

**EFFECTS OF HOUSEHOLDS LIVING CONDITIONS ON PUPILS' ACADEMIC
PERFORMANCE IN ZONGO COMMUNITIES IN KUMASI, ASHANTI
REGION**

By

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DECLARATION

I hereby declare that this submission is my own work towards the M. Phil degree and that, 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

This thesis is dedicated to my parents; Shiekh Abdul Wadud Haroun Mohammed Umar Al-tijani, and Hajia Zulaiha Saani, and to my lovely wife Rabi Mohammed. Thank you for all your advice, encouragement, prayers and financial assistance. Allah richly bless you.

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ABSTRACT

The study sought to examine the effects of poverty on academic performance in the Zongo communities in the Ashanti region of Ghana. The study is philosophically grounded in urban geography using the systems theory to establish linkages between academic performance and other socio-economic variables like income, location and parents' educational backgrounds. The study identified the falling standard in academic performance of pupils within the Zongo communities in the basic education certificate examination and attempts to identify solutions to improve such falling standards. Questionnaires and interviews were the main research instruments. These were however supplemented with personal observation. In all, 396 questionnaires were administered to Parents, Pupils, Head teachers, Teachers and Education director. Principal Component Analysis, Cross tabulations; Chi-square and Frequency tables were employed in the analysis of both qualitative and quantitative data using the Statistical Product and Service Solution. The low income of parents, location of schools within the Zongo communities, and parents' educational background were the major causes of low Pupils performance within the Zongo communities. The study recommends that the Ghana Education Service should conduct regular training and supervision of teachers working under the Islamic Education Unit. The study also recommends that the School Feeding Program of the government should be introduced within the Zongo communities as a way of supplementing the nutritional needs of the Pupil within the Zongo communities. The study also proposes empowering the youth and the parents within the study areas through vocational and technical training so as to create job opportunities, and thereby reduce unemployment within the study area. The study finally concludes that improvement in parent's income is a single most important factor that can enhance the academic performance of the pupils living in the Zongo communities.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBO	Community Based Organisation
DFID.....	Department International Development
ESP.....	Education Strategic Plan
FCCUBE.....	Free Compulsory Universal Basic Education
GES.....	Ghana Education Service
GETFUND.....	Ghana Education Trust Fund
GER.....	Gross Enrollment rate
GHS.....	Ghana Health Service
GMT.....	Greenwich Meridian Time
GPI.....	Gender Parity Index
GSS.....	Ghana Statiscal Service
KMA.....	Kumasi Metropolitan Assembly
KNUST.....	Kwame Nkrumah University of Science and Technology
MP.....	Member of Parliament
NEA.....	National Education Assessment
NGO.....	Nongovernmental Organisation
PISA.....	Program International Student Assessment

PSR.....	Poverty Status Report
SES.....	Socio- economic Status
SONSETFUND.....	Sheik Usman Nuhu Sharubutu Educational fund
SPSS.....	Statiscal product and Service Solution
UEW/K.....	University of Education Winneba-Kumasi
UNESCO.....	United Nations Educational Scientific and Cultural Organisation
UNDP.....	United Nation Develop Program
USA.....	United State of America
USAID.....	United State Agency for International Development
WPER.....	White Paper on Educational Report



CHAPTER ONE

1.0 GENERAL INTRODUCTION

1.1 Background

Over the past few years, there has been an explosion in school enrolment in Sub-Saharan Africa (SSA) with increasing national and international commitment and support to education (UNESCO, 2005).

A major challenge facing international educational organizations, national governments and regional agencies is the provision of a functional, equitable and good quality education for the school going population (UNESCO, 2005). According to Burchi (2006), both basic and higher education are seen as educational tools for fighting poverty in developing countries. In spite of considerable efforts globally, developing countries face serious challenges in providing the kind of quality education that is needed at all levels to propel development. Since the Millennium Development Goals (MDGS) Summit and the World Education Forum (WEF) in 2000, primary education enrolment increased worldwide from 867 million in 2000 to about 1.27 billion in 2008, and Gross Enrolment Rate (GER) is now 100% (UNESCO, 2005). Over the same period, enrolment in secondary education has increased globally from 22 million to 36.3 million and enrolment in higher education from 1.5 million to about 1.8 million (UNESCO, 2005). According to Ogboro (2001) and Dogo (2010), there has been a tremendous improvement in the enrolment of the “Zongolese” (People residing in Zongo community) in schools.

The improvement in enrolment does not, however, mean improvement in pupils' academic performance in deprived communities (UNESCO, 2010b). The term "Zongo" is used to refer to the arriving point of most Hausa and Muslim traders from other West African Muslim countries. But today, the Zongo has become a multi- cultural community, because people from all walks of life and tribes are residing in such places. It is common, therefore, to find a church and a mosque adjacent each other in most Zongos today.

The Zongo communities have slum-like conditions and one peculiar character of these urban slums is poor infrastructure (schools, housing etc.) and poor road networks, unavailability of water and other social amenities.

1.2 The Research Problem

Social factors like parents' educational background and the location of schools within deprived communities and economic factors like employment status and parents' level of income influence the academic performance of pupils in schools (Graetz, 1995). The United States Department of Education (2000) also indicates that poverty accounts for differences in academic performance and achievements across rural, suburban and urban districts.

In Ghana, educational opportunities reflect a spatial imbalance with a concentration of better educational infrastructure and logistics in the southern part, not just in terms of quantity but also of quality. This disparity may also be observed on regional bases with the central region having some of the best teachers and schools resulting in better outcomes in pupils' basic education certificate examination (GES, 2009).

The Ashanti region, Kumasi as prime focus does not deviate from the national pattern described above. The spatial disparity in the quality and quantity of education is discernable not only at the macro level but also at the micro city level where deprived communities also called Zongos in Ghana, Ghetto's in the United States of America, present worrying and important cases for research and in-depth study. In the Kumasi metropolis for example, schools in affluent communities like Cambridge primary and JHS in Bantama and New Oxford and Grace Baptist Primary and JHS in Amakom performed better than schools like Sakafiya, Wataniya, Nasiriya in the Zongo communities in as recent as in the Basic Education Certificate Examination results of 2012.

Although issues of poverty have been studied in the Zongo communities, the influence of poverty on education largely remains unexamined in the Zongo communities. The study therefore explored what can be done to improve the academic performance of pupils in their basic education certificate examinations.

This study is relevant to the Zongo communities since it unveils the status of education eminent in these communities. It further shows the linkages between education and socio-economic factors like employment and income and the effects of these socio-economic factors on the academic performance of pupils in the Zongo communities in Kumasi.

The study answered the following questions:

- What specific economic indicators influence academic performance in the study areas?
- Can poor academic performance in the study areas be attributed to any social factors?
- Is there any relationship between parents' level of education and the academic performance of children?
- What is the perception of poverty in relation to academic performance in the study areas?

1.3 Objectives

The general objective of this study is to examine the Socio-economic factors that influence pupils' academic performance in the Zongo communities within the Kumasi Metropolis.

The specific objectives are:

- i. To assess the extent to which the income of parents affects pupils' academic performance in school.
- ii. To examine the effects of parents' level of education on children's academic performance in school.
- iii. To identify the effects of parents' employment status on children's academic performance in schools.
- iv. To assess parents' perception of poverty in the study areas.

1.4 Proposition

Based on pupils' performance in their basic education certificate examination between the 2005-2012 academic years, the following propositions were formulated.

- i. Unemployment of parents is the cause of the low performance of pupils in the Zongo communities in their basic education certificate examination.
- ii. The proximity of schools to homes in the Zongo communities is the cause of the low performance of pupils in their basic education certificate examination.
- iii. The low income level of parents in the Zongo communities is the cause of the low performance of pupils in their basic education certificate examination.

1.5 Justification for the Study

Education in Sub-Saharan Africa is one of the foremost issues today. It is an issue which has commanded the full focus not only of world leaders and governments but also of civil society. This study will contribute to knowledge by re-enforcing the dynamic inter relationship between socio-economic factors like the employment status of parents, the income of parents and parents' level of education and the performance of pupils in schools. The study further provides insight into how the availability of basic infrastructure, parents' income and the employment status of parents affect pupils' performance in selected Zongo communities in the Kumasi Metropolis.

This study was worth conducting because governmental and non-governmental organizations will use its findings to improve infrastructure and other educational facilities in the Zongo communities. Nongovernmental organization will also use its findings to identify areas that need support and attention.

Government could further use the findings of the study to improve its educational policies in the future. The findings of the study are significant to Parents because they will use it to improve their children's academic performance by attending to the needs of their children.

The findings of the study would be made available to Government, Nongovernmental organizations and Parents through publications to be derived from this study.

1.6 Limitations of the Study.

A number of problems were encountered during the field work. First, some respondents who had initially agreed to be interviewed refused to continue after some time. This was partly due to the time consuming nature of the questionnaire (between thirty minutes and one hour). Many of the parents were not comfortable discussing their incomes. However, they were less hesitant in discussing their expenditure. It was also difficult to compute the actual income of parents as most of them explained their incomes were not regular.

Another problem encountered was seeking the consent of the parents for their children to be interviewed. With the help of a consent form however, that problem was resolved. Parents had to sign a consent form (in appendix v) for their children to be interviewed.

1.7 Organization of Chapters

The study has been organized into six chapters. The introductory chapter (chapter one) presents a brief background to the study. It is then followed by the problem statement, research questions, objectives and the propositions of the study.

Chapter two contains theoretical reviews and conceptual issues including the concept of poverty and socio-economic factors that affect pupils' academic performance. Chapter three presents a review of the national policies on education. This is followed by the methods used in the selection of the study communities, the sample framework and the research techniques and methods of analysis. Chapter four presents, with maps, a brief geographical and socio-economic background of the selected Zongo communities in the Kumasi Metropolis.

Chapter five focuses on the presentation and the analysis of the data collected. In this chapter, the social and economic factors affecting education were analyzed with relevant statistical techniques. Chapter six presents the summary of key findings, conclusion and recommendations.

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CHAPTER TWO

2.0 LITERATURE REVIEW AND CONCEPTUAL ISSUES

2.1 Introduction

The previous chapter highlighted, among others, the problem to be investigated, the research questions, the research objectives and the propositions laid out by the study. This chapter focuses on a review of relevant literature on the concepts of education and poverty and their linkages.

2.2 Education and Academic Performance

Generally, most scholars like Bishop (1985) and Bhushan (1978) consider education to be the process of acquiring knowledge, skills and attitudes for rapid socio-economic development. Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 2005). It is also very important for the development of any country. The provision of education infrastructure is the responsibility of the state and government should make every possible effort to provide such infrastructure in accordance with national resources. The community should also perform its role in the development of education by supplementing the efforts of the government (World Bank, 2005).

According to Bishop (1985) education is concerned primarily with imparting knowledge, curtailing an awakening curiosity and developing skills for an individual to think and judge for himself. Bhushan (1979) defines education as the transmission of both formal and informal knowledge. Both definitions stress on education as a process of transmitting knowledge.

According to Dewey (2005), education should concern itself with the reorganization, reconstruction and transformation of experiences. Laska (1976) also defines education as the deliberate attempt by the learner or by someone else to control (guide or direct or influence or manage) a learning outcome or goal. Crittenden (1974) outlines three ways of examining education. According to him, education is a process of socialization; may be seen as growth through the satisfaction of felt needs and may also be considered as institutions involved in the tradition of public understanding. Conspicuously, we notice from the definitions that, education focuses on cultural values, morals, customs, norms and how individuals should be trained to fulfill societal goals, and further leads to the personal development of the individuals' ambitions.

Myers and Reid (1974) reject the idea of interpreting the child as a piece of material to which knowledge is transferred. Arguably, this principle places emphasis on child centered-learning giving less credence to the traditional system of rote memorization.

The adult in this case plays a mediating role by simply guiding children through their creative capacity and their ability to discover knowledge for themselves.

Vanisielegem (2005) shares these perspectives. His view has some common characteristics with the social, national and global features of education and is also consistent with Crittenden's idea of the social dimension of education. Spinner (2005) however takes a different approach by linking autonomy and identity together. In his opinion the charge of schools is to teach a child to be open- minded by encouraging children to think deeply about their identity.

Conceivably, this sort of system advocates tolerance, integration, understanding and acceptance, which links with the national and the global purpose of education as implied by Vanisieleghem (2005). According to Marks (2001) every child has the right to education to develop his personality and to prepare him for an active adult life in the society. These thoughts share some common features with Crittenden (1974) thinking of personal development and skill acquisition. This is the line of thinking probably many educationalists, governments and stakeholders should aim at, because the purpose of education possibly is to develop individuals to their full potential, and nurture them into becoming good citizens, conscious of their responsibilities, rights and duties to family, society, and country at large. According to this view, the individual should move beyond the self to the family and friends, and eventually broaden outwards to include the society and nation.

Looking at the schools of thought in this discourse, it is evident that education is meant to successfully develop individual talents and equip them with the necessary skills to fulfill the needs of the society. Education has been defined variously, and because of its broad and complex nature, no single definition has so far been universally accepted. The purpose of education according to the above scholars in summary is to equip the individual to promote peace and development.

In line with constitutional requirements in Ghana and with Vision 2020, the national education goal as defined by the Ministry of Education is to provide relevant education to all Ghanaians. Obviously, this is consistent with Crittenden (1974) thinking of skill acquisition.

The Ghanaian vision is also to make the individual ‘functionally’ cultured in the society, with emphasis on a national economic agenda thus, equipping the people with the needed skills required to operate efficiently and productively in order to contribute to the national growth and development of the country.

In summary all the definitions of education presented see education as a process of self-empowerment for rapid development in terms of social, economic, religious and political growth. This study, however, concentrates on learning that takes place within the institutional (formal) settings and does not concentrate on learning that occurs in the informal settings in which the interactions go on in homes, within the local community.

2.3 Socio-economic factors affecting Pupils Academic Performance

The relationship between socio-economic status (SES) and academic performance of children is well established in sociological research (Graetz, 1995). While there is disagreement over how best to measure socio-economic status, most studies indicate that children from low SES families do not perform well as they potentially could at school compared to children from high SES families (Graetz,1995).Accordingly, low SES adversely affects the performance of students in school. Berhman, (1997) indicates that, a positive relationship exist between a mother’s education and her children’s education.

He further contends that, more educated mothers have healthier children (Behrman, 1997).

In another study, Chevalier et al, (2005) support this assertion when they declared that, parents with higher education are able to positively influence children’s education and vice versa.

Dubow et al., (2009) further strengthen this view in a study that confirms that children with more highly educated parents developed higher aspirations for their own education and attain more education by age 19.

The study explored the impact of poverty on pupils' performance looking at the academic performance of pupils from financially disadvantaged backgrounds and examines its variation as affected by traditional measures or SES as well as by a range of other family, individual and contextual factors. This study further explores the impact of social factors like the background of parents, and the income of parents on the performance of pupils living in the Zongo communities.

According to the Poverty Status Report (PSR, 2005), the phenomenon of high school dropout rate continues to pose a big challenge to the successful implementation of national policies. PISA (Programme International Student Assessment, 2000) also shares the same perspective. To PISA, the home background of parents influences academic and educational success of students and school work, while socio-economic status reinforces the activities and functioning of the teachers and students. In another study, Danesey (2004) sees effective teaching, counseling, effective administration, and improved infrastructure as key to high academic achievements and performance. Sprinthall (2004) supports this assertion. He adds that inadequate infrastructure in and around schools reduces student's concentration, perceptual and conceptual focus to learning (Sprinthall, 2004). Berhman (1997) and Dubow et al. (2009) also share this perspective.

From the trend discourse above, the unemployment status of a parent leaves him with no or less income resulting in low enrollment, high dropout rate, absenteeism and lateness of the pupil bringing about the poor academic performance of the pupils in the study communities.

It is in the light of this review that this study examines the relationship between parents' employment and income and how it affects pupils' performance in schools. The issue of pupils' academic performance within the Zongo communities largely remains unexamined. It is therefore important to observe the situation in the schools of the Zongo communities in the Kumasi Metropolis and attempt to find out how these influence educational outcomes and performance of pupils living within the Zongo communities.

2.4 The Concept of Poverty

Poverty defies a precise definition, and numerous scholars have attempted different definitions according to their understanding and orientation. According to Walt (2004) poverty is linked to starvation, severe malnutrition, illiteracy, substandard clothing and housing among others. Gibson (2001) contends that people may, in a given period of time be poor, either because their mean quantitative proxy indicator for poverty such as income, consumption expenditure or calories fall below the national average (or poverty line) or because they have suffered a temporary shortfall in consumption or income.

In other words, households or parents may be poor at a point either due to inter temporary variability in consumption or income which is considered as 'transient' or because of the persistence of income or consumption expenditure below the poverty lines also considered as 'chronic poverty' (Gibson, 2001).

According to the World Bank (2000) defining poverty solely as being deprivation of money is not sufficient. Chambers (1995) has, however, combined all these dimensions of poverty when he declared that poverty refers to lack of physical necessity (good roads, schools, etc), assets and income; it includes but is more than being income poor (Chambers,1995). It must be emphasized that educational deprivation is caused not by poverty alone, but by a multitude of interrelated factors, of which poverty is just one. However, as Hulme (2003) comments, the chronically poor are a heterogeneous group who commonly live in deprived areas and lack social networks. Harper et al. (2003) recognizes that the main means of escaping poverty is education (both formal and informal).

Formal education is normally carried out in specially built institutions such as schools and colleges whereas informal education is not consciously planned and is thus not in any organized school or college (Ziggah, 2006). This study therefore tries to examine the links between poverty and education in the Zongo communities of the Kumasi Metropolis by establishing the links between parents' employment and income and the influence they may have on the performance of their children in the formal setting.

In the Zongo communities, those parents who have educational qualification may be able to obtain secured jobs and regular high levels of income and are less vulnerable than those who do not attain any level of education and are unemployed. According to the World Bank, "one is considered poor if one's income level falls below some minimum level necessary to meet basic needs". This minimum level is usually called the poverty line presently fixed at \$2 a day (World Bank, 2009).

