagrammatically in Figure 3.1.

Figure 3.1: Analytical Framework for the Study



Source: Author's Construct, June 2012

3.3 Ejisu-Juaben Municipality in Context

This section presents Ejisu-Juaben Municipal in the context of location and size and environmental characteristics such as geology, topography, drainage, climate and vegetation. It also lays emphasis on the demographic characteristics as well as the educational facilities in the Municipality.

3.3.1 Location and Size of the Municipality

Ejisu-Juaben Municipal is one of the 27 administrative and political Districts in the Ashanti Region of Ghana. The municipality is known globally for its rich cultural heritage and tourists attractions notably the booming kente weaving industry. The municipality stretches over an area of 637.2 km² constituting about 10 percent of the entire Ashanti Region and with Ejisu as its capital. Currently it has four urban settlements namely, Ejisu, Juaben, Besease and Bonwire (Ejisu-Juaben Municipal Assembly, 2010).

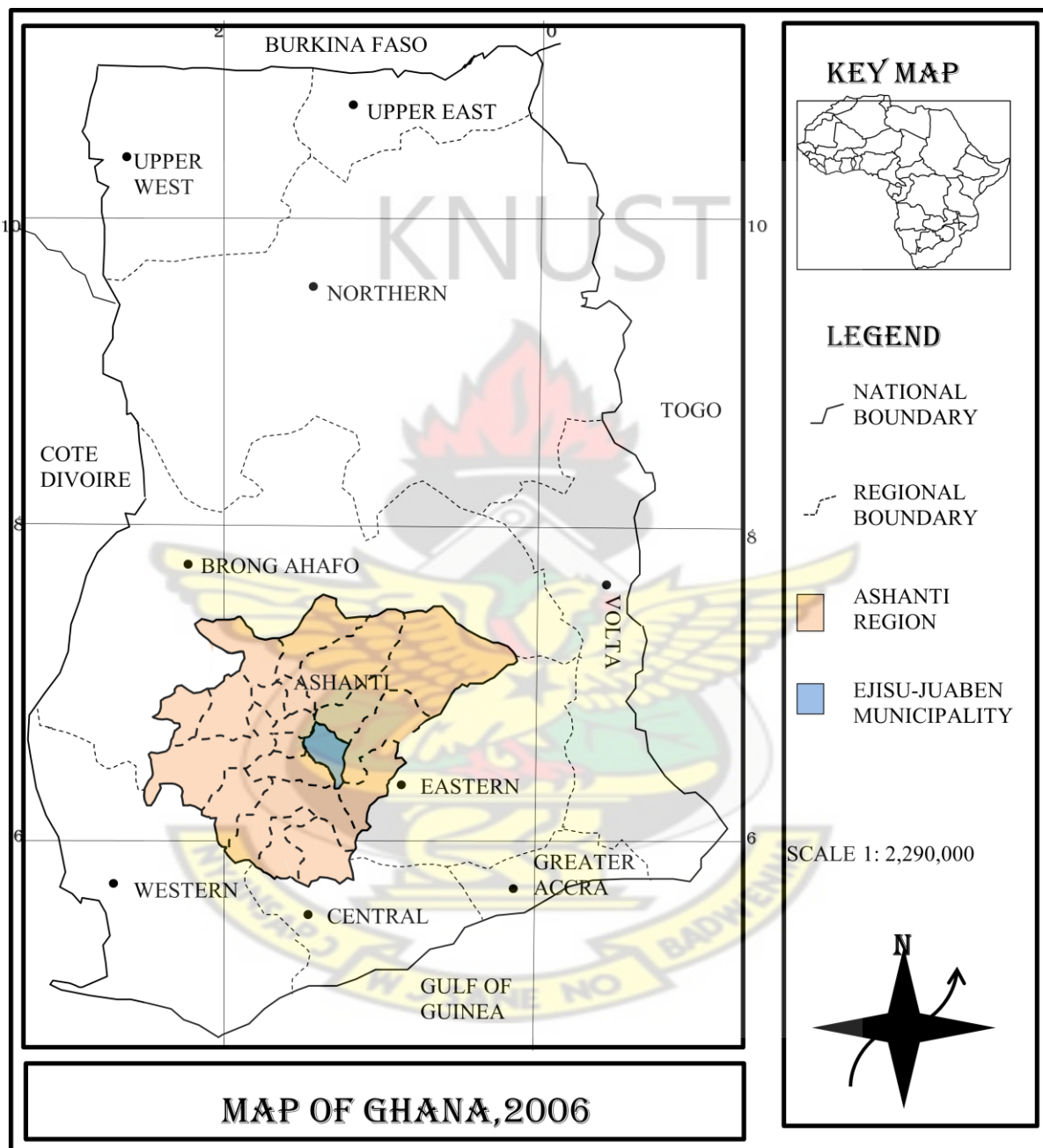
The municipality is located in the central part of the Ashanti Region and provides enormous opportunity for creating an inland port for Ghana to serve northern section of the country. It lies within Latitude 1° 15' N and 1 ° 45' N and Longitude 6° 15'W and 7° 00'W. Ejisu-Juaben municipality shares boundaries with six (6) other districts. To the North East and North West of the municipality are Sekyere East and Kwabre districts respectively, to the South are Bosomtwe and Asante -Akim South Districts, to the East is the Asante-Akim North Municipal and to the West is the Kumasi Metropolitan (Ejisu-Juaben Municipal Assembly, 2010).

The location of the municipality offers it the opportunity to interact with six (6) political Assemblies and the regional capital. Proximity to Kumasi, the regional capital has both advantages and disadvantages. In the case of the latter, the youth turn to drift to Kumasi in search of jobs; this is in addition to many workers who travel to Kumasi in the day and return to their places of abode in the Municipal area in the evening (Ejisu-Juaben Municipal Assembly, 2010).

The Kumasi City offers services to the Ejisu-Juaben Municipal Area since it has far higher order of economic and social facilities such as employment, goods, technical and professional services, health facilities, educational facilities, leisure and entertainment and the administrative services located in Kumasi. The Ejisu- Juaben Municipality in turn offers available land for development of residential and industrial settlements with attractive transport facilities, labour and agricultural products for daily consumption in the Metropolis. The interrelationship enhances the Municipality opportunities for local, national and international investors. Further, the Boankra Inland Port and the industrial Free Zone are major projects that will stimulate development in the municipality (Ejisu-Juaben Municipal

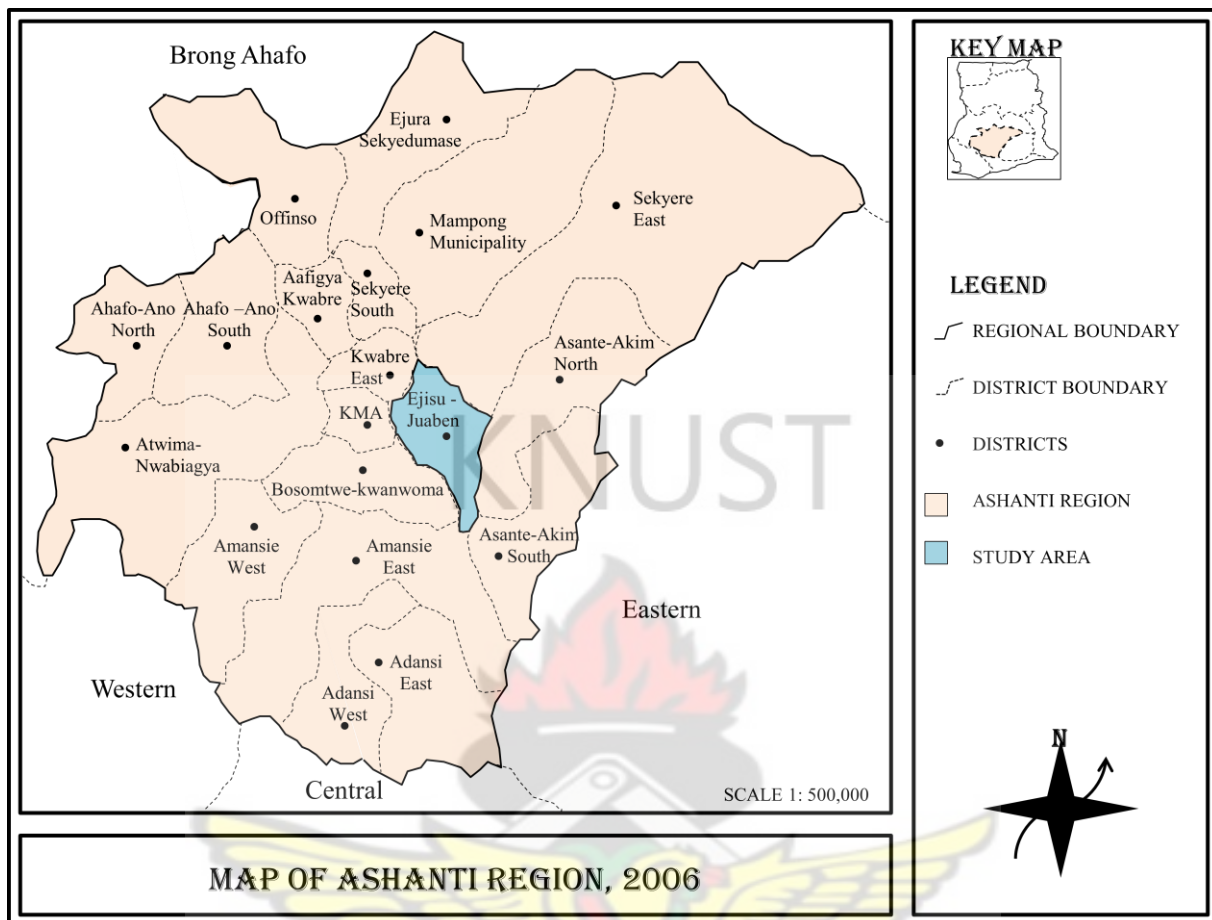
Assembly, 2010). Figure 3.2, 3.3 and 3.4 depicts Ejisu-Juaben Municipal in national, regional and district's context.