It must be noted, however that, what is necessary to satisfy these basic needs vary across time and societies, Therefore, poverty lines vary in time and place and each country uses lines which are appropriate to its level of development, societal norms and values. This study therefore uses the monthly income of parents through their expenditure data to establish a link between a parent's income and the performance of his/her child in school.

2.5 Conceptual Framework

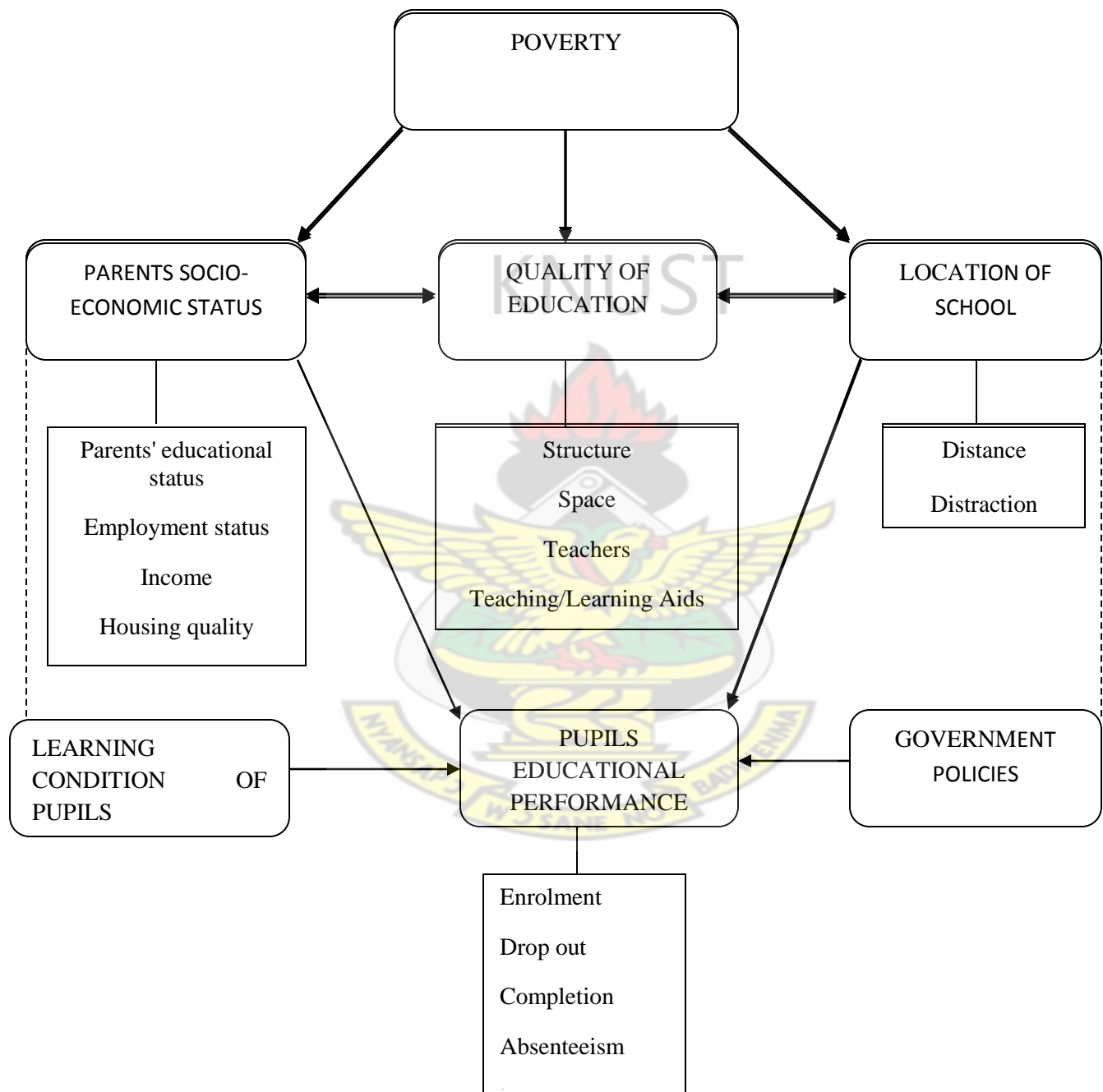
There has been considerable advancement in recent years in the conceptualization of poverty. Within this, there has been recognition of the importance of education although this recognition is often based narrowly on human capital approaches focusing on the implications of an individual's skills acquisition for development. This study focuses on the linkages between employment status and parent's income and its influence on a pupil's performance in school within the systems thinking framework. The influence of parents' employment and income on their children's performance in school was analyzed using concepts from the systems theory.

According to James(1972, cited in Segbefia, 2008) a "system" may be defined as a "whole", that functions as a "whole" because of the interdependence of its parts. Systems analysis stresses the interdependence inherent in any set of phenomena, set of ideas or an organism and the interactions with the environment within which such phenomena or set of ideas and organism takes birth or develops. Even though, systems thinking originated in the physical sciences, Ludwig Von Bertalanffy in 1920 showed that its relevance and applicability in the social sciences was possible.

His most celebrated book, General System' theory: Foundation, Development, and Applications (1968), is a result of his writings in the 1950s and 1960s. Today, the use of Systems analysis for research in Geography has been documented (Mabogunje, 1980; 1984; Boserup E., 1975 cited in Segbefia, 2008).

This study therefore uses the systems theory to show the linkages between parents' employment and income on Pupils' performance in schools. The systems theory reveals that when one of the elements of any system malfunctions, it has repercussions on the total systems performance. In this study, six separate but interrelated elements makeup the system: unemployment element, low income element, poor educational status element, low enrolment element, high dropout rate element and low performance element. These elements are themselves subsystem, with their own elements at another level of analysis. (See figure 2.1). As can or may be inferred from the figure, interactions at lower levels also generate impulses that influence the performance of the other subsystems. For example, when a parent is unemployed as a result of low or no qualifications, his income is low, and therefore lives in a poorhouse. This creates a poor learning condition of the pupil with corresponding effects in the form of low enrollment, high dropout rate, absenteeism and lateness of the pupil leading to low performance of pupils in schools.

Figure 2.1: Conceptual Framework for the Study



Source: Authors Own Construct 2011.

Figure 2.1 illustrates the web of interactions between poverty and selected poverty indicators like unemployment and low income and their effects on pupils' performance. When a parent is poor his children's education is adversely affected. This is manifested in low enrolment, low performance and high dropout rate from school. The policies of government on education also effects enrollment, performance, completion and dropout rate. However, the education of a pupil may also be affected by other socio-economic factors that have not been considered in this study.

2.6 Chapter Summary

This chapter has presented an overview of the concept of education and poverty, and the linkages between employment, income and the performance of pupils in schools. This study seeks to cover some of the gray areas in the literature and to add data and information on the current situation by examining the linkages between poverty using indicators like unemployment and low income and how they affect pupils' performance.

CHAPTER THREE

3.0 REVIEW OF EDUCATIONAL POLICIES IN GHANA (1951-2007)

3.1 Introduction

The previous chapter focused on the review of literature on education and poverty and their linkages. This chapter traces the history of education from the 1951 Accelerated Development Plans to the 2007 Educational Reforms in Ghana and identifies the impact the policies have on the performance of pupils within the Zongo communities. Various educational policies were formulated to guide educational practice in Ghana from 1951-2007. The various policies and the challenges associated with them are examined in this chapter.

3.2 The 1951 Accelerated Development Plan

The 1951 Accelerated Development Plan (ADP) for education set for itself the task of rapid socio-economic development and social reconstruction. In this endeavour the government recognized that the provision of education for the masses or the larger sections of the Ghanaian society was one of the effective means of achieving national development goals (Asiedu-Akrofi, 1982).

The main objective of this plan was to help develop a balanced system working towards universal primary education as rapidly as consideration of finances and teacher training allowed, but maintaining at the same time proportionate facilities for further education for those most fitted to receive (ADP, 1951). Under the ADP of 1951 compulsory education was legalized.

Legal backing was given to free and compulsory education for all children of school-going age in Ghana at the primary and middle school levels (Asiedu-Akrofi, 1982). Thus the Zongo communities also benefitted from the ADP of 1951.

The ADP of 1951 corrected the inequalities and disparities in the system of education inherited from the colonial era. Northern Ghana was underserved by the nation's educational system. The area had fewer schools compared to the children of school going age. The northern area also had high pupil to teacher ratio, most of the teachers lacked pre-service training and the state of school infrastructure in that part of the country was comparatively poor (Asiedu-Akrofi, 1982). Enrollment in schools within the Zongo communities during ADP was very low because of religious influences. The parents were not willingly to send their children to school because most of the schools during the ADP were missionary schools.

3.3 Educational Reforms in Ghana from 1961 to 2001

Until 1961, education was developed under the Education Ordinance of 1925; and for the northern Ghana, the Ordinance of 1927. But with the attainment of republican status in 1960, it became imperative that an Act of Parliament be passed to direct the course of education in the country. Thus, the Education Act of 1961 was passed to first and foremost, address the problems that emanated from the implementation of the Accelerated Development Plan of 1951 (Mfum-Mensah, 1998).

After Ghana attained independence from British Colonial rule on March 6, 1957, education became a high priority on the government's agenda.

There were policies on free compulsory basic education, free textbooks for all students and the creation of local education authorities with responsibilities for building equipment and maintenance of grants for primary schools (Asiedu-Akrofi, 1982). It is important to note that both the 1951 Accelerated Development Plan and the 1961 Act did not achieve the desired improvement in education because of the overthrow of Nkrumah (Mfum-Mensah, 1998).

Though a new Education Committee, under Professor Kwapong was appointed immediately after the overthrow of Dr. Kwame Nkrumah to correct the weakness in Ghana's Education at the close of the 1970s, Ghana's education could only be described as decayed, and thus needing organic rejuvenation. The decay was as a result of political instability with its resulting poor management, corruption and general macroeconomic turmoil (Mfum-Mensah, 1998).

Ghana's educational system had become dysfunctional by the 1980s. In 1988 for example the military government of Jerry John Rawlings implemented broad reforms that touched all levels of the educational system and attempted to address the recurring issues affecting the system. The reforms reduced pre-university education in the country from 17 years to 12 years (six years of primary, three years of Junior Secondary School(J.S.S) and three years of Senior Secondary School(S.S.S) education.

There was also national literacy campaign through non-formal education for school dropouts and adult learners. The civilian government of Ghana under J.J Rawlings in 1996 also implemented the Free Compulsory Universal Basic Education (FCUBE).

It must be emphasized that even before the preparatory works of the mid 1990s took its eventual implementation in the year 2002, the concept of FCUBE had been enshrined in the 1992 Constitution.

The FCUBE was specifically designed to focus on basic education, access and quality, through improving the quality of teaching and learning, efficiency in management and increasing access and local participation. In 2001, however, a new government under President John Agyekum Kufour (2001-2008) took over power and subsequently initiated new educational reforms. The Kufour regime, implemented eleven years of Free Compulsory Universal Basic Education (FCUBE) and four years of Senior High School (S.H.S), formerly Senior Secondary School (SSS). The new system started with two years of kindergarten for pupils at age four, six years of primary school at which time the pupil might attain age twelve, and followed by three years of Junior High School till the pupil is fifteen years old. After the J.H.S, the student may choose to go into different streams of the four years of S.H.S which would offer general education with electives in General Arts, Visual Arts, Business, Technical, Vocational and Agricultural education with options for entry into tertiary institutions or the job market upon completion (Ministry of Education, 2002).

3.4 The 2007 Educational Reform

The 2007 educational reform made tremendous impact on education. The reform provides that, the educational system must be embraced by all, because the rudiments of knowledge, training and skill are the manifestation of school education. Accordingly, the labour force of any economy is the product of school education.

It is believed that attaining excellence in our socio-economic activities as a country lies in both human resource management and in the understanding of global phenomena (Ministry of Education, 2002).

In this regard, making the educational system an engine of growth for the economy necessarily requires some proactive measures by stakeholders to make the educational structure reflect current challenges in education.(Ministry of Education, 2002). This reflects the inadequacies of governments' educational policies.

It is in this view that a research was consummated in the 2002 review committee report of the new education reform of 2007. The committee proposed a new philosophy of education for the country. The committee was of the view that, the philosophy underlying the educational system in Ghana should be the creation of well balanced (intellectually, spiritually, emotionally, and physically) individuals with the requisite knowledge, skills, values and aptitude for self-actualization and for the socio-economic and political transformation of the nation.

However, moving away from the culture of self-reliance which emanated from Dr. Nkrumah's days to a system of self-actualization puts Ghanaians on the edge of being not only self-reliant but becoming pacesetters for other nations. Indeed, this philosophy is responsive to current challenges (Ministry of Education, 2002). This is an indication that education is a pre-requisite for poverty reduction.

3.5 The Legacy of Educational Reforms and Development in Ghana

The accelerated delivery of education has been the dominant strategy running through Ghana's attempts at rapid development, even before independence when the Accelerated Development Plan for education was adopted in 1951.

Following the return to democracy in 1992, the civilian administration of former military ruler, President Rawlings, established the Free Compulsory Universal Basic Education (FCUBE) policy in 1995 and used a share of Value Added Tax (V.A.T) proceeds to create the Ghana Education Trust Fund (GETFUND) in 2000, which is still an important source of finance for investment expenditure in education. The government of President Kufuor (2001-2008) adopted the Ghana Poverty Reduction Strategies I and II (2003-2005 and 2006-2009) that confirmed education as the main strategy to reduce poverty and enhance development. It then introduced a further draft of reform measures centered on the Education Strategic Plan (ESP) 2003-2005, including the introduction in 2005 of the Ghana School Feeding Programme (GSFP) and the Capitation Grant for schools (aimed at eliminating school fees at primary level), a 2007 education reform that created a new framework for FCUBE and a new education Act adopted in 2008 that replaced the legal framework in place since the early 1960s. The 2009 state of the nation address by President Mills and the new draft ESP (2010-2020), constitutes the most recent additions to the pursuit of education for development policy objective.

The reforms have undoubtedly achieved unprecedented increase in Gross Enrolment Rates (GER) and improvements in the Gender Parity Index (GPI), especially at the pre-school and tertiary levels; as well as narrowing the equity of opportunity gap for access between deprived areas and the national average (UNESCO, 2010b)

Since the implementation of the ESP from 2003/04 to 2008/09, there has been dramatic increase in GER by 70.1%, 4.7%, 14.1%, 53.2, 4.6% and 58.2% for pre-school, primary school, Junior and Senior high schools (J.H.S and S.H.S), teacher training college (T.C), and tertiary education; with the highest increases being at the pre-school level. This trend is the same in the Zongo communities within the Kumasi Metropolis.

Those achievements notwithstanding, many stakeholders are concerned that at universal primary completion, the objective of the international education for all (EFA) initiative, not to mention the 100% enrolment aimed at in the ESP, cannot be achieved by the 2015 deadline, given current rates of access and persistent drop-out rates (UNESCO,2010b).

More questions than answers still persist with respect to the following;

- Why, for example, should many schools, especially in the rural areas, continue to be plagued by 0% examination pass, in as recently as the 2008 basic education certificate examination (BECE)?
- Why does the National Education Assessment (NEA) on basic level still show that in 2007, less than 25% of Ghana's youth reached the proficiency level for primary 6 English and 10% attained proficiency in primary six mathematics?
- How is it that a study of performance in the core subjects in the Senior Secondary School Certificate Examination (SSSCE) and West African Senior Secondary School Certificate Examinations (WASSCE) between 2004 and 2008, showed that an average of 65.5% of all candidates had weak D-F scores in the four core subjects?

- Why do such wide disparities persist between deprived districts and national averages in GER, GPI, and completion rates?

Records of improved access, on average, do not automatically address the inequity of proximities due to the economic and social circumstances of families and children domiciled in deprived districts(including the Zongo communities), both urban and rural, or those with disabilities (UNESCO, 2010b).

3.6 Summary

This chapter has given an account of the various educational reforms in Ghana and the challenges associated with each educational policy under four main sections: the 1951 Accelerated Development Plan, the Development of Education from 1961 to 2001, the 2007 Educational Reform and the legacy of educational reforms in Ghana. The next chapter presents the geographical background of the study. The background of the study is important since it assists in revealing the nature of the environment in the Zongo communities within the Kumasi Metropolis.