Figure 3.2: Ejisu-Juaben Municipal in National Context



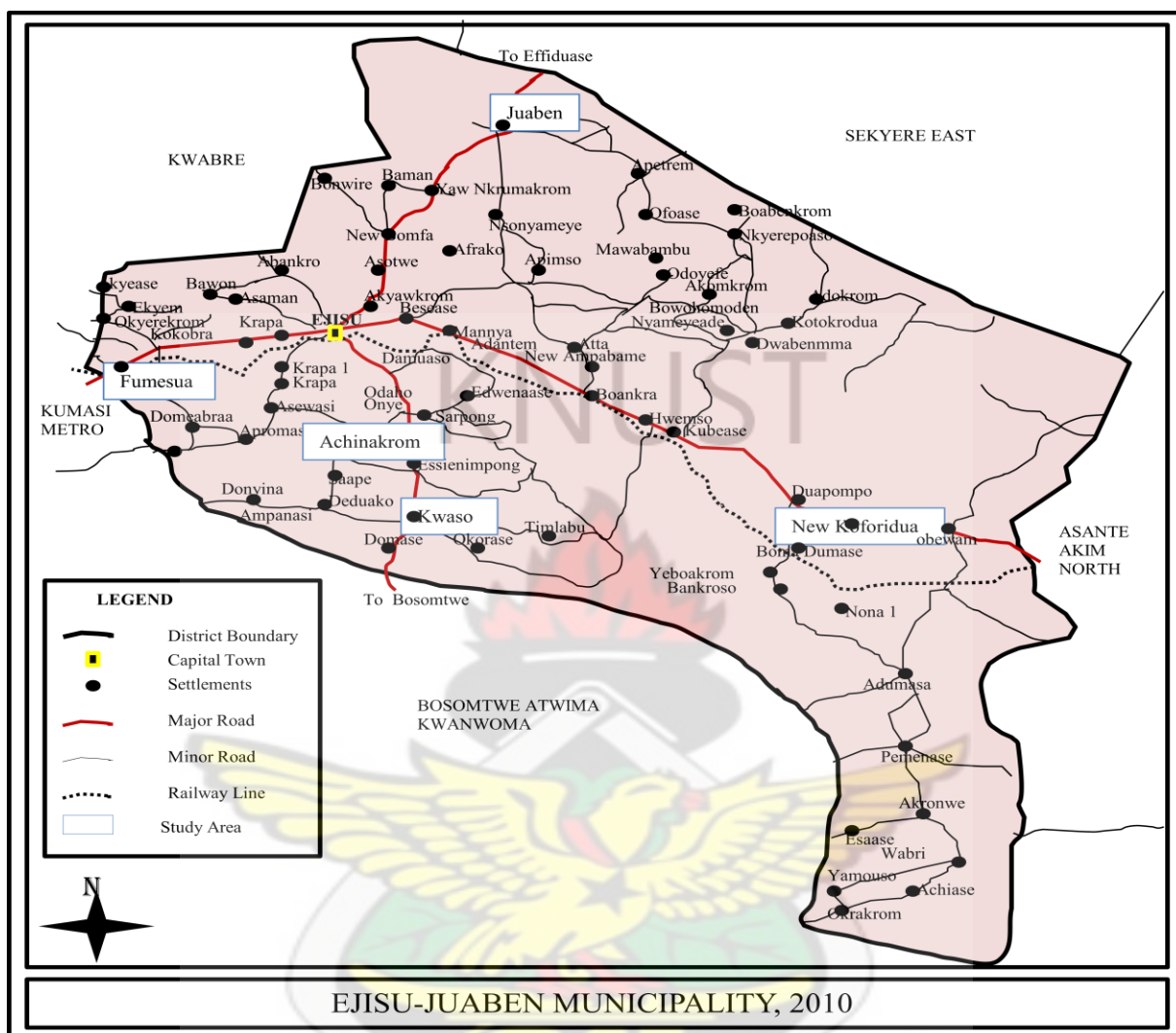
Source: Ejisu-Juaben Municipal Assembly, 2010

Figure 3.3: Ejisu-Juaben Municipal in Regional Context



Source: Ejisu-Juaben Municipal Assembly, 2010

Figure 3.4: Ejisu-Juaben Municipality in Context



Source: Ejisu-Juaben Municipal Assembly, 2010

3.3.2 Demographic Characteristics

The development focus of the national Draft Medium Term Development Policy Framework (2010 – 2013) is primarily to reduce poverty, enhance human resource development, micro economic stability and growth. This puts the human being and work force development at the centre of the nation's development agenda. The analysis of the demographic characteristics of the Ejisu - Juaben Municipal Assembly therefore has obvious implications for the formulation of programmes to meet the national agenda (Ejisu-Juaben Municipal Assembly, 2010). The 2000 National Population Census put the population of the Municipality at 124,176

comprising 47.7 percent males and 52.3 percent females. With an average 1984 – 2000 inter - censual growth rate of 2.5 percent, the Ejisu-Juaben Municipality will by 2013 have an estimated population of 189,744 (and a 2009 estimate of 155,270 made up of 81,139 Females and 74,131 Males) (Ejisu-Juaben Municipal Assembly, 2010).

The dominance of females may be because many females migrate from the adjoining rural areas and districts to the metropolitan periphery of Kumasi to engage in hawking and petty trading in the metropolis while men move to settle in Kumasi and other cities in search of jobs. The municipality has a relatively high population density of about 244 per sq. Kilometre (it was 195 per sq. km in 2000 that made it rank sixth in the region). This is because the municipality has become a “dormitory” of the Kumasi metropolis as large number of people live in the municipal area but commute to Kumasi to work (Ejisu-Juaben Municipal Assembly, 2010).

3.3.3 Rural – Urban Population Split

The municipal area has eighty-four (84) settlements out of which five (5) were classified urban settlements by the 2000 Population Census. The five towns accounted for 30.1% of the total population. Over the last decade however, the municipal area has experienced increasing urbanization, a phenomenon that has changed the typical rural Ejisu-Juaben District into a fast growing peri-urban EjisuJuaben Municipality. The current rural/urban divide is estimated 60%:40% (Ejisu-Juaben Municipal Assembly, 2010).

3.3.4 Population by Sex and Age

There are more females in the municipality than males. The sex ratio is 105.5 compared with the Regional ratio of 101.3. Analysis of the population composition shows that despite this truth, there are more males than females within the ages zero to 19 years. Another significant feature of the population classification is the wide gap in the ratio in favour of females especially at age 15-19 where the ratio is 1:1.6. The gap is smaller from age 20-24 to 35-39 years. The male: female ratio evens out within the age brackets ages 40 -45 and 55 -59. The dominance of females in the population again emerges after 60 years. For every two (2) men above the age of 65 years there are three (3) women. The phenomenon may be the reason

behind the fact more than 40% of household heads in the Municipal area are women, which is the highest in the region (Ejisu-Juaben Municipal Assembly, 2010).

3.3.5 Education Facilities in the Municipality

There are 129 Pre-Schools, 136 Primary Schools, 85 Junior High Schools (JHS) and 8 Senior High Schools (SHS) in 10 education circuits in the Municipality. In addition, the municipality has one University College and three Research Institutions. All the GES Circuits have a fair number of schools. However, the locations of some Junior High Schools in most circuits require pupils to walk an average of 1.8km to and from school daily. The Table 3.4 shows the Distribution of schools in the Ejisu-Juaben Municipality during the 2009/2010 academic year (Ejisu-Juaben Municipal Assembly, 2010).



Table 3.4: Distribution of Schools in Ejisu-Juaben Municipality – 2009/2010

Circuit	Pre-School		Primary		J H S		SHS/Voc/Tec		Diploma Institute	Research Institute
	Public	Private	Public	Private	Public	Private	Public	Private		
Achinakrom	7	1	7	1	6	1	1	0	0	
Bomfa	11	2	12	2	7	2	0	0	0	
Ejisu	9	17	12	2	10	4	2	0	1	1
Fumesua	5	11	6	11	4	7	1	0	0	2
Juaben	12	8	13	8	9	6	2	1	0	
kubease	8	2	7	2	6	1	0	0	0	
Kwaso	12	2	13	2	6	1	0	0	1	
New Koforidua	6	1	8	1	4	0	0	0	0	
Ofoase	8	0	7	0	4	0	0	0	0	
Tikrom	7	1	7	1	5	0	1	0	0	
Total	85	44	92	44	63	22	7	1	1	3

Source: Ejisu-Juaben Municipal Assembly, December 2009

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents and discusses the findings derived from the data collected from the field concerning quality education delivery through decentralized education structures. It takes into consideration the characteristics of the respondents and the roles and/or responsibilities of the education structures in the municipality. The chapter further lays emphasis on the effectiveness of the education structures and their effects and their effects on education. It finally looks at the challenges faced by the education structures in promoting quality education delivery in the municipality.

4.2 Categories of Respondents

It is not any individual that was contacted for the study. Emphasis was laid on some of the personnel within the decentralized education structures in the municipality. The units of analyses as well as the number of respondents have been indicated in Table 4.1.

Table 4.1: Categories of Respondents Interviewed

Unit of Analysis	Number in each School	Total for the 53 Schools
School Management Committee	1	53
Parent Teacher Association	2	126
Headmasters	1	53
Teachers	1	53
School Prefects	1	53
Municipal Education Oversight Committee		1
Municipal Education Planning Team		1
Total		340

Source: Author's Field Survey, August 2012

4.3 Characteristics of the Respondents

Out of the 340 respondents, 201 constituting 59.1percent were males while 139 representing 40.9percent were females. This shows that the composition of the education structures has been in such a way that both males and females are involved. Concerning the ages of the

respondents and taking the school prefects out, it was realized that none of the respondents was below 36 years. This shows that the decentralized education structures are composed of personnel who are matured and in most cases have experience in the educational ladder. Only 17 representing 5.9percent of the respondents were below 46 years with the rest beyond 45 years of age. Out of the 287 respondents (excluding the school prefects), 112 representing 39percent were within the ages of 46 and 50 years. According to the Municipal Director of Education, the work in the educational sector is very important since it forms the basis for human resource development. As such the municipality cannot afford to lose the experiences of those who have been in the education system for a long time. This confirms why more than half of the respondents were above 50 years at the time of the survey.

As much as 271 constituting 94.4 percent of the respondents were married. Further enquiry into this finding revealed that before one will be selected as a member of the PTA or the SMC, the committee makes sure that you are at least married or matured enough. According to some of the headmasters of the schools, the notion of being married is because, it is perceived that married people are responsible and they understand how children feel and behave. As such, if majority of the people are married, decisions will be geared towards the development of the pupils and any other issue will be a secondary matter. Table 4.2 depicts the ages, marital status and educational attainments of the respondents.