CHAPTER FOUR

4.0 STUDY AREA AND RESEARCH METHODOLOGY

4.1 Introduction

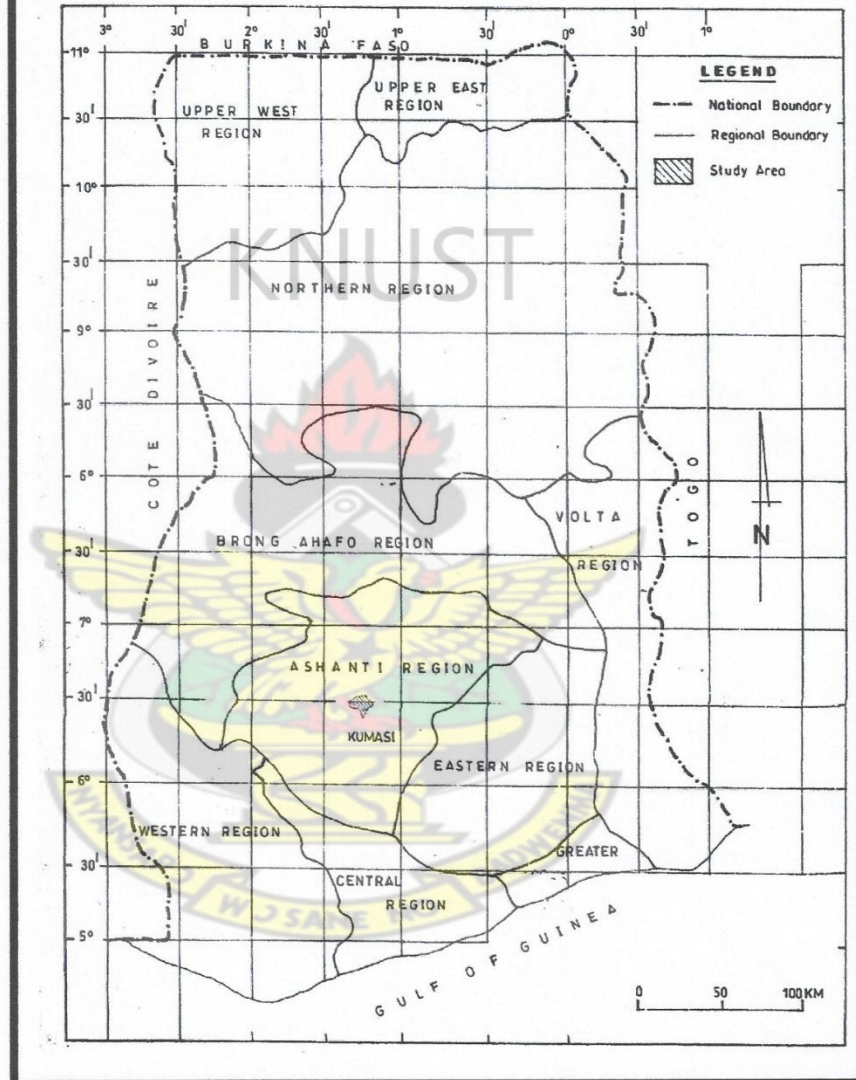
The previous chapter presented the various educational policies in Ghana and the challenges associated with each educational policy. This chapter presents the background of the study area. The background of the study area is important since it assists in revealing the nature of the environment in the Zongo communities within the Kumasi Metropolis. The next section in this chapter presents the methodology of the study.

4.2 Geographical Background

The Ashanti Region is centrally located in the middle belt of Ghana. It lies between longitude $0^{\circ}15''\text{W}$ and $2^{\circ}25''\text{W}$, and latitudes $5^{\circ}50''\text{N}$ and $7^{\circ}46''\text{N}$ with a total land area of $24,389\text{ km}^2$; representing 10.2 percent of the total land area of Ghana (GSS, 2005). The Ashanti region has a population of 4,780,380, representing 19.5% of the entire population of Ghana with the Kumasi Metropolis having 2,035,064 inhabitants (GSS, 2010). The region shares boundary with BrongAhafo to the North, Eastern region to the East, Central region to the South and Western to the South West. It is the third largest region after Northern ($70,384\text{ km}^2$) and BrongAhafo ($39,587\text{ km}^2$) regions. The literacy level in the region (65.0%) is higher than the national average (57.9%). Literacy in English and at least a Ghanaian language is also higher (48.9%) in the region than the entire country average of 38.1%. However literacy in English only, is higher (16.4%) at the national level than the regional average of 12.9% (GSS, 2005). Figure 4.1 presents a Map of Ghana showing Ashanti region.

FIG. 3.1

STUDY AREA IN NATIONAL CONTEXT



SOURCE: Department of Geography, KNUST 2009

The Kumasi Metropolis functions as a nodal town as roads from the north, east and western parts of Ghana converge in it. It serves as a crucial link between the northern part of Ghana and the southern part. This central location of Kumasi has the potential of attracting not only trade and commerce from all parts of Ghana, but migrant settlers as well. These migrant settlers usually settle in the Zongo communities, some of which form part of the study area of this study.

The commercial potential of Kumasi attracts not only adults to the market but also children of school-going age. The Free Compulsory Universal Basic Education program (FCUBE) is beginning to yield results leading to higher primary school enrolment in the Zongo communities in the Kumasi metropolis. Figure 4.2 shows the districts in Ashanti region and Figure 4.3 shows a Map of Kumasi showing selected Zongo communities and Plate 3.1 also shows a picture of Sakafiya Islamic school located at Sawaba in the Asawase Sub Metropolitan assembly.

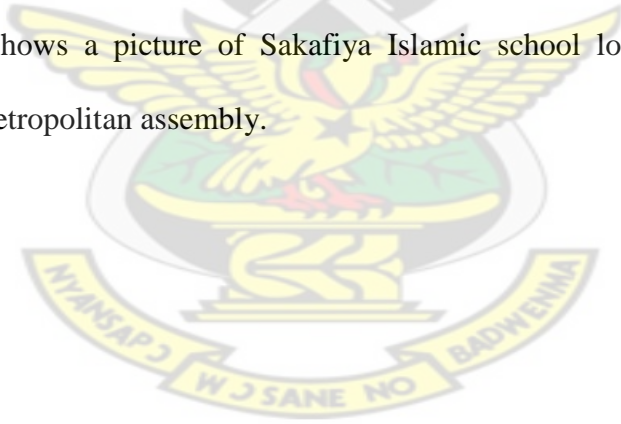


FIG. 3.2



Plate 4.1 The Structure of Sakafiya Islamic School at Sawaba.



Source: Field investigation, April 2012

4.2.1 Climate and Vegetation

The Kumasi Metropolis falls within the west sub equatorial climatic region and has an average minimum temperature of 21.5°C and an average maximum temperature of 30.7°C . This temperature in Kumasi is the same as what pertains at the study communities of Aboabo, Asawasi, Moshie Zongo, Ayigya Zongo and Sawaba. On the average, humidity is about 84.1% at 0900GMT and 60% at 1500GMT (Suraj, 2004).

The Kumasi Metropolis experiences double maxima rainfall regime (214.3MM in June and 165.2MM in September). This is also the case in all the study communities since the communities fall within the Kumasi metropolis.

The first rainy season is from mid-March to early July while the second rainy season starts from August to early October. The dry season is experienced from November to early March (Suraj, 2004).

The Kumasi Metropolis falls within the moist semi deciduous forest zone of Ghana (Dickson and Benneh, 1988). Trees mostly found in Kumasi are Ceiba, Triplochlon and Celtis. In the wet season the vegetation is lush and the presence of rich soil coupled with adequate rainfall supports the growth of vegetables, plantain and tubers such as cassava and cocoyam. The impact of human activity like indiscriminate tree felling for lumber is having a toll on the forest resources.

4.2.2 Geology and Soil

Kumasi has an undulating topography and it lies on a watershed approximately 282 meters high from the ground (Nsiah-Gyabah, 2000 cited in Suraj, 2004). The Middle Precambrian Rock is the dominant geological formation in the Kumasi Metropolitan Area with the major soil type being forest Ochrosol. The detailed soil associations include Kumasi-Offin compound association; Bomso-Offin compound association; Nhyanao-Yinkong association; Bomso-Suko Simple association and Bekwai-Akumadan-Oda compound association. Soils in some peri-urban areas are developed on Granites or phyllites.

Those developed on Granites are acidic while those on the phyllites are less acidic. Soil classes found in the Kumasi Metropolis include Haplic Acrisols, Eutric Gleysols, Gleyic Arenbsols and Gleyic cambisols. The most common soil group is Ferric Acrisols (Nsiah-Gyabah, 2000 cited in Suraj, 2004).

A number of industries such as quarrying and sand winning have emerged due to the presence of the Precambrian rocks and good soils; however the uncontrolled activities of contractors are contributing to the degradation of the environment within the Kumasi Metropolis (KMA, 2006).

Farming and other agricultural activities are rare within the Zongo communities in the Kumasi metropolis. Food crops and other agricultural products come from surrounding areas of the Kumasi metropolis. The Zongo settlers are not the custodians of land in the Kumasi Metropolis and therefore have no access to farm lands. This may partly explain why most of the people in the Zongo communities are engaged in transport and cargo businesses.

4.3 Educational Infrastructure and Academic Performance of the Schools within the Kumasi Metropolis

Educational facilities in the city are provided by the public and private (individual and religious bodies) sectors. The private sector provides the bulk of these institutions at pre-school, first and second cycle levels, whereas the public sector is the leader in providing higher education such as the teacher training colleges and tertiary education institutions (KMA, 2006). In terms of pre-school enrolment in 2003/2004 the private sector accounted for 26,939 out of the 36,971 total enrolment figures for both public and private sectors thus representing 72%. The same trend was established in 2006 (Kumasi Metropolitan Education Directorate, 2006).

The basic School comprises the primary and junior secondary schools and the age range is 6to15 years. Table 3.1 presents the basic school enrolment in the Kumasi Metropolis in the 2005/2006 period. Table 3.2 also presents the trend of academic performance in the schools located in the study areas.

Table 4.1 Basic School Enrolment 2005/2006 Academic year for the Kumasi Metropolis

Sector	Primary				Junior Secondary School				Total Basic			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
PUBLIC	39,371	47,982	87,353	32	23,154	24,200	47,354	54.3	62,525	66,617	129,142	37.7
PRIVATE	84,320	88,245	122,565	68	20,158	19,624	39,782	45.7	104,528	212,394	316,922	62.3
TOTAL	123,691	136,227	259,918	100	43,312	43,824	87,136	100	167,053	279,011	446,064	100

Source :(Kumasi Metropolitan Education Directorate, 2006)

Table 4.1 shows that there are 446,064 of primary and junior secondary school pupils in school in the 2005/2006 academic year. The high enrolment figures which culminate in an increase in basic school participation rate from 55.3% to 73.3% within the Kumasi Metropolis may be partly accounted for as a result of the school feeding program in some of the beneficiary schools. This increase in enrolment was also felt in the Zongo communities (KMA, 2006). The study conducted however revealed that, none of the selected schools within the study area is a beneficiary of the school feeding program as at the time this study was conducted.

It is noteworthy that, the pass range for entry into senior high school has been changing over the years. The range had been from 6 to 36, and was reduced to 6 to 30 then to 5 to 25, it then went back to 6 to 30 and presently 6 to 40, however, the “playing field” for all Basic Education Certificate Examination (BECE) Candidates had not been leveled, as some, mostly, those in private school were prepared under better facilities than those from public school (GES, 2012).

Previously, only candidates with aggregate up to 30 qualified for admissions under the computerized schools placement system (CSSPS). The qualified candidates needed to score not lower than grade five in any of the core subjects of English, Mathematics, Sciences and Social Studies, and not lower than grade six in any other two electives (GES, 2012).

According to (GES, 2012) candidates with aggregate 40 and 42 were not bad at all, and given the right environment they could do better. Aside the poor environments and facilities, some public Junior High Schools did not have the full complement of teachers thereby putting them at a disadvantage.

Table 4.2 League Table of Selected Schools Showing Academic Performance from 2005-2012

Name of Schools in study area	Percentage Pass Marks							
	%Pass 2005	%Pass 2006	%Pass 2007	%Pass 2008	%Pass 2009	%Pass 2010	%Pass 2011	%Pass 2012
Wataniya	73.0	87.10	21.60	75.10	88.0	73.33	93.75	88.0
Sakafiya	50.94	96.40	48.90	46.55	50.41	66.12	33.33	97.30
Najahiya	35.0	37.70	38.50	13.04	60.00	65.0	52.17	50,67
Imamiya	67.00	61.98	60.87	55.00	58.82	55.98	55.88	100
Azhariya	67	67.50	98.0	75.0	96.70	96.94	88.72	91.3

Source: Islamic education unit, 2012

Table 3.2 shows the pattern of the academic performance of the schools within the study areas from 2005 to 2012.

4.4 Health

There are governments and private medical facilities located within the Zongo communities that cater for the health needs of the residents. The Tafo Government hospital and the Manyia district hospital meet the health needs of residents in the Zongo communities. The residents living within the communities are plagued with diseases such as diarrhoea, cholera, typhoid but the most prevalent is malaria. The incidence of environmentally related diseases is high (GHS, 2009). This may be partly due to the low level of sanitation facilities available, the choking of gutters and refuse which serves as receptacles for malaria vector.(GHS, 2009).In communities such as Aboabo and Moshie Zongo, diseases like cholera, fever, diarrhoea, and malaria are common. Children are sometimes found playing on rubbish dumps and in polluted waterways increasing the risk of exposure to pathogen that cause diseases like hook worm, diarrhoea and cholera.

4.5 Water Supply and Sanitation

Water is an essential environmental component used in maintaining good personal hygiene. Water is supplied to residents of the Zongo communities by the Ghana Water Company Limited. The main sources of water supply to the Kumasi Metropolis are the Owabi and Barekese headwork located about 10km and 16km respectively from Kumasi.A number of households have wells in their homes on which they rely in the event of a water shortage. A number of housing units store water in large concrete tanks in their homes and sell at a fee of Gh¢ 0.20 to Gh¢0.30per bucket. Few households in the Zongo communities are not linked with piped water and therefore buy water from vendors. Very few households in the study area have access to sanitation facilities such as toilets. The toilet facilities provided in the community are not enough to meet the needs of the people.

This is evidenced by queues in the early mornings and evenings within the study communities. This affects the reporting time of pupils to school. The sanitation characteristics of the study area follow that of the Kumasi Metropolis. The KMA asserts that the housing environments of places like the study communities and other parts of the Metropolis are polluted and characterized by poor drainage and sanitation. Maintaining a good and clean sanitary environment is a concern not only to the residents of all the Zongo communities but the entire population of Ghana. This is because sanitation has the potential of affecting human health and productivity. Residents who use public toilets pay fees between Gh.¢ 0.20 and Gh.¢ 0.50. Omane(2002) explains that the reason why Kumasi and communities around Aboabo have not had elaborate sewage systems could be attributed to high costs or non-committal national policies.

Drainage within the study area is not so complex. River Wiwi passes around Sawaba and Ayigya Zongo. River Sisei on the other hand passes through Sawaba and Ayigya Zongo. The Aboabo River also passes through Moshie Zongo, Asawase, and Aboabo causing a lot of flooding in Aboabo during rainy seasons. This has caused the Islamic education unit situated at Aboabo to be relocated to the central mosque in Kumasi to prevent further damages to documents and other valuables. Figure 3.4 is the Drainage Map of the selected Zongo communities showing the various rivers within the study Zongo communities.

FIG. 3.4



4.6 Economic Activities

Persons living in the Zongo communities engage in a number of economic activities to earn a living. These include urban agriculture (animal rearing), transportation, wholesale and retail trade, operating chop bars, real estate, public administration and education by way of providing private schools. Small scale industries are also located within the Zongo communities providing employment to many. The Small scale industries include palm Kernel oil extraction at Moshie Zongo, wood processing industries, metal works among others.

Another industry that provides employment to many inhabitants living in the Zongo communities is Akate Farms and Trading Company. Though it is situated outside the Zongo community, it has served the employment needs of many Zongo inhabitants. It has also provided training for many youth in the poultry business. This has resulted in the youth engaging in subsistence poultry to earn a living. In addition, the transportation industry provides employment as most of the youth engage in driving cargo cars as source of employment. Most of these cargo cars are owned by people in the Zongo community. There is also a small industry for producing metal cooking pots at Aboabo. Children of school going-age are not engaged in any of the economic activities within the study area.

4.7 Methods of Data Collection and Analysis

Examining the perceptions of parents and issues of the performance of pupils in schools within the Zongo communities presents a complex research challenge that requires both quantitative and qualitative research approaches as well as desk and field studies.

4.7.1 Research Design

The research design for this study began with a desk study to review the performance of pupils within the Zongo communities in their Basic Education Certificate Examination. Meetings were conducted with head teachers, pupils and parents to understand the situation on the ground. Issues pertinent to education in the selected Zongo communities were discussed. Here, participants discussed, debated and expressed their varied views on poverty and how it affects the performance of pupils in schools, and the challenges pupils face in their educational careers. Focus group discussions and interviews were also employed to find out how parents perceive poverty in the Zongo communities.

4.7.2 Data Collection

In order to achieve the stated objectives, the study made use of both primary and secondary data sources. Primary data were acquired through field surveys. The methods employed included questionnaires administration, interviews, discussions and observations. In this study, secondary sources included report from the Ghana Education Service (G.E.S), census report from the Ghana Statistical Service (GSS), the Kumasi Metropolitan Assembly and schools within the Zongo communities accredited by the Ghana Education Services which includes Najahiya Islamic school, Nasiriya Islamic school, Wataniya Islamic school, Sakafia Islamic school among other schools situated within the Zongo communities selected for the study.

The data was collected using survey instruments such as questionnaire, focus group discussion, interviews and participant observation. In this study, questionnaires were distributed to parents and pupils in selected Zongo communities. Opinion of teachers and head teachers were also captured using questionnaires. The questionnaires contained both close ended and open ended questions, and were designed to gather both quantitative and qualitative data. Most of the parents were illiterate and could therefore not complete the questionnaires on their own. The close ended questions were explained to parents whenever they were in doubt. Multiple choice responses were provided, with an 'other please specify' option for additional responses.

Another survey instrument used in this study is Focus Group Discussions. Focus groups have a long history in market research and more recently in medical research, (Powell and Single, 1996 cited in Segbefia, 2009). They have been defined variously in research literature. Powell, et al (1996) define a focus group as a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research.

Additionally in-depth interviews were used. In-depth interviews are very detailed interviews and a means of explaining and understanding relationships that can only be obtained by more extensive quantitative approaches (Johnson et al, 2002 cited in Segbefia, 2009). It allows the researcher to study subjective meaning and motives in addition to more quantitative attributes that cannot be tapped by structured questionnaires. In cases where the interviewee refused to give permission for tape recording, the researcher took notes paying particular attention to subject's language and expression.

This study also made use of participant observation. Participant observation is a highly effective method in qualitative research in general and in-depth study in particular.

It also involves visits to the people in the community under study and focuses on non verbal means of acquiring information, looking, listening, recording and taking notes as pupils and teachers go about their activities. Participant observation is a field method closely associated with anthropology, and was made popular by the works of Malinowski (1929, cited in Segbefia, 2009), in the urban research of the Chicago school of Sociology. In this study, participant observation was used. The researcher, in this study established great rapport with the pupils during break time and teachers during class hours.