Table 4.2: Brief Characteristics of Respondents

Age Ranges of Respondents						Total
Ages	36-40	41-45	46-50	51-55	56-60	
Frequency	10	9	112	87	69	287
Percentages	3.5	3.1	39.0	30.3	24.1	100.0
Marital Status of Respondents						
Status		Married	Single	Divorced	Widowed	
Frequency		271	5	4	7	287
Percentages		94.4	1.8	1.4	2.4	100
Educational Attainment of Respondents						
Status	Non Formal	Primary	JHS	SHS	Tertiary	
Frequency	5	7	15	106	154	287
Percentage	1.8	2.4	5.2	36.9	53.7	100

Source: Author's Field Survey, 2013

The surveys revealed that 154 (excluding the school prefects) representing 53.7 percent of the respondents have attained tertiary education. This is followed by 36.9 percent who have also attained the Senior High School level of education. Non formal education constitutes the least of the respondents and further enquiry revealed that those respondents were members of the PTA. These respondents explained that the fact that you have not attained higher levels of education does not disqualify one from being the chairperson of the PTA, they further explained that one's intelligence, understanding of educational issues, commitment to educational development and leadership qualities makes him/her qualified to be the chairperson of the PTA. Majority of the respondents having attained high levels of education implies that they are abreast with educational issues and hence will take sound decisions that will benefit pupils and promote quality of education.

4.4 Roles and Responsibilities of the Educational Structures in the Municipality

Every decentralized educational structure has its unique objectives and functions. This is done in order not to duplicate efforts. The succeeding sub-sections present the respective objectives and functions of the decentralized educational structures in the Ejisu-Juaben Municipality.

4.4.1 Objectives and Members Awareness of Roles played

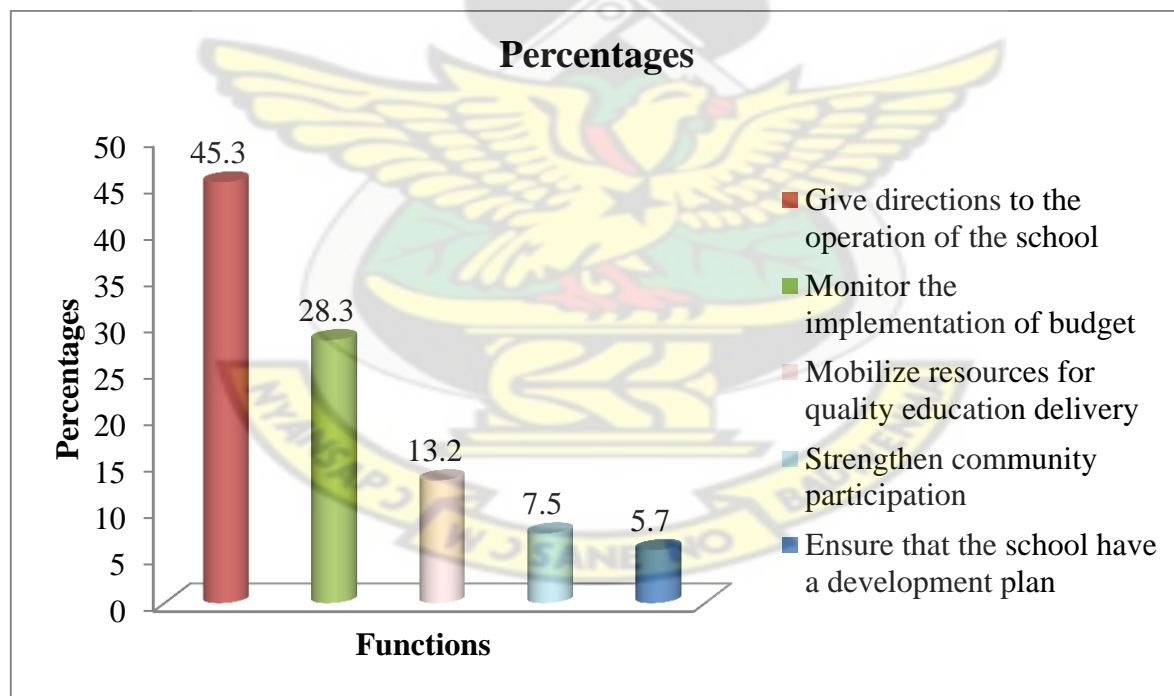
According to the respondents of the SMCs, the main objectives of SMCs are that they act as the overall governing body of the school system and secondly, to manage the educational setting. This implies that though there are teachers teaching in the schools and heads supervising the activities in the schools, without the SMC, management and governance of the schools will be ineffective. This supports the idea of Osei-Owusu and Sam (2012) that SMC is a major component of the development of schools.

From the survey, it was revealed that the SMCs perform several roles in the education system. From the Municipal Education Directorate, it was known that, though the SMC can introduce any role that they see to be important in the development of their respective schools, there are some basic roles that they cannot forgo. These basic roles were therefore ranked by the respondents of the SMCs as outlined in Figure 4.1. It was realized that almost half (45.3%) of the respondents agreed to the fact that the main role of the SMC is to give directions to the

operations of the school within which it is located. These directions are in the areas of the utilization and management of teaching and learning materials, how teaching, non-teaching and others workers in the schools can be motivated, and how to handle issues concerning the pupils.

The next important role as stated by the respondents is the monitoring of the implementation of the school budget and this was admitted by 28.3 percent of the respondents. This implies that monetary issues are very important to the running of any school and as such monitoring of financial resources is one of the key roles of the SMC. It can however be realized from Figure 4.1 that it is not really the interest of the SMC to ensure that the school has a development plan. An enquiry into this implicit role revealed that because the school development plan is not wholly prepared by the SMC but they are passively involved, they give that credit to the District Education Planning Team.

Figure 4.1: Functions of the School Management Committee in Order of Importance



Source: Author's Field Survey, August 2012

According to the SMC respondents, there are other auxiliary roles they play aside their main roles. These auxiliary roles are temporal and are carried out based on specific circumstances. These roles and the circumstance under which they are carried out include the following:

- Discuss budget for a programme in a full SMC meeting when there is the need to run educational programme spearheaded by the teachers of the school. In this case, the teachers submit the budget and deliberations are made on it by the SMC.
- When there is an urgent need to purchase equipment such as computers to ensure quality education delivery, the SMC take that decision.
- Carry out fund raising for projects that have been agreed upon by the parents to take place in the school. According to some of the schools, the libraries they utilize was as a result of fund raising mechanisms spearheaded by the SMC
- Liaise with development partners to undertake projects in the schools.
- Support the Head teacher by making follow-ups to the Municipal Education Directorate for administrative needs that are so urgent. According to some of the respondents, when there is delay in the supply of teaching and learning materials to their schools, the last resort is to go to the Directorate with the Head teacher to push efforts.

It can be realized from the above that though these auxiliary roles are temporal, they are significant to the delivery of quality education. For instance, when the school needs computers for practical works and the SMC holds a fund raising fare to purchase the computers, it goes a long way to improve teaching and learning in the school. The work of the SMCs in the Ejisu-Juaben Municipal can therefore be said to be of prior importance to quality education delivery in the municipality and this was confirmed by the head teachers of the various schools contacted.

4.4.2 Objectives and Functions of the Parent-Teacher Association (PTA)

Parent-Teacher Association (PTA) is a voluntary association of parents and teachers in a particular school and this is established for the development of the school (Ugwulashi, 2012). According to the PTA respondents from the various schools, the PTA is not a statutory body but a welfare association of parents and teachers to enhance the welfare of the pupils. This

confirms the statement of Ugwulashi (2012) that the main objective of PTA is to promote the welfare of pupils.

Just as the SMCs have several roles, so does the PTA. In an attempt to rank the roles performed by the PTAs in the schools in Ejisu-Juaben Municipality, it was realized that the role performed most happened to be the assistance in fund raising activities. According to the PTA respondents, this is mostly done when there is the need for the school to embark on a project to improve the performance of the pupils. A typical example was the organization of vacation classes for the pupils. According to the PTA respondents from Fumesua M/A JHS and St. Mary's Anglican Primary all at Fumesua, at first there used to be no vacation classes but the intervention of the parents to contribute to finance the teachers has brought vacation classes into being and this has improved the performance of the pupils.

It was also realized from the survey that the PTAs bring parents and teachers to work jointly. Sometimes, there are certain strategies that when taken by the teachers will help promote quality education delivery but the teachers alone cannot undertake those strategies. According to the PTA respondents in Juaben M/A JHS, there was for instance an urgent need for English reading books for the pupils since the ones in the possession of the school was not enough. Deliberation of this issue with the parents brought to a conclusion that every pupil should have his or her own copy of the reading book so that they can even read it while at home. Through this joint-working attitude, though not all; about 90 percent of the pupils are having their own textbooks and it is boosting performance in class. Table 4.3 shows the three main roles played by the PTAs in the municipality.

Table 4.3: Roles of PTAs in promoting Quality Education Delivery

Roles	Frequency	Percentages	Rank
To assist in fund raising activities	65	51.6	1st
bring parents and school authorities to work jointly	39	31.0	2nd
Render advice to staff and board of the schools	22	17.4	3 rd
Total	126	100.0	

Source: Author's Field Survey, August 2012

Aside the above stated roles, there are other roles played by the PTAs. According to the respondents, these roles are temporal but very important for the educational system. One is the

contribution to building or renovation of classrooms. It was realized that all the PTA respondents admitted that they have contributed to either the building or renovation of classrooms before and this was confirmed by the head teachers of the schools. In some cases too, the PTA voluntarily contribute to the provision of textbooks for the pupils. This according to the respondents is usually done when the school is in serious shortage of textbooks and it is affecting the delivery of quality education. It was found out that 31 percent of the PTA respondents admitted to the fact that they have been contributing to the provision of textbooks for the schools of their respective wards. This confirms the discussions of Obasi and Asodike (2007) that PTAs are not established in schools for fun but to contribute to the development of the schools through the construction of classrooms, libraries and the provision of textbooks.

In addition to the above, the PTA respondents also admitted that they sometimes facilitate solving of problems concerning pupils and teachers. That is, when a pupil goes contrary to the rules of the school or classroom and still becomes rude to a teacher and s/he is sent home by the teacher, the parent will have to come to the school and sort it out with the teachers. In most cases, the parents even prescribe punishment for pupils who disobey rules of the school. In this way, the parents together with the teachers (PTA) enhance pupils' development through problem solving. This according to the head teachers has been the roles played by the parents that the head teachers are so much happy with. This is because, according to the head teachers, this role played by the parents reduces the burden of the head teachers.

4.4.3 Objectives and Functions of the MEOC

According to Ghana's Ministry of Education (2010), the Municipal Education Oversight Committee (MEOC) in the Ghanaian context has the objectives of:

- Monitoring the condition of school buildings and the school infrastructure requirements, including cleanliness, lands, and facilities;
- Monitoring the supply of textbooks and other teaching and learning materials;
- Monitoring the moral and professional behaviour of all staff and pupils, including proper performance of functions, including regular and punctual attendance of teachers and pupils, and matters related to discipline

- Monitoring complaints of all sorts relating to education, and pertaining to or emanating from teachers, students, principals, parents, community members; and
- Collecting information on private educational institutions operating within the district; information should include basic statistics, operating information.

The situation in the municipality concerning the functions played by the MEOC was found to be in line with the objectives of the decentralized structure. According to the Municipal Director of Education (MDE), the under listed are the functions played by the MEOC.

- It ensures proper delineation of school boundaries. This is done to make sure that there is no encroachment on the school lands. According to the MDE, the MEOC is very much particular with this function because it foresees that in the future, there will be expansion of the schools and if the boundaries of the schools are not delineated, surrounding residents may encroach on the land.
- The MEOC also ensures that common fund on education is distributed equitably and used well. This according to the MDE helps to ensure uniform development among the schools without anyone lagging behind.
- The MEOC ensures the availability and monitoring of text books. This is the part that according to the MDE suffers most since resources are scarce and there is always a backlog in the supply of teaching and learning materials. It was however realized from the MDE that though there is scarcity of resources, the available teaching and learning materials are enough to enhance and improve quality education.
- The MEOC ensures the provision of the right and adequate caliber of teachers. This is a major way that the MEOC uses to deliver quality education.

It can be seen that the MEOC is doing what is expected of them in the Ejisu-Juaben Municipality as an effort to promote quality education delivery. However, it must be noted that these are the functions stated by the MDE but as to whether the MEOC is effective in performing its functions will be discussed later on.

4.4.4 Objectives and Functions of the Municipal Education Planning Team (MEPT)

The MEPT is the backbone of the decentralized structure of education in Ghana. It is the planning unit of the structure. It lays down the broad framework of education in the

municipality and coordinates educational resources. It also monitors the implementation of the sector's programmes in the District Medium Term Development Plan (DMTDP) and the District Education Work Plan (DEWP) to inform the achievement of the educational objectives (Ministry of Education, 2010).

According to the Municipal Planning Officer, the roles normally played by the MEPT are as follows:

- Examine, in particular, teacher performance and the relationship between schools and communities;
- Acquire and maintain an appropriate IT-based information management system (e.g. EMIS) to facilitate recording, tracking, analysing, and sharing data;
- Compile a register of all on-going education programmes and projects, including the name, lead agency, engagement locales, goals, activities, and baseline and target indicators;
- Identify, adapt, or create any necessary data collection instruments, including surveys, interview and focus group protocols, observation protocols, assessments, work product rubrics, etc.;
- Prepare and disseminate District Annual Performance Reviews (APRs) and other relevant reports; share the reports and findings with the Ministry and with relevant stakeholders (including SMCs, CSOs, and the community) through announcements, community meetings, etc.;
- Use the information gained through monitoring and evaluation to inform future policy and program decisions.

A careful look at the functions of the MEPT revealed that they cut across the roles played by the SMC, PTA and MEOC. That is, all the activities carried out by the other decentralized education structures are examined and monitored by the MEPT. This makes their work fundamental to education development. Also, it was realized that there is a link between the roles performed by all the decentralized education structures. According to the Municipal Planning Officer, this link enhance coordination among the decentralized structures

4.5 Effectiveness of the Decentralized Structures in the Municipality

From the survey, all the decentralized educational structures have various roles they perform. As to whether these structures are effective or not are what this section is interested in. In order to get confirmation on the effectiveness of the decentralized structures, all the respondents were made to assess each of the decentralized structures under various parameters.

4.5.1 Measurement of Achievement of Objectives

Objectives cannot be said to be achieved without having any indicators for measuring the level of achievement. It was realized that all the decentralized structures use both quantitative and qualitative indicators to measure the level of achievement of their respective objectives. According to the decentralized structures, not every objective is quantitative such that it can be measured by numbers. Concerning the PTA for instance, enhancing coordination between parents and teachers is purely qualitative and as such cannot be quantified. On the part of the MEOC, ensuring the delineation of the boundaries of the various schools can be measured by the number of schools whose boundaries were delineated against the expected. This and others are some of the reasons why the decentralized structures have adopted the use of both qualitative and quantitative indicators to measure the achievement of their objectives to enhance flexibility.

4.5.2 Monitoring of the Activities of the Decentralized Structures

There are checks and balances in the activities of the decentralized education structures in the municipality. The headmasters of the various schools stated that the circuit supervisors monitor the activities of the headmasters and report to the Municipal Education Oversight Committee. According to the headmasters, sometimes, the Municipal Director of Education pays impromptu visits to the schools and this is a way of monitoring the activities of the headmasters.

The School Management Committees (SMCs) in the municipality are also monitored by the MEOC, the MEPT and the PTAs. The MEOC does its monitoring through the reports the SMCs submit to them and these reports show the activities that have been carried out by the

various SMCs. With these reports, the MEOC will know whether the SMCs are performing to the expectation (as in achieving the stated objectives) or not. The MEPT also requires reports from the SMCs for budgetary purposes and this is also a way of monitoring the activities of the SMCs. On the part of the PTAs, a representative is sent to every meeting that is held by the SMCs as a way of contributing their quota to the SMCs and also to monitor the activities of the SMCs.

It was realized from the survey that the PTAs are monitored mainly by the headmasters of the respective schools. The headmasters do this by keeping attendance of parents who attend meetings. According to the headmasters, since they want every parent whose ward is within the school to attend PTA meetings, sometimes they (the headmasters) impose fines on parents who do not attend meetings. The MEOC and the MEPT are also monitored by the Municipal Assembly who then reports to the Ghana Education Service at the regional level.

It can be realized from the survey that the decentralized educational structures are not left alone to operate without any checks and balances. This implies that before any activity can be carried out within any school, there is some kind of coordination and approval by all the decentralized structures since they are linked together.

4.5.3 Assessment of the Level of Effectiveness

It was realized that the decentralized educational structures are performing their functions but at different levels of effectiveness. Table 4.4 shows the levels of effectiveness of the decentralized educational structures as assessed by the respondents.

Table 4.4: Ranking the Levels of Effectiveness of the Structures

	Indicators of Measurement of Effectiveness			Total
	Very Effective	Effective	Satisfactory	
School Management Committee (SMC)				
Frequency	227	75	38	340
Percentages	66.7	22.1	11.2	100.0
Parent-Teacher Association (PTA)				
Frequency	259	60	21	340
Percentages	76.2	17.6	6.2	100.0
Municipal Education Oversight Committee (MEOC)				
Frequency	201	109	30	340
Percentages	59.1	32.1	8.8	100.0
Municipal Education Planning Team (MEPT)				
Frequency	187	75	78	340
Percentages	55.0	22.1	22.9	100.0

Source: Author's Field Survey, August 2012

Out of the 340 respondents, 227 representing 66.7 percent admitted that the SMCs in their respective schools are performing effectively due to the fact that they carry out all their functions and on time to ensure quality education delivery. According to the respondents, sometimes, additional functions are performed by the SMCs if they seem them reasonable for promoting quality education delivery. The survey revealed that 22.1 percent of the respondents also said that the SMCs are effective since they perform their roles and on time. What was however lacking was that they (the respondents) have not seen or heard any other roles that have been performed by the SMCs before concerning quality education delivery. 11.2 percent of the respondents however assessed the performance of the SMCs as satisfactory because the SMCs do not perform all their functions let alone to have additional ones.

Concerning the PTAs, 259 constituting 76.2 percent of the respondents said that they are very effective. According to the respondents, the PTAs meet three times in a year and attendance has been very much encouraging. When it comes to welfare of teachers, the parents contribute immensely. Concerning development of the schools, the parents are always there to help. According to the respondents, the parents do so because they care about the future of their wards and as such, any decision that will influenced the educational life of their wards, they are willing to support. This does not mean that all PTAs in the municipality are effective. 17.6

percent and 6.2 percent of the respondents assessed the PTAs as effective and satisfactory using the indicators depicted in Table 4.4.

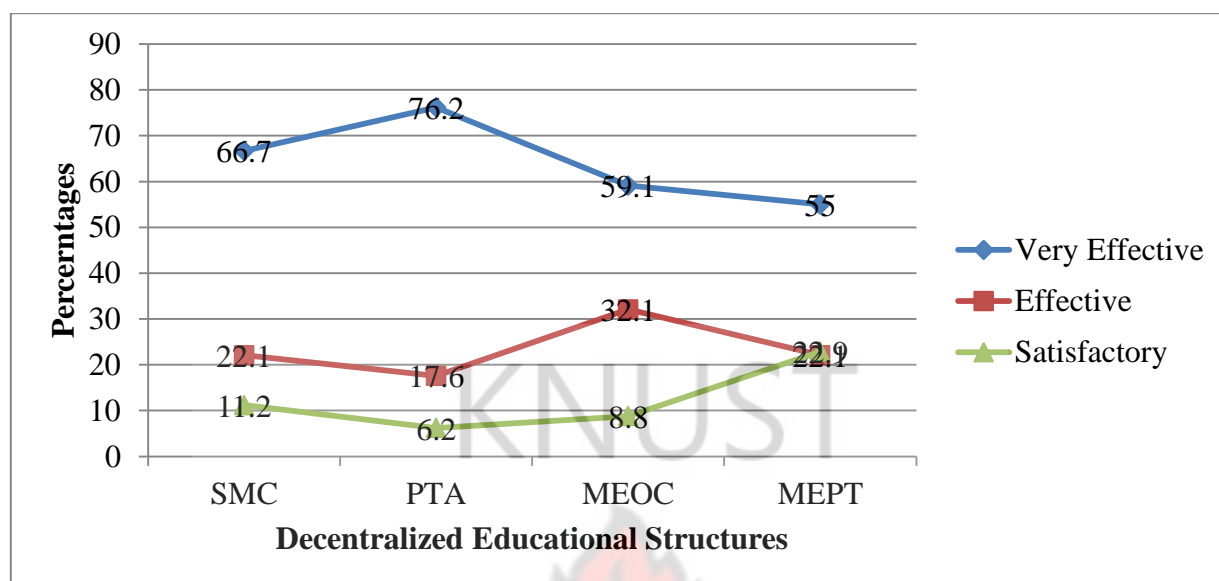
Table 4.5: Criteria for Assessment

Decentralized Structure	Very Effective	Effective	Satisfactory
SMC	All the functions are performed and on time. Additional functions are performed	All the functions are performed and on time. No additional function is performed	Some of the functions are performed
PTA	About 90 percent of parents attend meetings. Parents contribute immensely to school development. Parents contribute immensely to teachers welfare	About 60 percent of parents attend meetings. Parents rarely contribute to school development. Parents contribute to the welfare of teachers.	Attendance of meetings is not encouraging. Contributions to school development and welfare of teachers are not encouraging.
MEOC	All functions are performed and on time.	All functions are performed but sometimes delayed	Some of the functions are not performed
MEPT	All functions are performed and on time.	All functions are performed but sometimes delayed	Some of the functions are not performed.