The Zongo communities selected were visited several times not only to interact with parents and pupils, but to observe the activities of teachers in the schools within the Zongo communities. Photographs of schools in the various selected Zongo communities were taken to give a more complete and a visual account of the nature of educational infrastructure in the study communities. These photographs are included in the study to aid understanding, as photographs capture information more accurately and do not suffer from vocabulary limitations.

Table 4.3 Sources of Primary Data and Methods of Data Collection.

Source of Data	Number of Respondents	Methods of Data Collection	Types of Data
Parents	180	Questionnaires, in-depth interview	Qualitative and Quantitative
Pupils	180	Questionnaires, FGD, in-depth interview	Qualitative and Quantitative
Head Teachers	5	Questionnaires, in-depth interview	Qualitative and Quantitative
Teachers	30	Questionnaires, in-depth interview	Qualitative and Quantitative
Ghana education service	1	Questionnaires , in-depth interview	Qualitative and Quantitative

Source: Field work, 2011.

It is noteworthy that, Participating in local life is basic for fieldwork whether or not it is supplemented with other techniques. That is why it was used in this study together with other methods. The researcher administered the questionnaires by himself to truly assess the situation on the ground. A pre-test of the questionnaire in all the selected communities was conducted and it provided an opportunity to clarify issues, and to update the questionnaire. The pre-test gave the researcher an idea on how long it took to administer a questionnaire.

A few changes were made to the questionnaire (Rephrasing some questions) after the pretest. The interview was done in English and Hausa, which the researcher understands and speaks fluently. Interviews with teachers and head teachers were done in the English language. The researcher asked all the questions in the interview and moderated all the group discussions using a digital voice recorder to record all proceedings, and to avoid intrusions, taking notes and probing for explanations and meanings of ambiguous jargons.

4.7.3 Sample Design

A multi-stage sampling procedure was adopted to select the Zongo communities in the Kumasi metropolis. The sample frame for the study was made up of five Zongo communities within the Kumasi metropolis. Additionally, some data were obtained through desk research.

The schools and the communities were selected using systematic sampling with a random start using a sampling fraction of $1/2$, meaning every second Zongo community with a primary and junior high school was selected from the 27 districts in the Ashanti region (GSS, 2010). The five communities and five schools were selected because of the limited time within which the study was done, and the limited resources available to the researcher. Each of the schools and communities were given equal chance of being selected.

Parents and pupils were also selected using systematic sampling with a random start using a sampling fraction of $1/5$, meaning every fifth unit was selected out of each sampled selected community.

The pupils were selected for administration of the questionnaire through the use of the simple random sampling technique. To be selected however, a pupil must be between primary six and Junior High School and between the ages of 12 and 18. A parent and a pupil were sampled in each household.

A total of 396 questionnaires were administered to parents (180), pupils (180), teachers (30 - six from each of the five selected communities), head teachers (5) and one Ghana Education Service personnel. Some pupils were guided to complete the questionnaires while others completed without any guidance. The pupils selected were from the following schools; Nasiriya(36), Najahiya(36), Wataniya(36), Rashidiya(36), and Sakafiya (36) Islamic school. Each of the selected schools within the Zongo community was given equal chance of being represented in the study.

The interviews were done in English and Hausa. However, the focus group discussions were done in Hausa which the researcher understands and speaks fluently. On the other hand, purposive sampling method was used to select thirty teachers, six from each of the five selected communities, and five head teachers. This is very useful in this situation because proportionality is not the primary concern and the respondents will be reached quickly within a purposive sample. Trochim (2006) notes that the researcher is likely to get the opinions of the target population through purposive sampling. Table 3.3 gives the sampled communities with their sample size.

The sampling frame was 30,356 household, consisting of the total number of households in the study communities. The total number of households to be interviewed was determined with the formula:

$n = N / [1 + N(a)^2]$ where 'n' was the sample size.

'N' was the total number of household.

'a' was the margin of error at 5% (0.05)

$$n = 30,356 / [1 + 30,356(0.05)^2]$$

$$n = 30,356 / [1 + 30,356(0.004)]$$

$$n = 30,356 / [1 + 75.89]$$

$$n = 30,356 / 76.89 \quad n = 395.797 \quad n = 396$$

Simple proportion was used to calculate the number of households for each selected community. Thus the population of a household was divided by the total number of households and multiplied by the calculated sample size.

4.7.4 Data Analysis

In this study, Principal Component Analysis, chi-square, frequencies and cross tabulations were used to provide rules for combining the variables in an optimal way using the Statistical Product and Service Solutions (SPSS). These were done after all open ended data were re-coded. Graphs and charts were drawn to give a visual impression of the data.

4.8 Summary

This chapter has examined the geographical background of the Ashanti Region and the Kumasi Metropolis specifically. The geographical background of the study areas were presented and examined. The characteristics of the study areas in terms of climate, vegetation, soil and geology were also examined. The economic activities of the study areas in relation to pupils' performance in schools have also been examined. The study employed multiple research methods to gather data on poverty and established the links between socio-economic factors like employment and income and pupils' performance. This was done examining the relationships between parents' employment and income on the performance of pupils in schools.

CHAPTER FIVE

5.0 THE INFLUENCE OF SOCIO- ECONOMIC FACTORS ON PUPILS' ACADEMIC PERFORMANCE IN THE ZONGO COMMUNITIES WITHIN THE KUMASI METROPOLIS

5.1 Introduction

This chapter is devoted to the analysis of data collected. The units of analysis are the parents of pupils in schools within the Zongo communities, school pupils, their teachers and heads of the selected schools. The analysis and discussion of the results were done under three sections based on the objectives of the study.

5.2 Economic factors and effects on Pupils Academic Performance in Selected Schools in the Study Area.

In assessing the impact of poverty on education in the study area, poverty indicators such as employment status, type of occupation, parents' income and number of children, type of house, percentage of income invested in children's education and religion were loaded using the Principal Components Analysis. The Principal Component Analysis is a technique that requires a large sample size. It is based on the correlation matrix of the variables involved, and correlations usually need a large sample size before they stabilize.

The Eigen values are the variances of the principal components. Because the researcher conducted the principal components analysis on the correlation matrix, the variables are standardized, which means that each variable has a variance of 1, and the total variance is equal to the number of variables used in the analysis, in this case, 8 (Sommer and Sommer, 1991).

Table 5.1.The Socio- economic factors that influence Pupils Academic Performance in Schools

Socio-economic factors (Components)	Initial Eigen Values			Extraction Sums of Squared Loading			Rotation sums of squared Loading		
	Total	%Variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
(1) Monthly income	2.680	33.614	33.614	2.680	33.505	33.614	2.149	26.614	26.614
(2) Parents level of education	1.596	21.947	55.561	1.596	2.947	55.561	1.861	25.947	52.561
(3) Employment	1.157	17.458	73.019	1.157	17.458	73.019	1.422	20.458	73.019
(4) Occupation	.792	7.903	80.922						
(5) Location	.728	6.101	87.023						
(6) Percentage of income into pupils education	.526	5.572	92.595						
(7)Type of house	.350	4.379	96.974						
(8) Religion	.171	3.026	100.000						

Extraction method; Principal Component Analysis (Source: Field survey, 2011)

Table 5.1 shows all the factors extractable from the analysis along with their Eigen values, the percentage of variance attributable to each factor, and cumulative variance of the factor and the previous factors. It is worthy of note that the monthly income of Parents accounted for 33.6147% of the variance, the Parents level of education accounted for 21.947% and the employment status also accounted for 17.458%. Together, the first three factors explained 73.019% of the variance in the original data. All the remaining factors critical as they may be, explained only 26.9815% of the problem under investigation.

Table 5.2 presented the rotated component matrix. The idea of rotation was to reduce the number of factors on which the variables under investigation have high loadings (influence). Looking at table 5.2 below, it can be seen that monthly income of parents and percentage of income into pupils' education are substantially loaded on factor (Component) 3, while location of schools is substantially loaded on Factor 2. All the remaining variables are substantially loaded on Factor 1. For a factor to be substantially loaded however, it must have more comparative influence than others as indicated in Table 5.2.

Accordingly, the major variables (factors) identified were monthly income, parents level of education, employment, occupation and location. These five are the factors that influence the education of children in the study area. See table 5.2.



Table 5.2 Rotated Component Matrix showing the significance of the Socio-economic factors on Pupils Performance in Schools.

Components	Significance of Component		
	1	2	3
Monthly income			.850
Parents level of education	.783		
Employment	.764		
Occupation	.775		
Location		.797	
% of income into pupils education			
Type of house			.567
Religion	.803		
	.868		

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in 5 iterations.

Source: Field survey, 2011

As indicated in table 5.1 and 5.2, one of the variables of significance in explaining the condition and quality of education in the study area is occupation. Table 5.3 presents the occupation of the people of the study area. From table 5.3, majority (57.8%) of those interviewed were traders. They were followed by those in the teaching profession (15.65%), those working as security agents (7.3%) and those working with banks constituted (2.15%). However, as many as (17.25%) indicated they were unemployed.

Table 5.3 Occupation of Parents at the selected Zongo communities

Occupation	Location										Total N=180	
	Asawase		AyigyaZongo		MoshieZongo		Aboabo		Sawaba			
	F	%	F	%	F	%	F	%	F	%	F	%
Teacher	6	14.6	12	21.0	2	7.6	5	17.3	3	11.1	28	15.6
Trader	3	73.1	40	70.1	9	34.6	15	51.8	10	37.0	104	57.8
Banker	1	2.6	2.0	3.5	0	0.0	1	3.4	0	0.0	4	2.1
Unemployed	3	7.3	1	1.8	10	38.5	6	20.6	11	40.7	31	17.2
Security	1	2.4	2	4.0	5	19.2	2	6.9	3	11.1	13	7.3
Total	41	22.7	57	31.6	26	14.4	29	16.3	27	15	180	100.0

F=Frequency

Source: Field survey, 2011

Out of the 149 who had some kind of employment, 6.2% had 'very secure' job; while as many as 101 constituting 62.3% indicated their jobs were 'secure'. Also, 23.5% and 8% however, indicated their current jobs were 'insecure and 'very insecure', respectively.

A Pearson Chi-square calculation to determine the significance level of the relationship between occupation and the pupils' performance in the last examination in the study area produced a value of 21.85, a degree of freedom (df) of 2 and a p value of .006.

Given that the p value is less than the critical alpha level of .05 ($p < .05$), the relationship between the occupation of parents and the pupils' performance in the last examination in the study area is significant. (Chi-square of .05 or less indicates the variables are significantly related).

Table 5.4 Chi- Square Test Results to Show Relationship between Parents Occupation and Pupils Performance in last examination.

Components	Value	df	A symp. Sig. (2- sided)
Pearson Chi- Square	10.346 ^a	2	.006
Likelihood Ratio	10.157	2	.006
Linear- by- Linear Association	10.269	1	.001
N of Valid Cases	180		

Source: Field survey, 2011

Another variable of significance according to the factor analysis is the income of parents. One of the major determinants of poverty is income. It is a known fact that the higher an individual's income, the better the person is able to cope with the cost of living, and vice versa. In order to be able to assess the nature of poverty, parents were asked about their monthly income.

As indicated in Table 5.5, 17.2% of the respondents earn less than Gh¢ 50.00 per month, 24.4% earn between Gh¢ 51 and Gh¢ 100, 34.4% earn between Gh¢ 101 and Gh¢ 200, and the remaining 24.0% indicated that they earn above Gh¢ 200 per month.

Table 5.5 Monthly Incomes of Parents in the Selected Study Areas.

Monthly income of parents	Location										Total N=180	
	Asawase		Ayigya Zongo		Moshie Zongo		Aboabo		Sawaba			
	F	%	F	%	F	%	F	%	F	%	F	%
Less than GH¢50	3	6.7	0	0.0	15	29.4	5	22.2	8	19	31	17.2
GH¢51- GH¢100	8	17.77	0	0.0	14	27.5	2	11.1	20	47.6	44	24.4
GH¢101- GH¢200	26	57.77	2	8.3	20	39.2	4	22.2	10	23.8	62	34.4
Above GH¢200	8	17.77	22	91.7	22	3.9	7	38.8	4	9.5	43	24.0
Total	45	25	24	13.4	51	28.3	18	10	42	23.3	180	100.0

F=Frequency

Source: Field survey, 2011

The research revealed from Table 5.5 that, 91.7% of the parents at Ayigya Zongo earned above GH¢200. This explains why the pupil from Ayigya Zongo performed better in their examination than those in other Zongo communities judging from their terminal reports.

Table 5.6 Regularity of Parents Income in the Study Areas

Regularity of income	Location										Total	
	Asawase		AyigyaZongo		MoshieZongo		Aboabo		Sawaba		N=180	
	F	%	F	%	F	%	F	%	F	%		
Very regular	1	2.9	6	12.5	2	6.0	4	11.7	1	3.2	14	7.7
Regular	32	94.1	41	85.4	6	18.1	25	73.5	5	16.1	109	60.6
Irregular	1	2.9	1	2.0	17	51.5	5	14.7	15	48.3	39	21.7
Very irregular	0	0	0	0	8	24.4	0	0	10	32.2	18	10.0
Total	34	18.8	48	26.6	33	18.3	34	18.8	31	17.2	180	100

F=Frequency

Source: Field survey, 2011.

The situation could be assuaged by the fact that, apart from their main source of income, about 52.35% of the respondents earn additional income. These additional incomes usually come from remittances from families and relatives abroad. About 86 parents, constituting 47.7% did not have any additional income (table 5.7).

Table 5.7 Additional Income of Parents in Study Areas

Additional income of parents	Location										Total	
	Asawase		AyigyaZongo		MoshieZongo		Aboabo		Sawaba		N=180	
	F	%	F	%	F	%	F	%	F	%		
Yes	21	56.7	36	100	13	56.5	16	39.1	8	18.6	94	52.3
No	16	43.3	0	0.0	10	43.5	25	60.9	35	81.4	86	47.7
Total	37	20.5	36	20	23	12.8	41	22.8	43	23.9	180	100

F=Frequency

Source: Field survey, 2011

The study revealed that 52.35% of the parents have additional incomes, and only 22.4% (Table 5.11) of the parents spend more than half of their income on their children's education. Parents spend their income on school fees, extra classes and buying of text books for their children. Considering the generally low income level in the study areas, the amount of money spent on education is low hence the low performance of pupils in schools within the Zongo communities of the Kumasi Metropolis.

In determining the relationship between parents' income and the pupils' performance in the study area, the chi square test result carried out showed a significant relationship.

Table 5.8 Chi- Square Test Results to show relationship between parents income and pupils performance.

Components	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.106 ^a	2	.001
Likelihood ratio	13.529	2	.000
Linear- by- Linear	12.522	1	.001
Association	180		
N of Valid Cases			

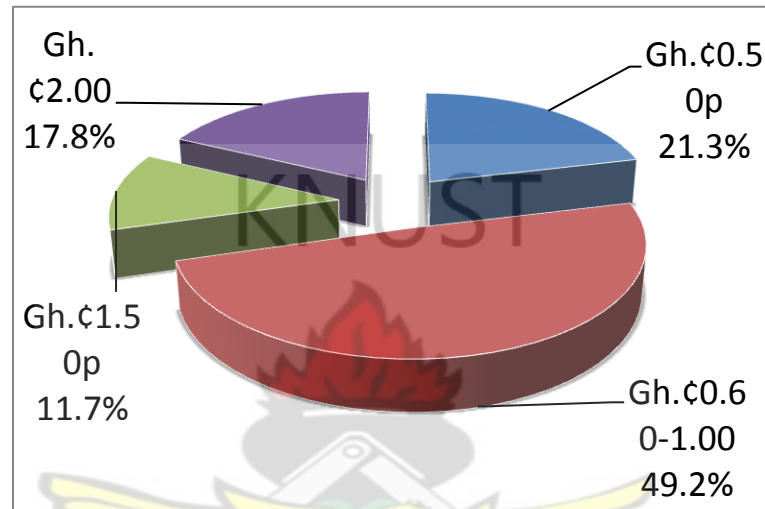
Source: Field survey, 2011

Despite the fact that income levels were generally low in all the study areas, a cross-tabulation showed some significant differences in the various areas. From Table 5.5, respondents from Ayigya Zongo seemed to enjoy relatively higher income than the other Zongo communities. There could be several reasons accounting for these differences. One of the reasons could be that the strategic location of Ayigya Zongo in a highly commercialized area makes it favourable for trading activities, and also the fact that quite a number of the respondents are employees of Kwame Nkrumah University of Science and Technology.

The significance of parents' income and the impacts it has on pupils' performance became evident after children were asked the amount of money their parents give them as 'pocket money' for school every morning.

The responses indicated in Figure 5.1 that, majority of the pupils (49.25) took between Gh¢0.60p – Gh¢1.00 to school. About 21.3% took only Gh¢0.50p to school. The remaining 29.5% took Gh¢ 1.50p and Gh¢ 2.00 to school.

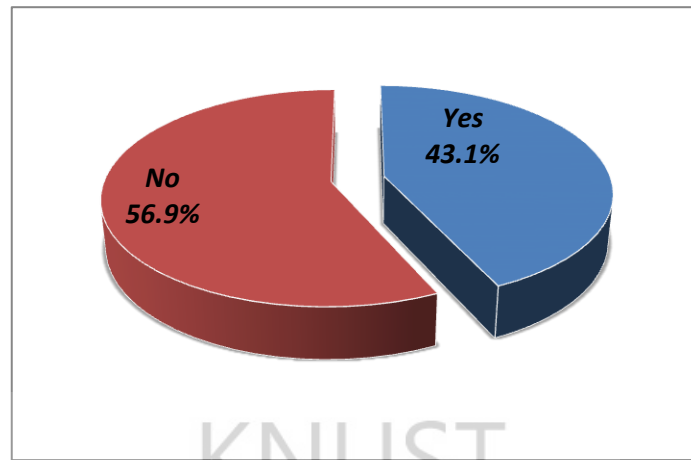
Fig 5.1 Amount of Money Given to Children as Pocket Money



Source: Field survey, 2011

With the general rising cost of living, and the high prices of food, majority of the pupils constituting 56.9% indicated (Fig. 5.2) that the money given them was inadequate.