Source: Author's Field Survey, August 2012

It was realized from the survey (see figure 4.2) that in terms of effectiveness, the PTAs recorded the most while the MEPT recorded the least. On the other hand, when it comes to the decentralized structure that performs satisfactorily, the MEPT recorded the most with the PTAs recording the least. In an enquiry into this finding, it was gathered that even some of the PTA and SMC members do not know the functions played by the MEPT let alone to assess them. This implies that the MEPT is isolated from the SMC and the PTA which is not supposed to be so. Figure 4.2 illustrates the levels of assessment of the decentralized educational structures in the municipality in a graphical view.

Figure 4.2: Levels of Assessment of the Decentralized Education Structures



Source: Author's Field Survey, August 2012

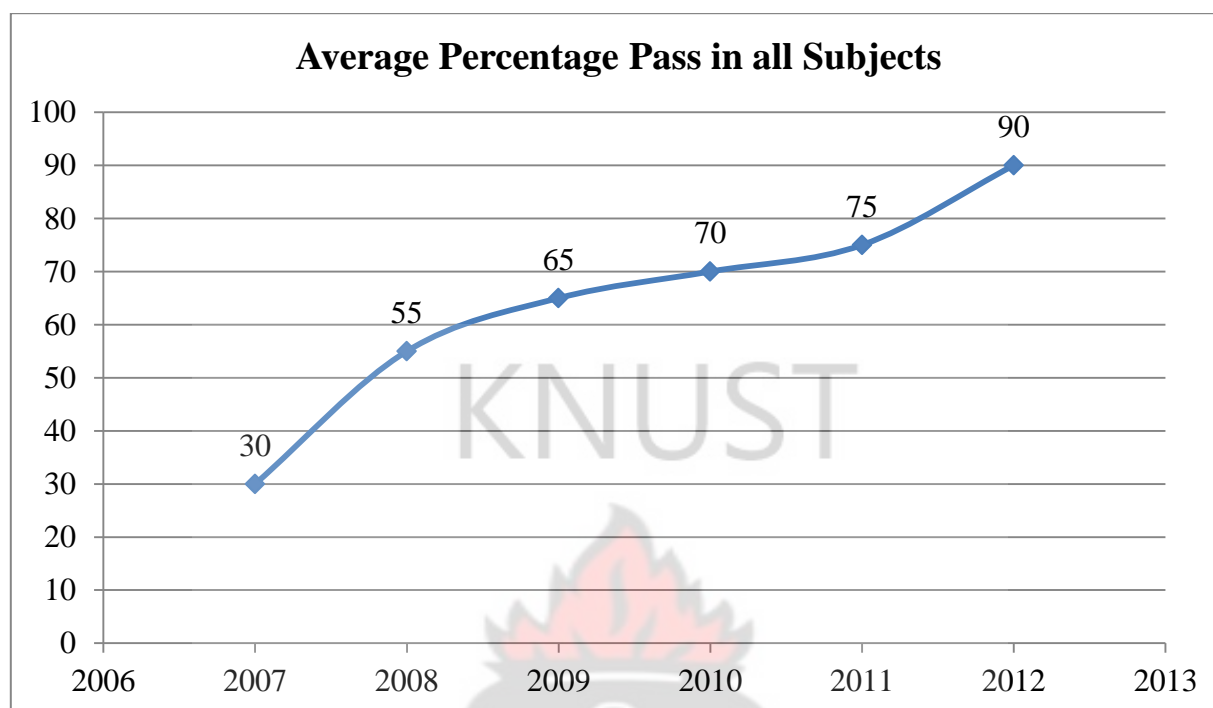
4.6 Assessing Quality Education through Decentralized Structures

Every intervention introduced should have an effect on previous issues of concern. If an intervention is implemented, its outcome will determine whether to continue with the intervention or not. This section briefly looks at the effects of the decentralized educational structures on pupils' performance and availability of teaching and learning materials.

4.6.1 Performance of Pupils

Since the head teachers of the schools are those who can give the clear difference in performance resulting from the decentralized structures, they were contacted. According to the head teachers, the decentralized educational structures were instituted way back in the 1990s. However, within the Ejisu-Juaben Municipality, these structures were seriously strengthened from the year 2007 having realized the shortfalls in educational performance. According to the head teachers, it is an established fact that the reinforcement of the decentralized educational structures has propelled quality education delivery and this is evident in the increasing rate of performance of the pupils as derived from the head teachers. Figure 4.3 shows the trend in performance resulting from the reinforcement of the decentralized educational structures.

Figure 4.3: Performance of Pupils (2007-2012)



Source: Author's Field Survey, August 2012

From figure 4.3, it can be seen that since the year 2007, educational performance has been increasing at an increasing rate. According to the head teachers, they hope to achieve 100 percent pass in all subjects being taught in their schools in the next academic year.

4.6.2 Provision of Teaching and Learning Materials

According to the head teachers, though there has been improvement in the provision of teaching and learning materials, more needs to be done in that section of quality education delivery. According to some of the head teachers, a strategy that was taken in collaboration with the parents was that each parent should try and buy textbooks for their respective wards so that they can learn the same thing they learn in the classroom while at home. Some parents according to the head teachers have paid heed to this advice. This has gone to some extent to improve quality education in the municipality but more needs to be done. Contacting the teachers and the school prefects, they admitted that textbooks for teaching and learning are key to quality education delivery. They admitted that in most cases, the students who perform better in examination are those who have textbooks to guide them in their learning process.

4.6.3 Language of Instruction

Appropriate language for teaching and learning is very important for educational performance. UNICEF (2000) stipulates that when children are allowed to begin the learning process in their native language, it later facilitates their proficiency in the official medium of communication and instruction. According to the head teachers and teachers of the schools, they do their best to teach the pupils the native language (Twi) first in their educational career. When the pupils have been able to read and write the native language, the next line of action is translation from Twi to English and this begins the learning process of the English language into detail.

According to the school prefects, due to the translations from Twi to English language, they (the pupils) are able to speak and write good English. This, according to the prefects helps to communicate to foreigners who sometimes pay visit to their schools and they (the pupils) are also able to hear the foreigners in most cases even though, they speak very fast.

4.6.4 School Environment

Watkins (2000) argues that the physical environment of the school can enhance the safety and performance of the pupils at the place of learning. UNESCO (2005) posits out that expansion of educational facilities go a long way to improve the social and economic benefits of pupils. It was realized from the survey that some of the schools do not have conducive environment. For instance in St. Mary's Anglican Primary and Fumesua L/A Primary and JHS, residents of the community pass through the school at any time when teaching and learning are in progress. According to the school prefects of these schools, sometimes, the people passing by would be conversing so loudly that it would attract the attention of the pupils, hence affecting the teaching and learning process.

According to the teachers of the schools that do not have conducive environment, since the school's football fields are accessible to the communities, they (the community members) in most cases organize football matches some of which are organized during classes' hours. In such cases, according to the teachers, some of the students sneak out to go and watch the

game. The teachers admitted that this attitude of the community boys does not help in quality education delivery in those schools. According to the teachers and school prefects interviewed, this attitude of the community members prevail because the schools have no fences to prevent people from coming in at school hours.

4.6.5 Method of Assessment

Examining pupils based on what they have learnt is very important and according to the OEDC (2005), it is the basic measure of the quality of education being delivered. The respondents said that there are criteria of assessing the performance of the pupils to examine the extent to which quality education is being delivered. The head teachers, SMC and the teachers also affirmed that three criteria are used: continuous assessment and mid-term exams both of which consist of 30 percent; and the final end of term examination which consists of 70 percent.

The head teachers and the teachers explained that the continuous assessment alone is made up of series of class exercises and home assignment with the aim of helping the pupils understand what are being taught. According to the respondents, there is no limit to the number of assignments and exercises the teachers have to give. The admitted that these assignments and exercises help them to even prepare for their end of term examinations.

It can generally be seen that to some extent the decentralized education structures have put in various mechanisms to ensure quality education delivery. However, there are some shortfalls especially in the areas of teaching and learning materials.

4.7 Challenges faced by the Decentralized Structures

As stipulated by UNSCO (2005), it is one thing to achieve 100 percent access and another to provide quality in terms of education. The number of children who participate in schooling and the number of years of schooling by themselves are not as important as the quality of education they receive. This section of the research looks at the challenges faced by the decentralized educational structures in promoting quality education delivery.

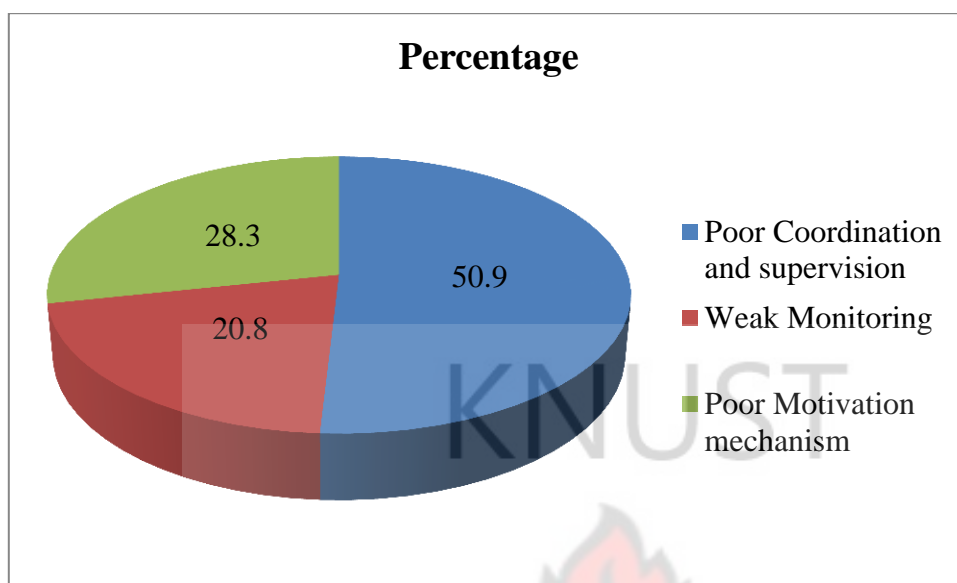
4.7.1 Challenges faced by SMCs

The School Management Committees in the Ejisu-Juaben Municipality despite their efforts in promoting quality education delivery face some challenges in carrying out their duties. More than half (50.9%) of the SMC respondents indicated that there has been poor coordination between them and the other decentralized structures especially the MEOC and the MEPT. According to the SMC respondents, it is as a result of poor coordination that they do not even know the functions of the MEPT. The SMC respondents also admitted that because the decentralized structures do not coordinate cordially, it sometimes delay the submission of reports since in most cases, they are not prompted to do so.

In addition to the above challenge, 15 representing 28.3 percent of the SMC respondents admitted that there are poor motivation mechanisms in their respective schools. Due to poor coordination, consensus on decisions as to how to motivate teachers, non-teaching staff and even best students is difficult to reach. Lack of motivation also retards growth in the education system as stipulated by one respondent.

Finally, it was realized that there is weak monitoring in the SMC system and this was reported by 11 constituting 20.8 percent of the respondents. According to the respondents, because they are not put on check always, sometimes, some of the members will not even do what is expected of them. The work load then becomes a burden on those who are actively interested in promoting quality education. Figure 4.4 depicts the challenges faced by the SMCs as gathered from the survey.

Figure 4.4: Challenges faced by SMCs



Source: Author's Field Survey, August 2012

It can be seen from the figure that the fact the SMCs face serious challenges that when attended to will help improve quality education delivery.

4.7.2 Challenges faced by PTAs

Parental involvement in schools management has been widely acknowledged in both developing and developed countries (Kamba, 2010). Parental involvement despite the educational background or social position of the parents is associated with school effectiveness and children performance in general (Clase et al., 2007). According to Azeem (2010), when parental involvement in school governance generally becomes weak, it affects development of schools and performance of pupils. This shows that parental involvement in schools is very important.

From the survey, despite the roles played by the PTAs, several challenges are faced in carrying out their roles. Majority (56.3%) of the respondents complained of poor attendance of parents during PTA meetings. According to the respondents, this hamper progress of any work being carried out by the parents in the schools. This is because, when there is the need to implement an action, because some of the parents were not around at the time of the decisions, it becomes very difficult for them to contribute their quota towards the implementation of the

said project. Sometimes it takes the head teachers to send the pupils of the parents who do not attend meetings home before they know that the decision taken was very important to the development of the school. When this happens, though projects are implemented, they are done at slow pace. This is the reason why 8.7 percent of the respondents indicated untimely implementation of decisions as a challenge hampering the role of the PTAs in promoting quality education delivery.

In most cases, it is realized that PTA meetings are held mainly by parents and the head teachers of the schools. Since the secretary to PTA is always a teacher, it becomes compulsory for him or her to be there. One major issue that was raised by the PTA respondents was that apart from the teacher and secretary, in most cases, no other teacher would be at the gathering and this is a big worry to the parents. Table 4.5 indicates the challenges faced by PTAs in promoting quality education delivery.

Table 4.6: Challenges faced by PTAs

Challenges	Frequency	Percentage
Poor Coordination	13	10.3
Poor Attendance	71	56.3
Poor Participation of Teachers	31	24.6
Untimely Implementation of Decisions	11	8.7
Total	126	100.0

Source: Author's Field Survey, August 2012

4.7.3 Challenges faced by MEOC

The survey revealed that it is not only the SMCs and the PTAs that face challenges in their operations towards enhancing quality education delivery, the MEOC also faces several challenges. According to the District Director of Education (DDE), not all the schools in the municipality have had their boundaries delineated. As a result of financial constraint only few schools have had their boundaries delineated and this is a challenge to them since the school land will in no time be encroached upon if care is not taken.

In addition to this, the education sector share of the District Assembly Common Fund (DACF) is always released untimely. As a result, though the distribution is done equitably, it may not

be able to serve its purpose and the administrators of the schools in most cases blame the MEOC for that.

Finally, there is poor coordination between the MEOC and the PTAs and the SMCs. As a result of this, in most cases some of the activities carried out by the PTAs in particular are not known by the MEOC. Also, the decisions of the PTAs in most cases do not feature in the report of the MEOC which is submitted to the Municipal Education Directorate (MED) since they (the PTAs) do not inform the MEOC of what they are doing. An enquiry into this concern of the MEOC revealed that it is rather the SMCs who are support to inculcate the issues of the PTAs in their reports for the MEOC's perusal. This therefore implies that in most cases, what is decided by the PTAs is not entered in the reports that are prepared by the SMCs in the municipality.

4.7.4 Challenges faced by MEPT

In trying to find out the challenges faced by the MEPT in promoting quality education delivery, it was envisage that the MEPT faces technical challenges. This is in the context of processing and circulation of data. Ideally, every school is supposed to submit its report in both soft and hard copy. Sometimes, only the hard copies are submitted and therefore merging the reports to get the wide view of the municipality in terms of education has always been a problem.

Resulting from the above challenge is the delay in preparing Municipal Annual Performance Review. Since the schools in most cases do not submit their reports early, the MEPT also is not able to compile all the reports as early as possible for the review.

It is part of the responsibilities of the MEPT to assess the performance of the teachers in the municipality. According to the MEPT, this is a challenge because they are not able to have direct access to the teachers for some time to examine them. According to the MEPT, having one visit to the schools does not constitute an assessment of the performance of a teacher.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This section presents the major findings from the analysis which is based on the data collected from the field concerning decentralized education structures and how they promote quality education delivery.

5.2 Roles and Responsibilities of the Educational Structures in the Municipality

From the survey, the roles played by the School Management Committees in the various schools in the municipality are as follows:

- Give directions to the operation of the school
- Monitor the implementation of budget
- Mobilize resources for quality education delivery
- Strengthen community participation
- Ensure that the schools have a development plan
- Discuss budget for a programme in a full SMC meeting
- Carry out fund raising for projects that have been agreed upon
- Liaise with development partners to undertake projects in the schools

Concerning the Parent Teacher Associations in the various schools, the roles they play are as follows:

- Assist in fund raising activities
- Bring parents and school authorities to work jointly
- Render advice to staff and board of the schools
- Contribute to building or renovation of classrooms
- Contribute to the provision of textbooks for the pupils
- Facilitate solving of problems concerning pupils and teachers

Also, the roles played by the Municipal Education Oversight Committee in promoting quality education delivery in the municipality are as follows:

- Ensure proper delineation of school boundaries
- Ensure that common fund on education is distributed equitably and used well
- Ensure the availability and monitoring of text books
- Ensure the provision of the right and adequate calibre of teachers

Finally, the roles played by the Municipal Education Planning Team in promoting quality education delivery in the municipality are as follows:

- Examine teacher performance and the relationship between schools and communities;
- Acquire and maintain an appropriate IT-based information management system;
- Compile a register of all on-going education programmes and projects;
- Identify, adapt, or create any necessary data collection instruments;
- Prepare and disseminate District Annual Performance Reviews (APRs) and other relevant reports.
- Use the information gained through monitoring and evaluation to inform future policy and program decisions.

5.3 Effectiveness of the Decentralized Structures in the Municipality

Out of the 340 respondents, 66.7 percent admitted that the SMCs are performing very effectively due to the fact that they carry out all their functions and on time to ensure quality education delivery. 22.1percent also said that the SMCs are effective since they perform their roles and on time. 11.2percent however assessed the performance of the SMCs as satisfactory because the SMCs do not perform all their functions let alone to have additional ones. These respondents argued that they do not see how the SMCs strengthen community participation.

76.2percent of the respondents also assessed the PTAs as very effective. This is because, the PTAs meet three times in a year and attendance has been encouraging. When it comes to welfare of teachers, the parents contribute immensely. Concerning development of the schools, the parents are always there to help through their financial and material contributions.

17.6 percent and 6.2percent of the respondents assessed the PTAs as effective and satisfactory.

Again, 59.1percent of the respondents said that the MEOC is very effective while 32.1percent and 8.8percent ranked it as effective and satisfactory respectively. Finally, 55percent of the respondents said that the MEPT is very effective; 22.1 percent said the MEOC is effective while 22.9percent raked it as satisfactory.

It was realized that in terms of effectiveness, the PTAs recorded the most while the MEPT recorded the least. On the other hand, when it comes to satisfactory performance, the MEPT recorded the highest with the PTAs recording the least.

5.4 Effects of the Decentralized Structures on Education

According to the head teachers, it is an established fact that the reinforcement of the decentralized educational structures has propelled quality education delivery and this is evident in the increasing rate of performance of the pupils from an average of 60 percent to an average of 90 percent pass in all subjects from the year 2007 to 2012.

According to the head teachers, though there has been improvement in the provision of teaching and learning materials as a result of the reinforcement of the decentralized education structures, more needs to be done in that section of quality education delivery since the pupil-textbook ratio of 1:1 has still not been achieved.

The use of the mother tongue in teaching for the beginners has helped the pupils to understand the official language of instruction (English) very well and they are able to translate the local language (Twi) into English even at the basic level. According to the respondents, this is a way of enhancing quality education delivery in the schools.

One way that the decentralized education structures have improved the quality of education is in the assessment criteria. Series of exercises and assignments are given to the pupils throughout the term. In the middle of the term, the pupils are given mid-term examinations which prepare them towards the end of term examinations. According to the teachers and

school prefects, these assignments and exercises help them perform better in their end of term examinations.

5.5 Challenges faced by the Decentralized Structures

From the survey, the challenges faced by the School Management Committees in the various schools in the municipality are as follows:

- Poor coordination and supervision
- Weak monitoring
- Poor motivation mechanisms

Concerning the Parent Teacher Associations in the various schools, the challenges faced are as follows:

- Poor Coordination
- Poor Attendance
- Poor Participation of Teachers
- Untimely Implementation of Decisions

Also, the challenges encountered by the Municipal Education Oversight Committee in promoting quality education delivery in the municipality are as follows:

- Not all the schools in the municipality have had their boundaries delineated
- The education sector share of the District Assembly Common Fund (DACF) is always released untimely
- There is poor coordination between the MEOC and the PTAs and the SMCs

Finally, the challenges associated with the work of the Municipal Education Planning Team in promoting quality education delivery in the municipality are as follows:

- The MEPT faces technical challenges in carrying out its roles or activities
- Delay in preparing Municipal Annual Performance Review due to delay in submission of reports from the various schools
- Difficulty in assessing performance of teachers

5.6 Recommendations

Based on the challenges and other issues concerning the delivery of quality education in the Ejisu-Juaben Municipality, some recommendations have been made. In the first place, quality education requires a focus on smooth progression and learning outcomes, rather than pupil headcounts. Due to this, it is recommended that the MEOC and the MEPT should put more efforts in their activities towards ensuring quality education delivery. They can do so through the following suggestions.