Fig 5.2 Sufficiency of Pocket Money Given to Children



Source: Field survey, 2011

The study also revealed that, 41.6% of these children did not eat anything at home before going to school. Considering the ages of pupils from as young as 10 years to 15 years, this situation has serious negative implication on their health and consequently physical and mental/psychological development. Meanwhile a sound mind and body is a prerequisite for academic performance (Graetz, 1995). This is thus likely to result in low performance of the pupils in their schools.

According to all the 30 teachers involved in the study, the pupils do not concentrate in class, especially in the afternoons. The teachers added that, most of these pupils complain of hunger because they brought small amounts of money or none at all to school. Such pupils mostly depend on their well- to- do friends, attracting name-calling or tagging by their colleagues.

Others also slept in class and investigations conducted indicated that some of the pupils do hawking after school. These pupils were almost always tired and dull in class.

The teachers further indicated that, pupils recorded very poor grades in class exercise and terminal exams. This is likely the result of the hawking.

Again, as was noted in the parents' income, there were variations in the responses of pupils on the sufficiency of pocket money. There were more pupils from Ayigya Zongo who were satisfied with their pocket money than there were from the other communities. This is indicated in Table (5.9).

Table 5.9 Location and Pupils' Pocket Money

Location	Is the money given to you for school sufficient				Total	
	Yes		No		N=180	
	F	%	F	%	F	%
Asawase	20	25.6	34	33.3	54	30.0
AyigyaZongo	26	33.3	10	9.80	36	20.0
MoshieZongo	10	12.8	30	29.4	40	22.2
Aboabo	19	24.3	23	22.5	42	23.4
Sawaba	3	3.8	5	4.9	8	4.4
Total	78	43.4	102	56.6	180	100.0

F=Frequency

Source: Field survey, 2011

Parents have the primary responsibility to sponsor their children through school, however, if the parents themselves are poor, to what extent will they be able to accomplish this responsibility?

Having identified the income of parents, they (parents) were asked to estimate, the percentage of that income (Table 5.10) that went into their children's education. From Table (5.10), 35.0% of parents spent between 1%- 30% of their total income on children's education. Also, 41.6% spent between 31% - 50% of total income on children's education and 23.4% spent above 50%. However, considering the low income of parents, these levels of investments are low by all standards of measurement.

This situation could account for the low amounts of pocket money given to children even though 56.9% did not eat breakfast at home before going to school and the selected schools do not benefit from the school feeding programme, as at the time this study was conducted.

The low investment in children's education as per the income of parents could be responsible for the inability of pupils to perform well in their Basic Education Certificate Examination. This supports the proposition that the unemployment of parents is the cause of the low performance of pupils in the Zongo communities in their basic education certificate examination. (See section 1.4).

About 25% of the pupils indicated that the uniforms they wear to school were not in good condition and that they felt bad when they found themselves among pupils who wear good uniform. This situation makes pupils develop low self-esteem which affects their self-worth and image as they develop their personalities.

Table 5.10 Percentage of Parents' income into Children's Education

Percentage of income into childrens education	Location										Total	
	Asawase		AyigyaZongo		MoshieZongo		Aboabo		Sawaba			
	F	%	F	%	F	%	F	%	F	%	F	%
1%-30%	10	24.3	1	3.2	14	73.6	10	28.5	28	51.8	63	35.0
31%-50%	21	51.2	3	9.6	5	26.4	20	57.2	26	48.2	75	41.6
Above 51%	10	24.3	27	15	0	0.0	5	14.3	0	0.0	42	23.4
Total	41	22.7	31	17.4	19	10.5	35	19.4	54	30	180	100.0

F=Frequency

Source: Field survey, 2011.

To determine the relationship between parents income and pupils' academic performance, a cross tabulation between pupils who took pocket money to school and their positions in the last exams was done. The result, as indicated in Table 5.11, shows that those who occupied 1st to the 10th position were 46 and all of them took money to school.

Those who had the 11th -20th position were 76, 60 of whom took money to school.16 were those who did not take money to school. Those who fell in the 21st – 30th positions in the last examination were 58 in number. The threshold of better performance was set at the 10th position out of every 40 pupils in each class that was selected in a school.

It was concluded based on the threshold that those whose parents could afford to give their children pocket money performed better, judging from the last examination taken by the pupils.

Table 5.11 Relationship between pupil who took Pocket Money to school and their academic Performance

Do you take pocket money to school?	Position in the last examination						Total	
	1 ST -10 TH		11 TH -20 TH		21 ST -30 TH		N=180	
	F	%	F	%	F	%	F	%
Yes	46	100	60	78.9	24	41.4	130	72.3
No	0	0	16	21.1	34	58.6	50	27.7
Total	46	25.5	76	42.2	58	32.3	180	100

F=Frequency

Source: Field survey, 2011

The study revealed that 25.5% of the pupils had between 1st -10th ,42.2% had between 11th-20th and 32.3% had between 21st -30th as in table 5.11. Interview with the teachers revealed that not all parents paid for extra tuition for their wards.

When some of the pupils who were not part of the extra classes were asked why, they indicated their parents could not afford the fees charged. This was noted explicitly by the pupils during the focus group discussion as 143 pupils out of the 180 selected, representing 79.4% confirmed their parents could not afford the fees charged.

In citing the challenges faced by teachers, 85% of the teachers mentioned the difficulty associated with collection of money from parents for classes. The parents consistently could not afford the extra classes' fees, citing low levels of income as the reason. The teachers (30) representing 100% noted in the interview conducted that “pupils who participated in extra classes perform better than those who do not participate” in their class assignments.

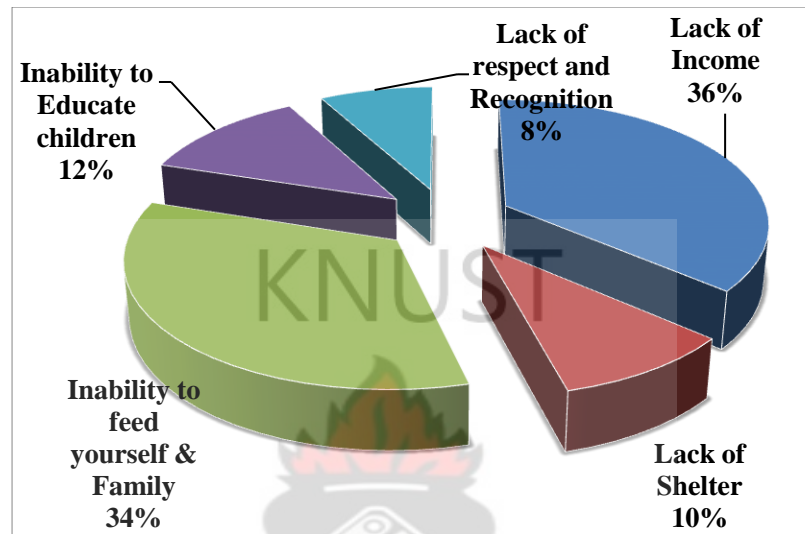
5.3 Perception of Poverty in the Study Area

Various reports and research papers have identified people living in urban slums and by extension, Zongo communities, as being generally poor. Korboe (1998). Observation of the level of infrastructure, sanitation, housing and general layout of the Zongo communities in Ghana also confirm this assertion. However, in order to ascertain the veracity of the general assertion, opinions of respondents about poverty were sought. They were first asked to define poverty and various definitions were given. As indicated in Figures 5.8, lack of income, proper shelter, inability to feed oneself and family, inability to educate children, and lack of respect and recognition by society were the responses given by parents on their perception of poverty.

Given the above definitions, parents were asked if they knew anybody in the community who was poor by virtue of the various definitions and understanding of what poverty is. Results shown indicate that, 78.2% answered in the affirmative, and 21.8% answered in the negative. (Figure 5.4) They added that what distinguishes a poor person from someone who is not, are the cloths he/she wears, and the general appearance of the person among other factors.

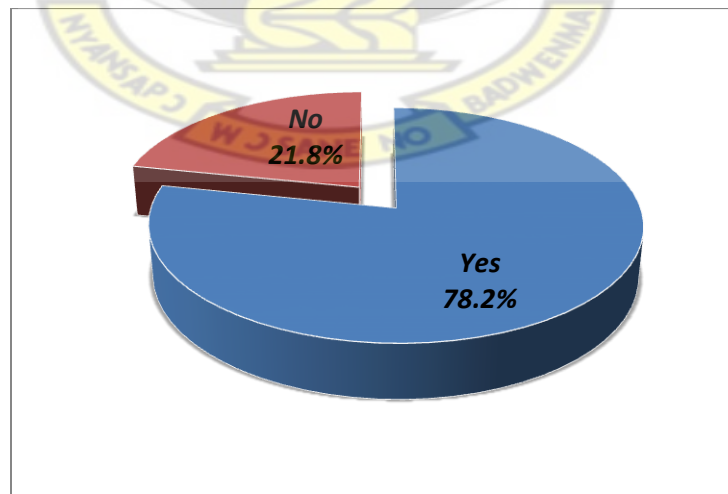
They explained that a poor person always appears moody and worried thinking about how he/she could get the next meal for himself/herself and the family.

Fig. 5.3 Parents' Perception of Poverty in Study Areas (%)



Source: Field survey, 2011

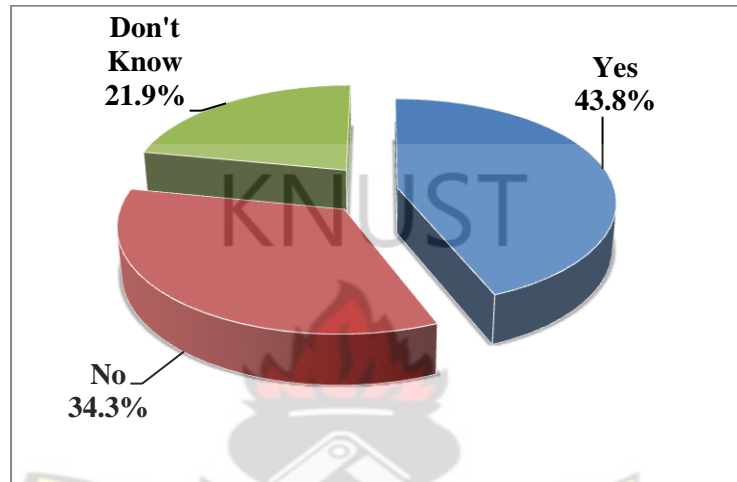
Fig. 5.4 Knowledge of Poor People in Study Areas (%)



Source: Field survey, 2011

Respondents were asked if using the same criteria there were people in the community who were rich. The results showed that 43.8% answered in the affirmative, 34.3% answered in the negative, and the remaining 21.9% said they could not tell. (Figure 5.5)

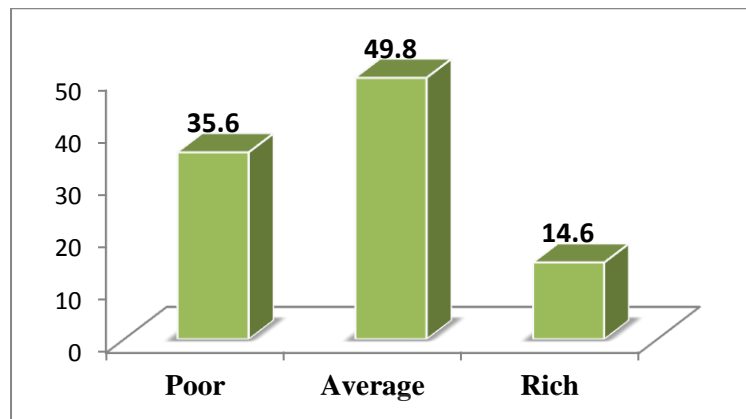
Fig. 5.5 Knowledge of Rich People in Study Areas (%)



Source: Field survey, 2011

Finally, the respondents were asked to declare their own status, to indicate their socio-economic status. From their own understanding and definition of poverty, 35.6% indicated they were poor, 49.8% indicated they were average, and the remaining 14.6% said they were rich. This is indicated in Figure 5.6.

Fig. 5.6 Poverty Status of Parents in Study Areas (%)



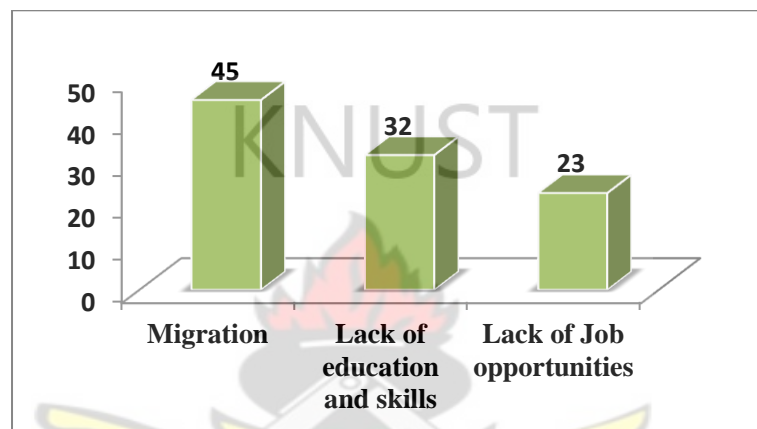
Source: Field survey, 2011

5.4 Causes of Poverty

The causes of poverty in the study areas are not different from the causes of poverty in the urban areas in Ghana and Africa as a whole. The study results show that, 45% attributed the cause of poverty to the migration of people from the north into the Zongo communities in the Metropolis. Respondents contended that some of their relatives in the northern part of Ghana moved in to join them without notification and clear plan about what they were coming to do in Kumasi. They explained that with the current levels of unemployment among those already in the city any new addition compounds the problem. Another cause of poverty as cited by 32% of the respondents was lack of education and skills of majority of people living in the Zongo communities. Respondents explained that unlike today where parents are doing everything to educate their children despite the difficulties, it was not so a couple of decades ago.

These people now constitute the adult and working class, who because of the lack of any formal education are jobless. Furthermore, 23% (figure 5.7) indicated that there is general lack of job opportunities in the country. They added that, if there were jobs people within the Zongo communities who are also Ghanaians, would not be excluded.

Fig 5.7 Causes of Poverty in Study Areas According to Parents (%)



Source: Field survey, 2011

5.5 Relationship between Parents' Level of Education and Pupils' Academic Performance in Schools within the Study Area.

The third significant factor gleaned from the factor analysis is level of education of parents. The common view is that highly educated parents provide an environment, which improves their children's opportunities and decision process. This assumption was for example, the base of World Bank programmes to improve female education with evidence that more educated mothers have healthier children (Behrman, 1997).

There is also a wealth of evidence on the positive relationship between parent education, especially mother's education and offspring's education (Behrman, 1997). In fact, from Table 5.12, a chi-square calculation done to determine the significance of this relation indicates there is statistical significance with value 19.436, a degree of freedom (df) of 2 and a p value of .002. Various researches especially by Behrman (1997), Chevalier (2004) and Chevalier et al, (2005) assert that parents with higher education are able to positively influence children's education and vice versa.

Table 5.12 Chi- Square Test Result Showing Relationship between Parents' Education and Pupils' academics Performance in Schools.

	Value	Df	Asymp. Sig (2- sided)
Pearson Chi- Square	19.436 ^a	2	.002
Likelihood Ration	15.129	2	.000
Linear- by- Linear Association	13.512	1	.001
N of Valid Cases	180		

Source: Field survey, 2011

Data collected indicate that 24.6% have never had any education, 15.3% have had education up to the primary level, 16.9% up to the JHS, 27.5% SHS, and 6.5% have had vocational and technical training. All indications therefore point to a very low level of education, even though majority by UN standard are literate. Dubow et al. (2009), in a research titled “Long- term Effect of Parent’s Education on Children occupational Success” concluded that “children with more highly educated parents developed higher aspirations for their own education and attained more education by age 19.....”

Judging from the very poor and low quality education in the study areas, the general unwillingness of children from the Zongo communities to attend school may partly be attributed to the very low levels of education of parents.

This strong relationship has been confirmed by the p. Value of .002 of the Pearson Chi-Square calculation, and identified in the Principal Component Analysis as a significant variable in determining the quality of education in the study area.

It is a general belief in Ghana that it is the rich or the well-to-do who send their children to private schools. This assertion stems from the fact that education in private schools is far more expensive than in public schools and that the poor would not be able to pay the huge amount of fees charged in these private schools. Further, pupils from private schools perform better in the Basic Education Certificate Examinations than pupils from public schools. Hence, every parent would take the child to a private school to secure a better education and gain easy access to a good Senior High School.

One can therefore conclude that, with the very low incomes of parents, most of them could not afford private school education for their children. The type of school parents send their children is a factor of the income of parents. Cross-tabulation between type of school pupils attended and income of parents reveals that those with higher income sent their children to private schools.

Table 5.13 Cross- tabulation showing the Relationship between the Type of Basic School of pupils and Parents' Monthly Income

Type of basic school of children	Monthly income of parent								Total	
	Less than Gh¢50		Gh¢51- Gh¢200		Gh¢101- Gh¢200		Above Gh¢200		N=180	
	F	%	F	%	F	%	F	%	F	%
Public	24	48	23	69.6	15	30.6	2	4.2	64	35.5
Private	1	2	8	24.2	15	30.6	41	85.4	65	36.1
Arabic and English	25	50	2	6.0	19	38.7	5	10.4	51	28.4
Total	50	27.7	33	18.3	49	27.2	48	26.6	180	100.0

F=Frequency

Source: Field survey, 2011

This assertion is further supported by a chi-square p value of .0300 that shows a significant relationship between income of parents and the kind of basic school their children attend.

It is important to stress that the Arabic and English schools are also public schools although they are mostly located within the Zongo communities and teach both Arabic and English. It is clear from the cross tabulation that, as the income of a parent increases, the number of pupils in private schools also increases.