- Ensure strict adherence to standards and quality requirements in school administration. The provision of adequate quantity of textbooks, and fencing of school lands to prevent unnecessary intruding by outsiders should be done.
- Rules and regulations concerning submission of reports should be reinforced and if there is none, it should be instituted.
- There should be criteria for assessing teacher performance. Sheets of paper with columns for the subjects taught by each teacher and another column for remarks should be provided to pupils to assess the teachers since the pupils are the ones being taught.
- There should be terminal meetings with the PTAs and SMCs combined. These meetings can be held once a term with representatives from each school in the municipality. Through these meetings, issues concerning roles and duties and any other matters can be addressed generally.

When these suggestions are taken into consideration, it will help monitor activities of each school and supervision will be very effective. Views from various schools can also enrich decision making at the municipal and regional levels.

In order to improve quality education delivery, the following have also been recommended for the School Management Committees (SMCs) and the PTAs in the municipality:

- Intensify monitoring and supervision of the administration of the schools.
- Rules and regulations should be reinforced. There should be a register to check class attendance of teachers both the time they enter class and the time they leave class.

- There should always be a representation of the SMCs in the meetings held by the PTAs and vice versa. The representative of the SMC should not be the head teacher of the school but another member of the SMC since the head teacher is already part of the PTA.
- Hardworking teachers, students and other non-teaching staff should be motivated adequately in order to improve teaching and learning. The motivation should be done by the PTA in collaboration with the SMCs. The motivational packages can be in the form of cash and kind. The motivational strategies should be agreed upon by the SMCs and the PTAs.

When these strategies are put in place, teachers will work very effectively since they ins and outs are checked. Also, the teachers will devote all the time and experiences to teach and impart knowledge into the pupils since they are motivated well. The views of the PTAs will be known by the SMCs since always, a member of the each is present in the other's meetings.

5.7 Conclusion

The research looked at how decentralized education structures promote quality education delivery. It presented the roles of the various decentralized educational structures existing in the Ejisu-Juaben Municipal. Generally, it was realized that the decentralized structures are performing well in promoting quality education delivery despite some challenges faced which include poor coordination, weak monitoring and ineffective supervision. It has been recommended that if quality education is preferred to quantity in terms of access to education, there is the need to reinforce rules and regulations in the educational system and coordination among the decentralized structures should be a key in ensuring quality education delivery.

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APPENDIX

QUESTIONNAIRE

DEPARTMENT OF PLANNING
COLLEGE OF ARCHITECTURE AND PLANNING
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

ASSESSING THE GHANA EDUCATION SERVICE STRUCTURES IN PROMOTING QUALITY EDUCATION DELIVERY IN GHANA: THE CASE OF EJISU-JUABEN MUNICIPALITY

QUESTIONNAIRE FOR SCHOOL MANAGEMENT COMMITTEE

Please, this exercise is strictly for academic purpose. Maximum confidentiality is assured.

NAME OF RESPONDENT.....

POSITION IN THE ASSOCIATION.....

DATE OF INTERVIEW.....

TIME OF INTERVIEW.....

PART A: BRIEF DEMOGRAPHIC DATA

1. Age.....
2. Ethnicity a) Ashanti [] b) Akan [] c) Ewe [] d) Northerner [] e) others
(Specify) []
3. Religion a) Christian [] b) Muslim [] c) Traditional [] d) Other (specify) []
.....
4. Marital status a) Married [] b) Single [] c) Divorce [] d) Widower/Widow []
5. Educational level a) Non Formal Education [] b) Primary [] c) JHS [] d) SHS []
e) Tertiary [] f) Others (Specify) []

PART B: ROLES AND RESPONSIBILITIES IN PROMOTING EDUCATION

6. What are the objectives of the SMC?
 - i.....
 - ii.....
 - iii.....

7. What are the general functions of the SMC?
 - a. to strengthen community participation [] b. to mobilize resources for quality education delivery [] c. others (specify).....
8. Does the SMC play any extra roles aside the ones stated above?
 - a. Yes [] b. No []
9. If yes, what are these roles?
 - i.....
 - ii.....
 - iii.....
10. What circumstances bring about these roles?
 - i.....
 - ii.....

PART C: EFFECTIVENESS OF SMC

11. How do you measure the achievement of the objectives?
 - a. Using quantitative indicators [] b. using qualitative indicators [] c. both
12. Are the activities of the SMC monitored? A. Yes [] b. No []
13. Who monitors the activities of the SMC?.....
14. What tool is used to assess the effectiveness of the SMC?.....
15. In your view, has the SMC been effective in promoting quality education?
 - a. Yes [] b. No []
16. How will you rank the effectiveness of the SMC?
 - a. Very effective [] b. Effective [] c. Neutral [] d. Ineffective [] e. Very ineffective []
17. If yes, how do you ensure effectiveness of the operations of the SMC?

.....

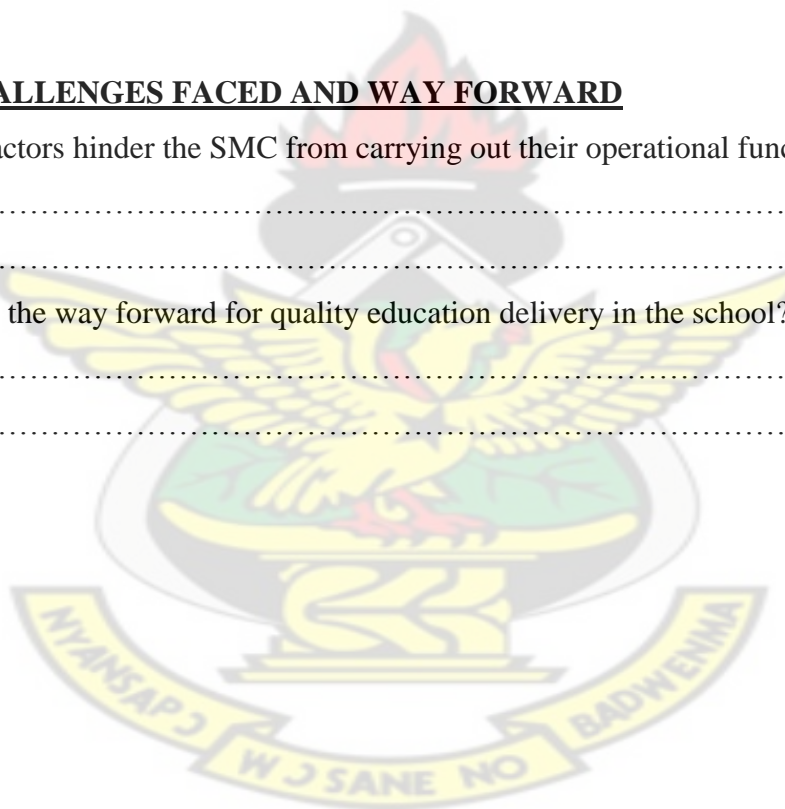
.....
18. How will you rank the overall performance of the SMC?
 - a. Very high [] b. High [] c. Satisfactory [] d. Low [] e. very low

PART D: EFFECTS OF THE SMC ON QUALITY OF EDUCATION

19. What has been the overall pass rate of students in the school?
a. 10-30% [] b. 31-60% [] c. 61-100% []
20. What was the pass rate before the introduction of the decentralized structure?
a. 10-30% [] b. 31-60% [] c. 61-100% []
21. Has the decentralized structure brought change in educational performance?
a. Yes [] b. No []
22. Has the decentralized structure ensure timely provision of teaching and learning materials?
[] b. No [] a. Yes

PART D: CHALLENGES FACED AND WAY FORWARD

23. What factors hinder the SMC from carrying out their operational functions?
.....
.....
24. What is the way forward for quality education delivery in the school?
.....
.....



DEPARTMENT OF PLANNING
COLLEGE OF ARCHITECTURE AND PLANNING
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

**ASSESSING THE GHANA EDUCATION SERVICE STRUCTURES IN PROMOTING
QUALITY EDUCATION DELIVERY IN GHANA: THE CASE OF EJISU-JUABEN
MUNICIPALITY**

QUESTIONNAIRE FOR PARENT-TEACHER ASSOCIATION (PTA)

Please, this exercise is strictly for academic purpose. Maximum confidentiality is assured.

NAME OF RESPONDENT.....
POSITION IN THE ASSOCIATION.....
DATE OF INTERVIEW.....
TIME OF INTERVIEW.....

PART A: BRIEF DEMOGRAPHIC DATA

1. Age.....
2. Ethnicity a) Ashanti [] b) Akan [] c) Ewe [] d) Northerner [] e) others
(Specify) []
3. Religion a) Christian [] b) Muslim [] c) Traditional [] d) Other (specify) []
.....
4. Marital status a) Married [] b) Single [] c) Divorce [] d) Widower/Widow []
5. Educational level a) Non Formal Education [] b) Primary [] c) JHS [] d) SHS []
e) Tertiary [] f) Others (Specify) []

PART B: ROLES AND RESPONSIBILITIES IN PROMOTING EDUCATION

6. What are the objectives of the PTA?
 - i.....
 - ii.....
 - iii.....
7. What are the general functions of the PTA?
 - a. to forge links among the home, the school and the community
 - b. to bring parents and school authorities to work jointly
 - c. to assist in fund raising activities
 - d. to organize meetings regularly

8. Does the PTA play any extra roles aside the ones stated above?
b. Yes [] b. No []
9. If yes, what are these roles?
i.
ii.
iii.
10. What circumstances bring about these roles?
i.
ii.

PART C: EFFECTIVENESS OF PTA

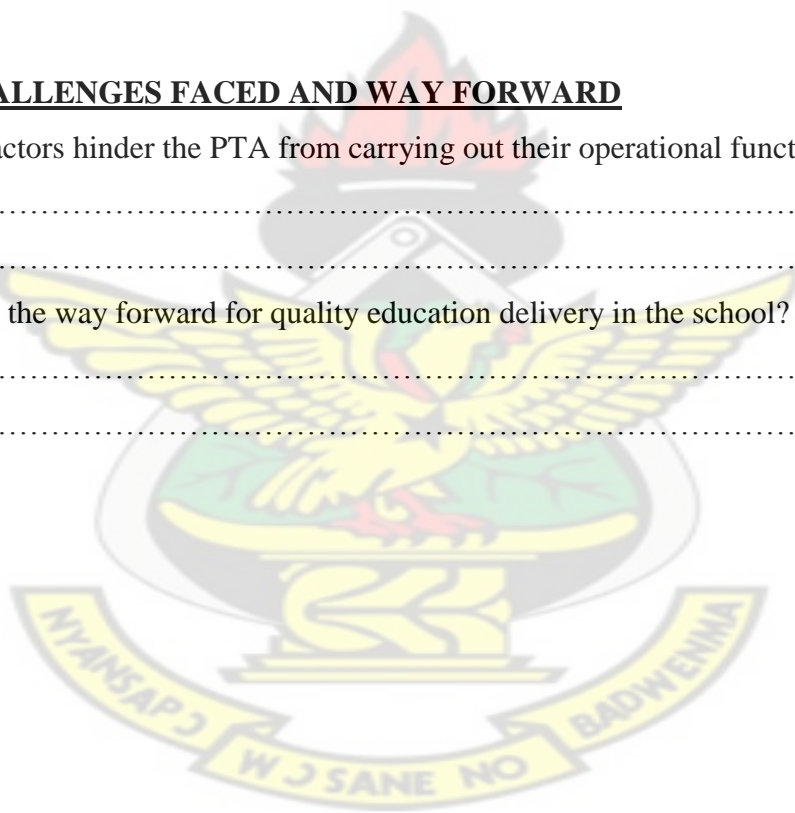
11. How do you measure the achievement of the objectives?
b. Using quantitative indicators [] b. using qualitative indicators [] c. both
12. Are the activities of the PTA monitored? A. Yes [] b. No []
13. Who monitors the activities of the PTA?.....
14. What tool is used to assess the effectiveness of the PTA?.....
15. In your view, has the PTA been effective in promoting quality education?
a. Yes [] b. No []
16. If yes, how do you ensure effectiveness of the operations of the PTA?
.....
.....
17. Mention some of the things the PTA has done to promote quality education.
.....
.....
18. How will you rank the effectiveness of the PTA?
b. Very effective [] b. Effective [] c. Neutral [] d. Ineffective [] e. Very ineffective []
19. How will you rank the overall performance of the PTA?
b. Very high [] b. High [] c. Satisfactory [] d. Low [] e. very low

PART D: EFFECTS OF THE PTA ON QUALITY OF EDUCATION

20. Has the PTA implemented any strategy that has enhanced quality education?
a. Yes [] b. No []
21. If yes, what are some of them? a. Vacation classes [] b. Afternoon classes []
c. Weekend classes [] d. Contribution of library books [] e. others []
22. Has it improved the quality of education? a. Yes [] b. No []
23. What are the indicators? a. 51-60% pass [] b. 61-70% pass [] c. 71-80% pass []
d. 81-90% pass [] e. 91-100% pass []
24. What was the previous performance? a. 51-60% pass [] b. 61-70% pass [] c. 71-80%
pass [] d. 81-90% pass [] e. 91-100% pass []

PART E: CHALLENGES FACED AND WAY FORWARD

25. What factors hinder the PTA from carrying out their operational functions?
.....
.....
26. What is the way forward for quality education delivery in the school?
.....
.....



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**ASSESSING THE GHANA EDUCATION SERVICE STRUCTURES IN PROMOTING
QUALITY EDUCATION DELIVERY IN GHANA: THE CASE OF EJISU-JUABEN
MUNICIPALITY**

QUESTIONNAIRE FOR MUNICIPAL EDUCATION OVERSIGHT COMMITTEE

Please, this exercise is strictly for academic purpose. Maximum confidentiality is assured.

NAME OF RESPONDENT.....

POSITION IN THE ASSOCIATION.....

DATE OF INTERVIEW.....

TIME OF INTERVIEW.....

PART A: BRIEF DEMOGRAPHIC DATA

1. Age.....
2. Ethnicity a) Ashanti [] b) Akan [] c) Ewe [] d) Northerner [] e) others
(Specify) []
3. Religion a) Christian [] b) Muslim [] c) Traditional [] d) Other (specify) []
.....
4. Marital status a) Married [] b) Single [] c) Divorce [] d) Widower/Widow []
5. Educational level a) Non Formal Education [] b) Primary [] c) JHS [] d) SHS []
e) Tertiary [] f) Others (Specify) []

PART B: ROLES AND RESPONSIBILITIES IN PROMOTING EDUCATION

6. What are the objectives of the MEOC?
 - i.....
 - ii.....
 - iii.....
7. In order of importance, what are the general functions of the MEOC?
 - a. ensure proper up keep of school furniture, farms and gardens
 - b. to ensure proper delineation of school boundaries
 - c. to ensure the provision of the right
 - d. ensure the provision and

- maintenance of health facilities e. ensure the availability and monitoring of text books
 books f. ensure common fund on education is used well

PART C: EFFECTIVENESS OF MEOC

8. Are you able to achieve all your objectives for the year? a. Yes [] b. No []
9. If no, what happens to the unachieved objectives? a. roll over to the next year []
 b. Use them for the next year without setting additional objectives []
 c. Set new objectives and ignore the unachieved objectives []
10. Are the activities of the MEOC monitored? A. Yes [] b. No []
11. Who do the MEOC report to?.....
12. In your view, has the MEOC been effective in promoting quality education?
 a. Yes [] b. No []
13. How will you rank the effectiveness of the MEOC?
 c. Very effective [] b. Effective [] c. Neutral [] d. Ineffective [] e. Very ineffective []

PART D: EFFECTS OF THE MEOC ON QUALITY OF EDUCATION

14. What has been done in the schools in the municipality through the MEOC?
 a. Provision of school furniture b. Provision of the right quantity of teaching and learning materials
 c. Provision and maintenance of health facilities e. Release of common fund for educational purposes
15. Has it improved the quality of education? a. Yes [] b. No []
16. How has it improved quality of education?

PART E: CHALLENGES FACED AND WAY FORWARD

17. What factors hinder the MEOC from carrying out their operational functions?

18. What is the way forward for quality education delivery in the school?

DEPARTMENT OF PLANNING
COLLEGE OF ARCHITECTURE AND PLANNING
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

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QUALITY EDUCATION DELIVERY IN GHANA: THE CASE OF EJISU-JUABEN
MUNICIPALITY**

QUESTIONNAIRE FOR MUNICIPAL EDUCATION PLANNING TEAM

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NAME OF RESPONDENT.....
POSITION IN THE ASSOCIATION.....
DATE OF INTERVIEW.....
TIME OF INTERVIEW.....

PART A: BRIEF DEMOGRAPHIC DATA

1. Age.....
2. Ethnicity a) Ashanti [] b) Akan [] c) Ewe [] d) Northerner [] e) others
(Specify) []
3. Religion a) Christian [] b) Muslim [] c) Traditional [] d) Other (specify) []
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4. Marital status a) Married [] b) Single [] c) Divorce [] d) Widower/Widow []
5. Educational level a) Non Formal Education [] b) Primary [] c) JHS [] d) SHS []
e) Tertiary [] f) Others (Specify) []

PART B: ROLES AND RESPONSIBILITIES IN PROMOTING EDUCATION

6. What are the objectives of the MEPT?
 - i.....
 - ii.....
 - iii.....
7. In order of importance, what are the general functions of the MEPT?
 - a. to build planning capacity of the schools
 - b. to fill education planning gaps and structures
 - c. to identify key stakeholders and to harness their potential
 - d. as a means to optimize intervention

PART C: EFFECTIVENESS OF MEPT

8. Are you able to achieve all your objectives for the year? a. Yes [] b. No []
9. If no, what happens to the unachieved objectives? a. roll over to the next year []
b. Use them for the next year without setting additional objectives []
c. Set new objectives and ignore the unachieved objectives []
10. Are the activities of the MEPT monitored? A. Yes [] b. No []
11. Who do the MEPT report to?.....
12. In your view, has the MEPT been effective in promoting quality education?
a. Yes [] b. No []
13. How will you rank the effectiveness of the MEPT?
d. Very effective [] b. Effective [] c. Neutral [] d. Ineffective [] e. Very ineffective []

PART D: EFFECTS OF THE MEPT ON QUALITY OF EDUCATION

14. What has been done in the schools in the municipality through the MEPT?
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.....
15. Has it improved the quality of education? a. Yes [] b. No []
16. How has it improved quality of education?
.....
.....

PART E: CHALLENGES FACED AND WAY FORWARD

17. What factors hinder the MEOC from carrying out their operational functions?
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.....
18. Has the level of expansion of basic schools exceeded its limit? a. Yes [] b. No []
19. Has the introduction of NALAP been a challenge to the delivery of quality education?
a. strongly agree b. agree c. neutral d. strongly disagree e. disagree
20. What is the way forward for quality education delivery in the school?
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DEPARTMENT OF PLANNING
COLLEGE OF ARCHITECTURE AND PLANNING
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MUNICIPALITY**

QUESTIONNAIRE FOR HEADMASTERS

Please, this exercise is strictly for academic purpose. Maximum confidentiality is assured.

NAME OF RESPONDENT.....

POSITION IN THE ASSOCIATION.....

DATE OF INTERVIEW.....

TIME OF INTERVIEW.....

PART A: BRIEF DEMOGRAPHIC DATA

1. Age.....
2. Ethnicity a) Ashanti [] b) Akan [] c) Ewe [] d) Northerner [] e) others
(Specify) []
3. Religion a) Christian [] b) Muslim [] c) Traditional [] d) Other (specify) []
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4. Marital status a) Married [] b) Single [] c) Divorce [] d) Widower/Widow []
5. Educational level a) Non Formal Education [] b) Primary [] c) JHS [] d) SHS []
e) Tertiary [] f) Others (Specify) []

PART B: ROLES AND RESPONSIBILITIES IN PROMOTING EDUCATION

6. What are your roles?
 - i.....
 - ii.....
 - iii.....

PART C: EFFECTIVENESS OF DECENTRALIZED STRUCTURES

7. In your view, has the SMC been effective in promoting quality education?
 - a. Yes [] b. No []
8. In your view, has the PTA been effective in promoting quality education?

- a. Yes [] b. No []
9. In your view, has the MEOC been effective in promoting quality education?
a. Yes [] b. No []
10. In your view, has the MEPT been effective in promoting quality education?
a. Yes [] b. No []
11. How will you rank the effectiveness of the SMC? a. Very effective [] b. Effective []
c. Neutral [] d. Ineffective [] e. Very ineffective []
12. How will you rank the effectiveness of the PTA? a. Very effective [] b. Effective []
c. Neutral [] d. Ineffective [] e. Very ineffective []
13. How will you rank the effectiveness of the MEOC? a. Very effective [] b. Effective []
c. Neutral [] d. Ineffective [] e. Very ineffective []
14. How will you rank the effectiveness of the MEPT? a. Very effective [] b. Effective []
c. Neutral [] d. Ineffective [] e. Very ineffective []

PART D: EFFECTS OF THE STRUCTURES ON QUALITY OF EDUCATION

15. What have been the overall effects of the structures in promoting quality education?
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PART E: CHALLENGES FACED AND WAY FORWARD

16. What factors hinder the structures from carrying out their operational functions?
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17. What is the way forward for quality education delivery in the school?
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