This means that a parent is likely to take his child to a private school if his income is above GH¢200. A different picture was however unraveled during the in-depth interview as 120 of the parents representing 66.6% of the parents will like to send their children to an Arabic and English school to learn both secular and religious knowledge.

This situation raises issues on the choice of either private or public school by parents and actually questions the argument that, a Parent will take his child to a private school if he attains higher income.

Table 5.14 Chi- Square Test Result showing relationship between Parents' income and the type of School Pupils attend.

	Value	Df	A symp. Sig. (2-sided)
Pearson Chi- Square	18.346 ^a	16	.0300
Likelihood Ratio	17.423	16	0.359
Linear- by- Linear Association	0.001	1	0.979
N of Valid Cases	180		

a. 22 cells (81.5%) have expected count less than 5. The minimum expected count is 0.12.

Source: Field survey, 2011

In fact, a chi-square calculation done to determine the significance of this relation reveals that there is a Pearson chi-square with value 18.346, with a p-value of 0.300 which is above the significant value of 0.05. This means that there is no significant relationship between income and the type of school children attend.

5.6 Location Factor and Academic Performance

Several researches and documents by the various Metropolitan Assemblies (KMA,2006) have described Zongos as urban slums characterized by lack of adequate social amenities, poor planning, high population and congestion. The researcher, as part of the objectives, intended to find out how the location factors impact on education in the study areas.

The study revealed that location/environment of the schools influenced the performance of pupils. Teachers were very particular about the level of noise making around the school during school hours. The effect, according to them, was the distraction that the high level of noise brings on pupils making them lose concentration during classes. All these challenges are interrelated factors, and a combination of two or more is likely to result in low pupils' performance in the study areas (Tables 5.2 and 5.15).

Teachers were again asked to list the major challenges they faced in their respective schools. Among the challenges mentioned include high poverty levels among pupils, noisy environment, poor infrastructure and poor academic performance (Table 5.15). Others included low motivation of teachers and lack of teaching and learning materials.

Table 5.15 Challenges Facing Schools in the Study Area

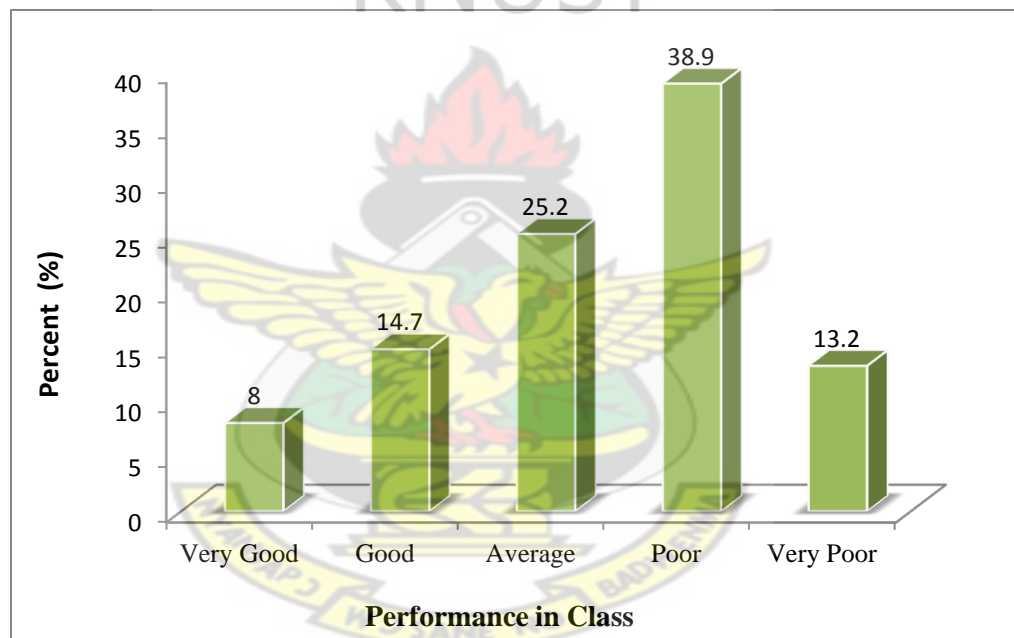
Challenges	Selected schools in the study area										Total	
	Nasiriya		Wataniya		Najahiya		Sakafiya		Rashidiya		N=30	
	F	%	F	%	F	%	F	%	F	%	F	%
Low motivation of teachers	1	11.1	1	16.5	0	0.0	1	16.5	1	16.5	4	13.3
Lack of teaching and learning materials	1	11.1	1	16.6	0	0.0	0	0.0	0	0.0	2	6.7
Noisy environment	1	11.1	0	0.0	1	33.3	0	0.0	1	11.1	3	10.0
Poor academic performance	1	11.1	1	16.6	1	33.3	1	16.6	1	11.1	5	16.7
Limited instructional time	1	11.1	0	0.0	0	0.0	0	0.0	0	0.0	1	3.3
High poverty levels among pupils	2	22.2	2	33.3	0	0.0	3	50.0	2	33.3	9	30.0
Poor infrastructure	2	22.2	1	16.6	1	33.4	1	16.6	1	16.6	6	20.0
Total	9	0.25	6	20	3	10	6	20	6	20	30	100

F=Frequency

Source: Field survey, 2011.

Teachers were then asked to give a general description of the conduct of pupils during class work. The results presented in figure 5.8 indicated the concentration of 52.1% of the pupils around 'poor' and; very poor'. The Teachers, however, indicated that students' attendance to school were regular except for lateness by some of the pupils. Teachers think that there is the need for extra classes for pupils if any meaningful progress is to be made.

Fig 5.8 Performance of Pupils in Class in the Study Areas (%)



Source; Field survey, 2011

The study revealed a very poor infrastructure of schools within the Zongo communities. According to teachers, and as confirmed by headmasters/head teachers, some of their school buildings were in bad shape needing rehabilitation. Other problems included inadequate furniture for pupils, very little or no teaching and learning materials, very crowded classrooms, no libraries and noisy environment. All these were responsible for the low performance of pupils in schools.

Plate 5.1 Classroom arrangement of Sakafia Islamic School at Sawaba

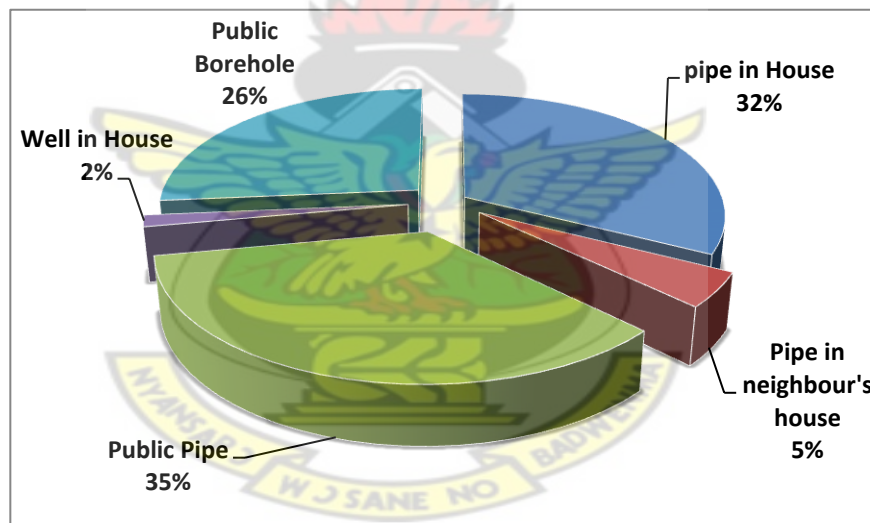


Source: Field survey, 2012

Plate 5.1 shows the nature of a class room in Sawaba, one of the selected Zongo communities of Kumasi Metropolis. Attention was drawn to the state of the walls and classroom infrastructure both of which need rehabilitation.

According to the parents involved in the study, the main source of water for domestic use was pipe - borne water. As indicated in the results, 32% of the households had pipe-borne water, 35% had access to pipe water from public standpipes, 5% got their water from homes of neighbors. The remaining 28% of the respondents' sources of water were public boreholes and wells within their houses. It is clear therefore, that majority of people within the study area have access to potable water. The average time it took pupils to get a bucket of water from the source was 15 minutes. This does not influenced lateness of the pupil's to school as most of the schools are located within the Zongo communities.

Fig 5.9 Source of water for Households in Study Areas (%)

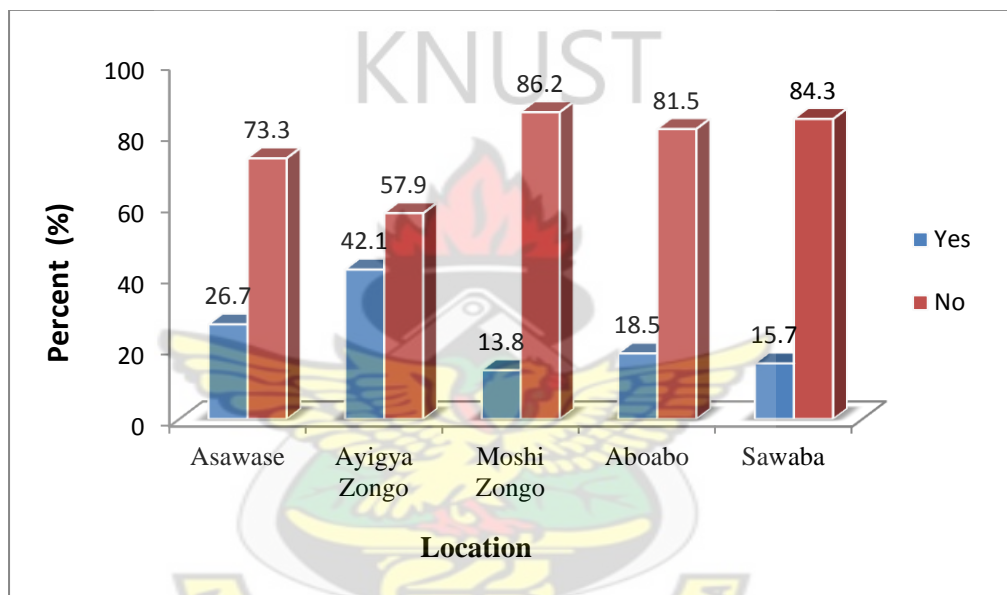


Sources: Field survey, 2011

Within the study area, water shortages were not frequent, except when there were major repair works. This was confirmed by 95% of the respondents who indicated that they did not experience regular water shortages.

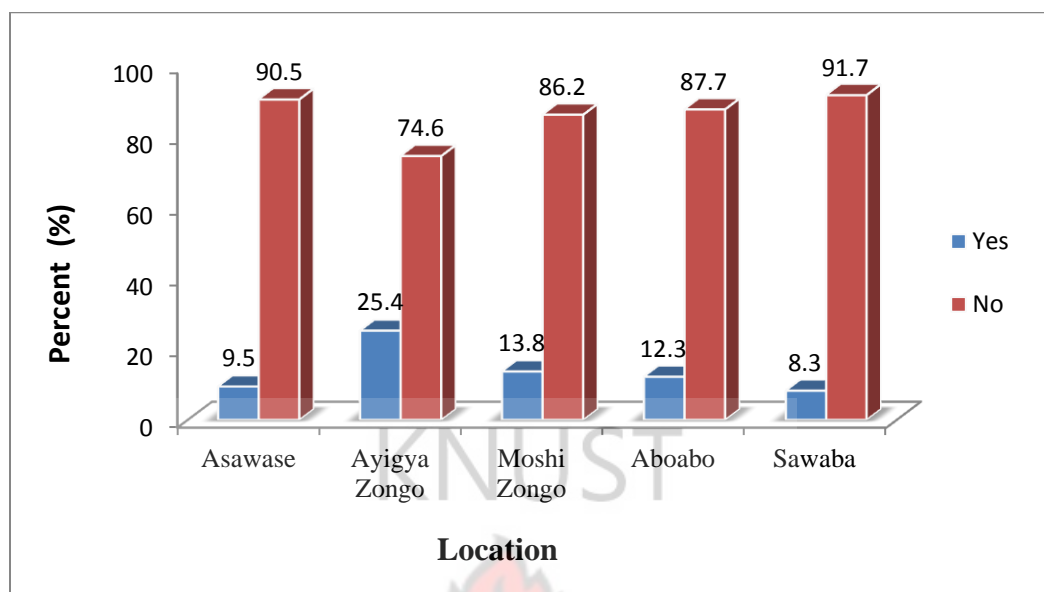
In terms of variations in the availability of water, Ayigya Zongo seemed to fare better than all the other study areas. These variations are a reflection of the relative location of these communities, Ayigya Zongo has relatively more and better social amenities due its strategic location to the Kwame Nkrumah University of Science and Technology and other very good education institutions.(Figures, 5.10, 5.11 and 5.12).

Fig 5.10 Availability of running water in Households (%)



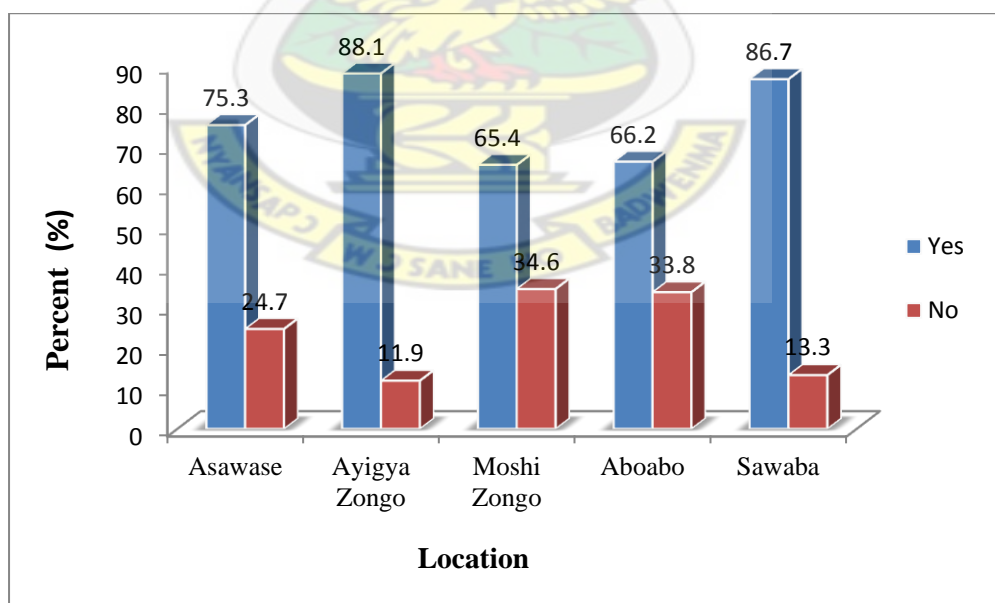
Source: Field survey, 2011

Fig 5.11 Availability of Toilet Facility in Household (%)



Source: field survey, 2011

Fig 5.12 Availability of Bathroom in Household (%)



Source: Field survey, 2011

Furthermore, a cross tabulation of the number of rooms used for sleeping and the number of parents own children living in the household reveal a very high room occupancy rate. From table 5.17, 15 respondents had 7 children in addition to the parents sleeping in one room, 16 had 6 children in addition to parents sleeping in one room, and thus, high room occupancy rate is likely to affect the health and academic performance of pupils in the study areas as they might not have an encouraging environment for their studies.

Table 5.16 Room Occupancy Rate in all the Study Areas

Number of pupils in a household	Number of rooms used for sleeping												Total	
	1room		2rooms		3rooms		5rooms		6rooms		8rooms		N=180	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	5	4.5	1	1.7	0	0	0	0	0	0	0	0	6	3.3
2	10	9.0	3	5.3	0	0	0	0	0	0	1	0.5	14	7.2
3	13	11.8	8	14.2	3	30	0	0	0	0	0	0	24	13.3
4	23	20.9	4	7.1	3	30	0	0	0	0	0	0	30	16.6
5	28	25.4	12	21.4	3	30	0	0	0	0	0	0	43	23.8
6	16	14.5	12	21.4	0	0	1	50	1	100	0	0	30	16.6
7	15	13.6	16	28.5	1	10	1	50	0	0	0	0	33	18.3
Total	110	61.1	56	31.1	10	5.5	2	1.11	1	0.5	1	0.5	180	100.0

Source; Field survey 2011

The various study areas were analyzed together to give special variations to the study. On regularity of income, for example, 85% of the parents interviewed at Ayigya Zongo indicated their income was regular. 94.1% of the parents interviewed at Asawasi said their income was regular while 73.5% of the parents at Aboabo said they had regular income. In Moshie Zongo and Sawaba, 18.1% and 16.1% of the parents indicated they had a regular income respectively. This revealed that parents from Asawasi and Ayigya Zongo have a regular income than those from Aboabo, Moshie Zongo and Sawaba.

In relations to additional income, 100% of the parents interviewed at Ayigya Zongo indicated they had additional income, 56.7% of the parents at Asawasi had additional income while in Moshie Zongo 56.5% had additional income, at Aboabo and Sawaba however, only 39.1% and 18.6% had additional income. This revealed that parents from Sawaba and Aboabo have less additional income compared to those in the other study areas of Ayigya Zongo, Aboabo and Asawase.

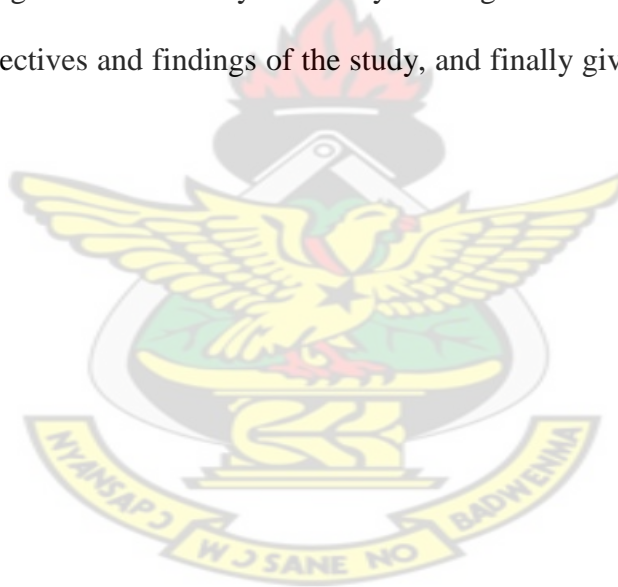
The interview further revealed that 87.0% of the parents at Ayigya Zongo will invest above 51% of their income into their children education. At Asawasi however, only 24.3% of the parents will invest above 51% of their income in their children education while 14.3% of the Parents at Aboabo will invest above 51% of their income in their children education. No parents at Moshie Zongo and Sawaba will invest above 51% of their income in their children's education. This explained why pupils from Ayigya Zongo and Asawasi performed better than those from Aboabo, Moshie Zongo and Sawaba.

5.7 Summary

This chapter has presented a detailed account of the socio-economic factors that influenced education in the Zongo communities of the Kumasi Metropolis. Among the numerous factors, the income of parents, the educational background of parents and the location of the school have been outlined as the major factors that influence education in the Zongo communities.

The chapter further expressed the perception of the people in the Zongo communities regarding issues of poverty, giving an account of the poor and the rich in the study areas.

The next chapter gives the summary of the key Findings with recommendations based on the objectives and findings of the study, and finally gives the conclusions to the study.



CHAPTER SIX

6.0 SUMMARY OF KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

Education has been a challenging theme in recent times. In spite of considerable efforts globally, some countries face serious challenges in providing the kind of quality education that is needed at all levels to propel development. Global commitment for better education is manifested in the United Nations report of 2003.

In Ghana, the search for better education has been demonstrated in the numerous educational reforms in the country before and after independence. Until recently, research has not sought to demonstrate the effects of poverty on education; the focus has been on poverty and health (WHO, 2002). This study, therefore, examined the relationships between indicators of poverty like employment and income on Pupils' academic performance in the selected Zongo communities of the Kumasi Metropolis based on simple random sampling as indicated in chapter three of this study.

The general objective of this study, therefore, was to examine the social and economic factors that influence education in the selected Zongo communities of the Kumasi Metropolis. The study reviewed the various educational policies and their impact on education in Ghana and the study area.

A total of five Zongo communities were selected from the Kumasi Metropolis in the Ashanti region for this study. The selected communities were: Aboabo, Asawase, Moshie-Zongo, Ayigya-Zongo and Sawaba. The research tools used included interviews, questionnaires, discussions and field observation.

Different structured questionnaires were administered to teachers, head teachers, pupils and parents. Questionnaires were administered to a hundred and eighty parents, hundred and eighty Pupils, thirty teachers, five head teachers and one Ghana Education Service personnel. The parents and students were sampled using the simple random sampling technique. The Teachers and Head teachers were purposively sampled from the selected schools in the study area. Descriptive statistics including factor analysis frequencies, chi-square test and cross tabulations were employed. Key findings were highlighted in the analysis of the data.

6.2 Summary of Key Findings

Using Principal Component Analysis the study identified underlying factors that explain the pattern of correlations within a set of observed variables, including employment status, type of occupation, parents' income, parents' level of education, number of children, type of house, percentage of income invested in children's education and religion. The effectiveness of relevant policies on education was assessed based on the objectives of the study. A review of policies on education revealed that, the numerous educational policies were inadequate, and lack of proper implementation strategies of the policies affected their viability.

The significance of the level of income and its impacts on education became evident when the pupils were asked the amount of money given to them daily. The responses indicated that, money given to majority of the pupil (56.9%) was inadequate and as much as (41.6%) did not eat anything at home before going to school.

A cross tabulation between parents' income and pupils' performance was done based on the pupils' position in their last examination. The analysis revealed that, pupils whose parents could afford to give them adequate pocket money for lunch performed better judging from the last examination taken by the pupils.

Further, cross tabulation between the type of school pupils attended and income levels of parents revealed that those with relatively higher income sent their children to private schools. Parents' educational qualification was also another factor that influenced the academic performance of pupils in the Zongo communities. Parents with educational qualifications had their children performing better in schools than those who had no or less educational qualification.

On the perception of poverty in the study area, inadequate income, lack of proper shelter, inability to feed oneself and family, inability to educate children, and lack of respect and recognition by society underscored the definitions and understanding of the parents on poverty. When the parents were asked to declare their individual status from their own definition of poverty, 35.6% indicated they were poor, 49.8% said they were average and 14.6% said they were rich.

The study generally therefore revealed that the low income of parents influenced the academic performance of pupils in schools. This confirms the findings of previous studies that, the economic and educational background of a parent is an important factor in a child's educational progress (Behrman, 1997).

6.3 Conclusions

The research question, the study objectives and propositions have been adequately addressed in the previous chapters. The problems identified have been examined and a summary of key findings highlighted. This section presents the conclusions of the study based on the examination and discussion of the evidence derived from desk and field investigations.

- i. The study sought to find out what specific economic indicators influence academic performance in the study area. From the analysis of data collected, income levels influence academic performance of pupil in the Zongo communities.
- ii. Based on the assessment of the various educational policies and their implementation, the study concludes, among other things, that government policies on education in the KMA were inadequate, and where they existed, implementation was lacking.
- iii. Again, based on the analysis of data and key findings on the perception of poverty in the Zongo communities, the study concluded, among other things that, lack of income (36%) and inability to feed oneself and family (34%) were the major perception and understanding of people in the Zongo communities on poverty. The cross tabulations conducted revealed a significant relationship between parents' income and pupils' academic performance.

- iv. Overall, it is concluded that, to improve pupil's academic performance, parents must involve themselves in secure and gainful employment, so as to improve their income. This is so because, a higher and secure income, will bring about a corresponding improvement in pupils performance in schools within the Zongo communities.

6.4 Recommendations

The study revealed a general low level of income in the Zongo communities. In accordance with the findings of the study, the following recommendations have been made in order to address the negative influence of poverty on education.

6.4.1 School Feeding Program.

The study revealed that, majority of the pupils constituting 56.9% were not given enough pocket money and 41.6% of the pupils do not eat anything at home before going to school. This has serious implication on their health and consequently their physical, mental and psychological development.

The introduction of School Feeding Program in the schools within the Zongo communities by the Kumasi Metropolitan Assembly will help maintain a healthy physical and mental development of the pupils and thereby increase their attention and performance in class.

6.4.2 Education and Training

It is recommended that, the chiefs and assembly members in the study areas use their position to educate parents on poverty issues and how to put themselves into income generation activities to better their livelihoods.

This will help improve the performance of pupils in the study area since improvements in income results in improved performance. Pupils should also be educated on the need for studies both during and after school hours. The assembly members should also engage graduates and other qualified people within the communities to assist pupils in their studies when they are on vacation. This could be done by organizing vacation classes for the pupils.

6.4.3 Provision of School Infrastructure.

The Kumasi Metropolitan Assembly in the respective communities should also adopt measures and mechanisms to ensure provision of adequate infrastructure including tables and chairs in the schools within their jurisdiction. This is because most of the schools lack adequate infrastructure to promote effective teaching and learning and the schools are thus at a disadvantage.

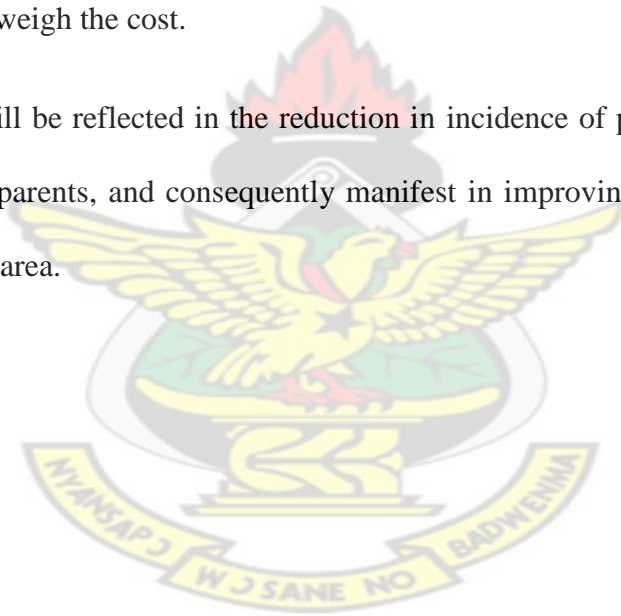
6.4.4 Effective Youth Empowerment Policy

The study revealed that, as many as 17.6% of the respondents were unemployed and out of the 162(82.4%)who had some kind of employment, 23.5% and 8% respectively indicated their current jobs were “insecure” and very “secure”. There is therefore the need for effective implementation of the government’s National Youth Employment Program (NYEP) particularly in the Zongo communities. This would make the parents, in

particular, economically productive and would help them earn a living. The establishment of Youth centers and vocational schools within the Zongo communities with the basic functions of offering career guidance and counseling will equip the youth with specific vocations such as carpentry, masonry, tie and dye making and hair dressing.

It is recommended that, the Metropolitan Assembly enters into partnerships with companies inside and outside the communities to help train the youth in acquiring skills in various fields. Akate Farms Company, for example, could help train the youth in poultry farming. Though engaging in such companies could be costly, in the long run, the benefits will outweigh the cost.

Such benefits will be reflected in the reduction in incidence of poverty, improvement in the lives of the parents, and consequently manifest in improving performance of pupils within the study area.



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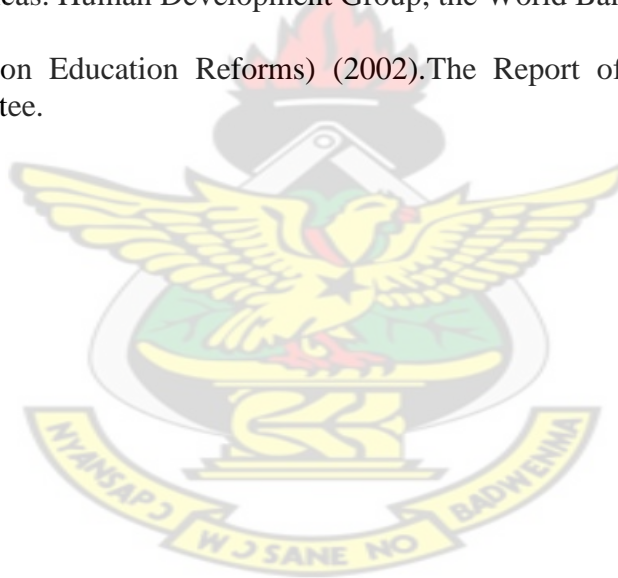
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APPENDICES

APPENDIX I

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

Faculty of social sciences

Department of geography and rural development

The Socio-Economic Effects of Poverty on Pupil's Academic Performance in Zongo

Communities in Kumasi, Ashanti Region

QUESTIONNAIRE FOR HOUSEHOLD HEADS (PARENTS)

Respondent's first Name:	Questionnaire Number:
Respondents last Name:	Date of interview:
Place of interview:	Interviewer Name:
Gender:	Language of interview:
Marital status:	Native language of Respondent:
	Translator used:
	Time (start/stop):

SECTION A: BACKGROUND INFORMATION

1. How long have you lived continuously in this community?
 - a. 1-5 []
 - b. 6-10 []
 - c. Since birth []
 - d. A visitor []
 - e. Others specify.....
2. What is the reason why you moved into this community?
 - a. Better education prospect []
 - b. Better business prospect []
 - c. To find a job []
 - d. Others specify
3. In what month and year were you born?

4. How old were you on your last birth day?
5. Are you currently married or living with a man/woman?
- a. Currently married []
 - b. Living with a woman/man []
 - c. Not in a union []
 - d. Others specify
6. Have you ever been married or lived with a man/woman?
- a. Formerly married []
 - b. Lived with a man/woman []
 - c. Not in a union []
 - d. Others specify
7. What is your marital status now?
- a. Widowed []
 - b. Divorced []
 - c. Separated []
 - d. Others specify
8. Is your husband/wife/partner living with you now or is she/he staying elsewhere?
- a. Living together []
 - b. Staying elsewhere []
 - c. Others specify
9. Have you ever given birth?
- a. Yes []
 - b. No []
10. How many sons live with you?
11. How many daughters live with you?
12. How many persons live with you but are not your children?
13. What is your religion?
- a. Christian []
 - b. Muslim []
 - c. No religion []
 - d. Others specify
14. What kind of job do you do?
- a. Teacher []
 - b. Trader []
 - c. Banker []
 - d. Others specify
15. How would you describe the security of your job?
- a. Very secured []
 - b. Secured []
 - c. Insecure []

d. Very insecure []

16. Give reasons for your answer in question 15 above?

.....
.....
.....

17. What is your employment status now?

- a. Unemployed []
- b. Self employed []
- c. Employee []
- d. Retired []

18. What is your monthly income?

- a. Less than GH¢50 []
- b. Between GH¢5 and GH¢100 []
- c. Between GH¢10 and GH¢200 []
- d. Above GH¢200 []

19. Do you have any additional income besides your regular work?

- a. Yes []
- b. No []

20. If yes specify.....

21. How would you describe the regularity of your income?

- a. Very regular []
- b. Regular []
- c. Irregular []
- d. Very irregular []

22. Give reasons for your answer in question 21 above?

.....
.....
.....
.....

23. What percentage of your income goes into your children's education?

- a. 30% []
- b. 40% []
- c. 50% []
- d. Others specify.....

SECTION B: DWELLING UNIT

24. What type of house do you live in?

- a. Compound house []
- b. Flat (apartment) []
- c. Uncompleted House []
- d. Single room in a family house []

25. Do you own, rent or live free of charge (not owned but no rent being paid in this housing unit)?

- a. Own []
- b. rent []
- c. live in free of charge []
- d. Others specify.....

26. How many rooms are available for your household?

- a. One room []
- b. Two []
- c. Three []
- d. Others specify []

27. How many of the rooms are used for sleeping?

- a. One room []
- b. Two []
- c. Three []
- d. Others specify

28. What kind of material has been used in roofing the house?

- a. Tiles []
- b. Asbestos sheets []
- c. Concrete/cement []
- d. Other specify

29. What kind of material has been used for the floor of the house?

- a. Tiles []
- b. Cement []
- c. Wood []
- d. Others specify

30. Indicate the facilities available in your house

Facility at residence	Availability	
	Yes	No
Running water		
W.C. toilet		
Bathroom		
Kitchen		
Electricity		

31. What is the main source of water for your household?

- a. Pipe water in house []
- b. Pipe water in neighbours' house []
- c. Well water in house []
- d. Others specify

32. How long does it take to go get water and back?

- a. 10 minutes []
- b. 20 minutes []
- c. 30 minutes []
- d. Above 30 minutes []

33. How frequent do you experience water shortages?

- a. very frequent []
- b. Frequent []
- c. Not frequent []
- d. Not at all []

34. Give reasons for your answer in question 33 above?

- a. Inability to pay bills []
- b. Facility equipments []
- c. Negligee of VRA []
- d. Other specify.....

35. What toilet does your household usually use?

- a.W.C. Toilet []
- b. Traditional pit latrine []
- c. KVIP latrine []
- d. Public toilet []

36. What type of energy does your household use for lighting?

- a. Electricity []
- b. Kerosene []
- c. Candles []
- d. Others specify.....

37. What is the source of lighting at night in your household?

- a. Electricity []
- b. Candle []
- c. Chargeable lamp []
- d. Others specify.....

38. How frequently do you experience power shortages?

- a. Very frequently []
- b. frequently []
- c. Not frequently []
- d. Not at all []

39. Give reasons for your answer in question 38 above?

- a. Inability to pay bills []
- b. Faulty equipments []
- c. Negligence of ECG []
- d. Others specify.....

40. What type of fuel does your household usually use for cooking and heating?

- a. Charcoal []
- b. Firewood []
- c. Electricity []
- d. Others specify

41. Where is cooking done in your household?

- a. In an open space []
- b. Veranda []
- c. Kitchen []
- d. Others specify

42. Where does your household usually dispose of its refuse or solid waste?

- a. Public refuse bin []
- b. Burnt []
- c. Public refuse dump []
- d. Gutters []

43. Whose duty is it in your household to dispose of household waste?

- a. Young girls []
- b. Young boys []
- c. Others specify.....

SECTION C: EDUCATION

44. What is your highest level of Education?

- a. primary []
- b. J.H.S []
- c. S.H.S []
- d. Others specify.....

45. What is your highest educational qualification?

- a. Certificate []
- b. Diploma []
- c. Degree []
- d. Others specify.....

46. What basic school do your children attend?

- a. Public []
- b. Private []
- c. Arabic and English school []
- d. Others specify

47. Where is the school located?

- a. In the zongo community []
- b. Outside the zongocommunity []
- c. Others specify

48. How long does it take your children to go to school?

- a. 10 minutes []
- b. 20 minutes []
- c. 30 minutes []

d. Above 30 minutes []

49. By what means do your children go to school?

a. walking []

b. taxi []

c. public transport []

d. private car []

50. Would you say the school is very far away from your home?

a. Strongly agree []

b. Agree []

c. Disagree []

d. Strongly disagree []

51. My children usually leave home early to school.

a. Strongly agree []

b. Agree []

c. Disagree []

d. Strongly disagree []

52. My children are usually late to school.

a. Strongly agree []

b. Agree []

c. Disagree []

d. Strongly disagree []

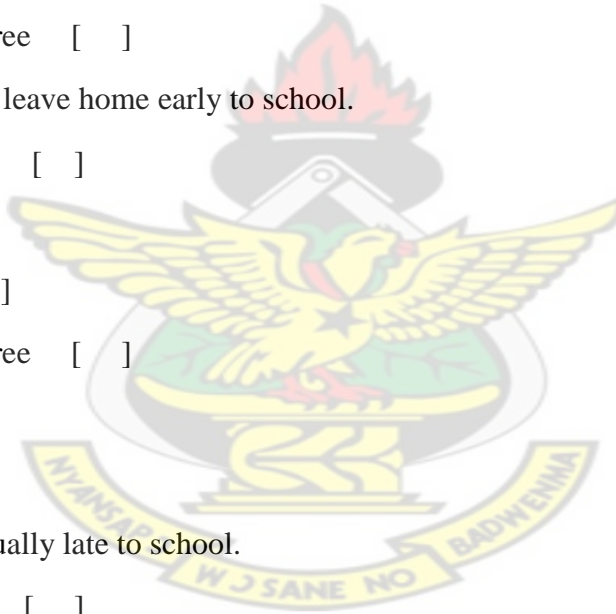
53. My children have been sent home for none payment of school fees.

a. Strongly agree []

b. Agree []

c. Disagree []

KNUST



d. Strongly disagree []

54. I am not able to pay school fees on time.

a. Strongly agree []

b. Agree []

c. Disagree []

d. Strongly disagree []

55. It is difficult to provide all the things (uniforms, books, etc.) my child/children need for school.

a. Strongly agree []

b. Agree []

c. Disagree []

d. Strongly disagree []

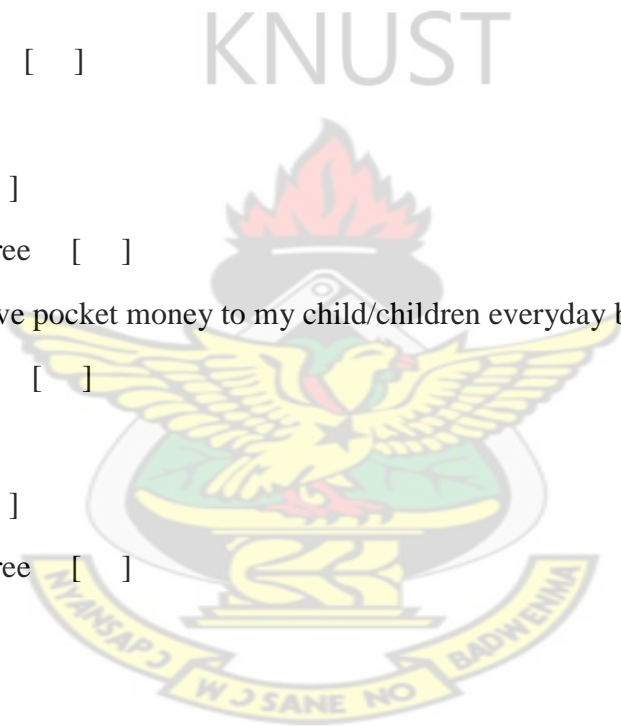
56. I am unable to give pocket money to my child/children everyday before they go to school

a. Strongly agree []

b. Agree []

c. Disagree []

d. Strongly disagree []



57. Indicate the number of children at different level of education in your household.

Education Gender	Not in school	Pre school	Primary basic	J.H.S	S.H.S	Poly	University	Quoranic
Male								
Female								
Total								

58. How many of your children have successfully completed J.H. S?
.....

59. How many of your children above age 16 have been unable to complete J.H.S?
.....

60. Give reason for your answer above

- a. Poor performance []
- b. Low income []
- c. Non availability of schools []
- d. Childs unwillingness to go school []

61. How many of your children have successfully completed S.H.S?

62. How many of your children have been unable to complete S.H.S?

63. Give reasons for your answer in question 62 above

- a. Poor performance []
- b. Low income []
- c. Non availability of schools []
- d. Childs unwillingness to go to school []

64. How many of your children of tertiary school going age are in school?.....

65. How many of your children of tertiary school going age are out of school?

66. Give reason for your answer in question 66 above

a. Poor performance []

b. Low income []

c. Non availability of schools []

d. Childs unwillingness to go to school []

67. How many people in your household have completed school but are not working?.....

68. How many people in your household have completed school and are working?
.....

69. On average how much do you spend in a month on food?
.....

70. What was the performance of your child in the last examination he/she took?

a. Very good []

b. Good []

c. Bad []

d. Very bad []

71. Do you keep records of terminal report?

a. Yes []

b. No []

72. If yes can I see the records?

a. Records seen and complete []

b. Records seen but incomplete []

c. Records could not be produce []

d. Others specify.....

73. Are you happy with your wards performance at school?

a. Very happy

b. Happy

c. Unhappy/disappointed

d. Very unhappy/very disappointed

74. What can you do to encourage your child to perform better?

.....
.....
.....
.....

SECTION D: POVERTY

75. How would you define poverty in your own words.....

.....
.....

76. Do you know anybody who by this community standard, can be said to be poor?

a. Yes []

b. No []

77. What distinguishes a poor person from one who is non-poor in this community?

.....

78. What do you perceive as the causes of poverty in this community?.....

79. Do you know anybody who by this community standard, can be said to be rich?

a. Yes []

b. No []

80. By this community standard would you say you are poor not poor or rich?

A. Poor []

B. not poor []

C. rich []

APPENDIX II

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

Faculty of social sciences

Department of geography and rural development

The Socio-Economic Effects of Poverty on Pupil's Academic Performance in Zongo

Communities in Kumasi, Ashanti Region

QUESTIONNAIRE FOR PUPILS

Respondents first name:	Questionnaire number:
Respondents last name:	Date of interview:
Place of interview:	Interviewer name:
Gender	Language of interview:
Gender:	Native language of respondent
Marital status	Translator
	Time(start/stop):

SECTION A: BACKGROUND INFORMATION

1. In what class are you?.....
2. In what month and year were you born?.....
3. How old were you on your last birthday?.....

SECTION B: DWELLING UNIT

4. What type of house do you live in
 - a. Compound house []
 - b. Flat(apartment) []
 - c. Uncompleted house []
 - d. Single family house []
5. How many rooms are available to you?.....

6. How many of you sleep in a room?.....

7. Indicate the facilities available in your house.

Facility at residence	Availability	
	Yes	No
Running water		
w.c. toilet		
Bathroom		
Kitchen		
Electricity		

8. Do you experience water shortages in your house?

a. Yes []

b. No []

9. If yes how does that affect your study time

.....

10. Do you experience power shortages in your house?

a. Yes []

b. No []

11. If yes how does that affect your study periods

.....

12. Who disposes of refuse in your house?

a. Your boys []

b. Your girls []

c. Others specify.....

13. Where is the refuse disposed off?

a. Public refuse bin []

b. Burnt []

c. Public refuse dump []

d. Gutters []

14. How long does it take to dispose of refuse?

a. 10 minutes

b. 20 minutes

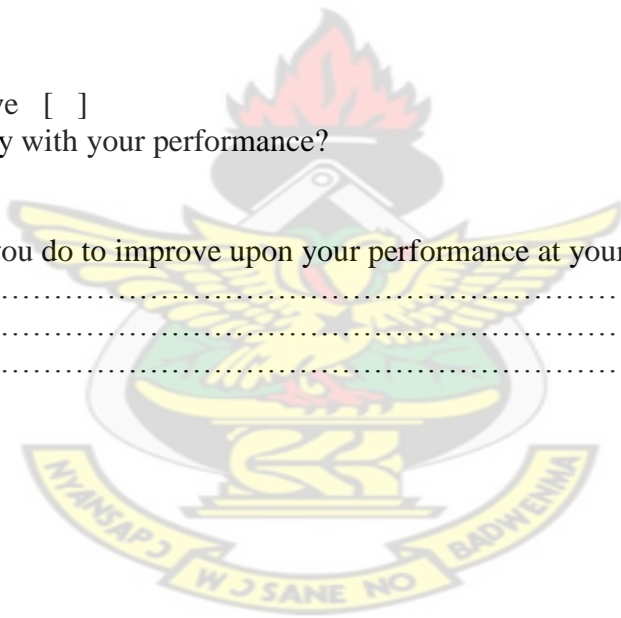
c. 30 minutes

- d. Above 30 minutes

SECTION B: EDUCATION

15. How long does it take you to go to school?
- 10 minutes
 - 20 minutes
 - 30 minutes
 - Above 30 minutes
16. By what means do you go to school?
- Walking []
 - Taxi []
 - Public transport []
 - Private care
17. Do you sweep before going to school?
- Yes []
 - No []
18. If yes do you always go to school on time?
- Yes []
 - No []
19. Do you wash cooking utensils before going to school?
- Yes []
 - No []
20. If yes do you always go to school on time?
- Yes []
 - No []
21. Do you eat before going to school?
- Yes []
 - No []
22. Are there tables and chairs in your classroom?
- Yes []
 - No []
23. Does your teacher teach well in class?
- Yes []
 - No []
24. Do you get pocket money when going to school?
- Yes. []
- No. []
25. If yes how much?.....
26. Is the pocket money sufficient
- Yes []
 - No []
27. If no, how much should be sufficient?
28. Is your school uniform in tatters?
- Yes []
 - No []

29. If yes, how do you feel in school?.....
30. What do you hope to become in future?.....
31. What do you think can help achieve that?
.....
.....
.....
32. What can prevent you from achieving that?
.....
.....
.....
33. What was your position in your last exams?
a. 1st-10th []
b. 11th-20th []
c. 21th-30th []
d. 31st and above []
34. Where you happy with your performance?
a. Yes []
b. No []
35. If no, what can you do to improve upon your performance at your next exams?
.....
.....
.....



APPENDIX III

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

Faculty of social sciences

Department of geography and rural development

The Socio-Economic Effects of Poverty on Pupil's Academic Performance in Zongo

Communities in Kumasi, Ashanti Region

INTERVIEW GUIDE FOR TEACHERS

Respondent's first name:	Questionnaire number:
Respondent's last name	Date of interview:
Place of interview:	Interviewer name:
Gender	Language of interview:
Marital status:	Native language of respondent:
	Translator used:
	Time(start/stop)

SECTION A: BACKGROUND INFORMATION

1. What is your highest level of education?
 - a. S.H.S []
 - b. Polytechnic []
 - c. University []
 - d. Other specify.....
2. What is your highest qualification?
 - a. Teachers certificate A []
 - b. Teachers certificate B []
 - c. Diploma in education []
 - d. Degree in education []
 - e. Other specify []

SECTION B. EDUCATION

3. What are the challenges you face as a teacher?

.....
.....
.....

4. How do your students perform in class work?

- a. Very good []
- b. Good []
- c. Bad []
- d. Very bad []

5. Are your students able to do their homework?

- a. Yes []
- b. No []

6. If yes do the students get it right all the time?

- a. Yes []
- b. No []

7. Who would you rank the attendance of your students to school?

- a. Very regular
- b. Regular []
- c. Irregular []
- d. Very irregular []

8. Would you describe the students in your class as?

- a. Very lazy []
- b. Lazy []
- c. Hard working []
- d. Very hardworking []

9. Would you describe the student in your class as?

- a. Very truant []
- b. Truant []
- c. Regular []
- d. Very regular []

10. Would you describe the students in your class as?

- a. Very respectful []
- b. Respectful []
- c. Disrespectful []
- d. Very disrespectful []

11. Would you describe the students in your class as?

- a. Very intelligent
- b. Intelligent
- c. Dull

d. Very dull

12. Is there the need for extra classes for your students?

a. Yes []

b. No []

13. If yes explain

.....
.....
.....

14. If no explain

.....
.....
.....

15. Do the students wear tattered uniforms to school?

a. Yes []

b. No []

16. If yes how does that make you feel in class?.....

17. How would you rank the performance of your students in the last exams?

a. Very good []

b. Good []

c. Bad []

d. Very bad []

18. Do your students concentrate on lesson thought in class?

a. Yes []

b. No []

19. Do your students concentrate on lessons thought in class?

a. Yes []

b. B []

20. Do your students bring pocket money to school?

a. Yes []

b. No []

21. In your opinion how much pocket money on average do your students bring to school?

a. 0-1ghc

b. 2-3ghc

c. 4-5ghc

d. Other specify.....

22. Is the money they bring to school sufficient

a. Yes []

b. No []

23. If no how much should be sufficient.....

24. Do your students always come to school on time?

a. Yes []

b. No []

25. If no what in your opinion makes them come to school late?.....

26. Please indicate the infrastructure in your school as approp

QUESTION	ANSWERS				
	Strongly disagree	Disagree	No response	Agree	Strongly Agree
There are adequate classrooms in the school					
There are adequate furniture(table and chair)in the school					
The class size is conducive for teaching					
The forms of punishment is standard for the students					
I have control of the class					
We have a play ground					
The level of discipline in the school is appreciable					

27. What in your opinion should be done to improve education in the zongo communities?

.....
.....
.....
APPENDIX IV

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

Faculty of social sciences

Department of geography and rural development

The Socio-Economic Effects of Poverty on Pupil's Academic Performance in

Zongo Communities in Kumasi, Ashanti Region

INTERVIEW GUIDE FOR HEAD TEACHERS/MASTERS

Respondent's first name	Questionnaire number
Respondent's last name	Date of interview
Place of interview	Interviewer name
Gender	Language of interview
Marital status	Native language of respondent
	Translator used
	Time (start/stop)

SECTION A: BACKGROUND INFORMATION

1. What is your highest level of education
 - a. Training college []
 - b. Polytechnic []
 - c. University []
 - d. Others specify.....
2. What is your highest qualification
 - a. Diploma []
 - b. Degree []
 - c. Masters []
 - d. Others specify.....

SECTION B: EDUCATION

3. What role do you play in the promotion of education in the zongo communities?

.....

.....

.....

4. Would you describe monitoring of the teachers in the schools of the zongo communities as effectively?

a. Yes []

b. No []

5. If yes, give reason

.....

.....

.....

6. If no, give reason

.....

.....

.....

7. Do the teachers in the schools of the Zongo communities carry out their teaching duties as required of them?

a. Yes []

b. No []

8. If yes, give reason

.....

.....

.....

9. If no, give reason

.....

.....

.....

10. What are some of the challenges you faces in the supervision of teachers in the schools located in the Zongo communities

.....

.....

11. Are the schools in the Zongo communities deprive?

a. Yes []

b. No []

12. If yes, please explain

.....
.....
13. If no, please explain
.....
.....

14. What in your opinion can be done to improve the situation of Zongo School?
.....
.....
.....

15. Are there any programmes to improve the academic performance of the students in the Zongo communities?

a. Yes []

b. No []

c.

16. If yes, what are some of the programs designed to improve the academic performance in the Zongo communities
.....
.....

17. Please provide students or pupils numbers for the following classes

Class	Number of boys	Number of girls	Total
1			
2			
3			
4			
5			
6			
JHS 1			
JHS 2			
JHS 3			
TOTAL			

18. Please indicate the qualification of teachers in your school.

Qualification	Number
University graduates	
Polytechnic graduates	
SHS/Pupil teachers	
Attendants	
Others	

19. Please indicate the infrastructure available in your school.

ANSWERS					
	Strongly disagree	Disagree	No response	Agree	Strongly agree
The school is located in a noisy environment					
The school does not have a library					
The school does not have a playground					
The school does not have enough classrooms					
The school does not have enough teaching materials					

The school does not have a library					
------------------------------------	--	--	--	--	--

20. How many teachers do you have at post now?

21. In your opinion, is the number of teachers adequate to teach all the students effectively?

a. Yes []

b. No []

22. If yes, explain

.....

23. If no, please explain

.....

24. In your opinion, is the number of teachers adequate enough to teach the required number of subjects in the school?

a. Yes []

b. No []

25. If yes, please explain

.....

26. If no, please explain

.....

APPENDIX V

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

Faculty of social sciences

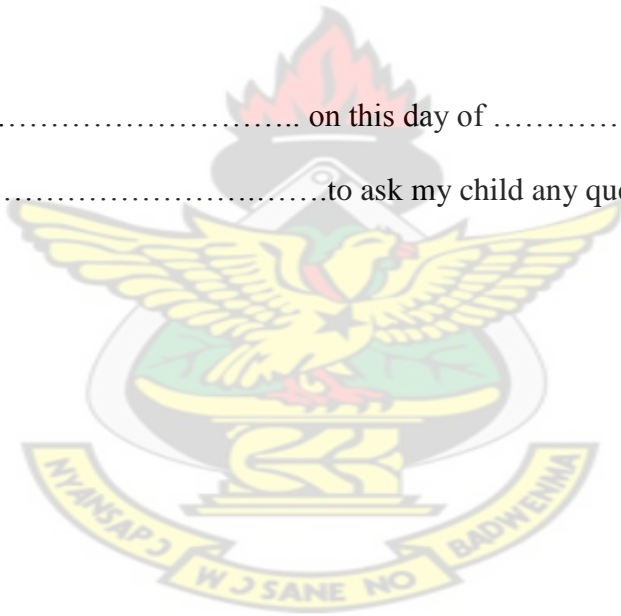
Department of geography and rural development

The Socio-Economic Effects of Poverty on Pupil's Academic Performance in Zongo

Communities in Kumasi, Ashanti Region

CONSENT FORM TO SOLICIT YOUR PERMISSION TO QUESTION PUPILS

I on this day ofhave given my
permission to.....to ask my child any question that relates to
his study.



Researcher

Parent

.....

.....

APPENDIX VI

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

Faculty of social sciences

Department of geography and rural development

The Socio-Economic Effects of Poverty on Pupil's Academic Performance in Zongo

Communities in Kumasi, Ashanti Region

PHOTO GALLERY OF THE SCHOOLS IN THE STUDY AREA

- A. Azhariya Islamic Primary School at Sawaba B.Students of Azhariya primary**



- C. Class in Session at Nasiriya Primary D.Strucure of Wadudiya Islamic School**



E. Strucure of Wadudiya Islamic School F.Strucure of Wadudiya Islamic School



G Strucure of Wadudiya Islamic School H strucure of Najahiya Islamic School



IStrucure of Najahiya Islamic School J Strucure of Najahiya Islamic School



KNUST

