

**Improving the quality of education at the basic level in the Northern Region: The case of
Gushegu District of Northern Ghana**



BY

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DECLARATION

I, MAHAMA OSMAN, author of this Thesis, do hereby declare that, this submission is my own work towards my Master of Science Degree in Development Policy and Planning and that, to the best of my knowledge, it contains no material previously published by another author nor materials which have been accepted for the award of other degree of the university, except references to other peoples work which have been duly acknowledged in the text.

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DEDICATION

I dedicate this work to all my family and friends, especially my parents whose patience, prayers and encouragement made this dream a success.

KNUST



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All thanks be to Allah the master, the sustainer and creator of the universe for His protection and guidance up to this date. Indeed I will ever remain His loyal servant for that. My sincere thanks go to my supervisor also double as the Course Director Dr. Justice Owusu-Ansah for his tremendous patience, guidance and contribution which led to the production of this thesis. May the Almighty Allah recompense him with His bountiful blessings in this world and hereafter. I wish to extend similar thanks to the Head of Department of Planning Dr. D. K. B Inkoom for his constant guidance and encouragement.

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ABSTRACT

The study was conducted in the Gushegu District of Northern Region of Ghana with the aim of establishing strategies that will improve the quality of basic education in the district. The study made due with both secondary data taken from the Ghana Education Service and primary data collected from 129 sample respondents consisting of head teachers, classroom teachers, Parents

Teachers Association/School Management Committee (PTA/SMCs) members, circuit supervisors and director of education (The simple random sampling through balloting technique was used to select five basic schools from each of the eight circuits to constitute forty sample basic schools. Again, the same method was employed to select one teacher from each of the sample schools, whilst purposive sampling technique adopted to compost the forty head teachers, forty PTA/SMCs of the sample schools, the eight circuits supervisors and the District Director of Education).

The study found that the current state of basic education delivery in the district was far from quality. For instance, the best performance of the District at the Basic Education Certificate Examination (BECE) for the recent past five years since 2008, was 37 percent in 2009/2010. However, this level of output at the BECE by the district on the same time frame was consistently fell below the least National average performance of 46.93 percent in 2013 (OpongSakyere et al..2013). This poor performance of the district could be attributed to challenges such as inadequate qualify and dedicated trained teachers (45 percent), inadequate teaching and learning materials (pupil textbook ratio, 5:1), poor parenting, poor conditions of service and inadequate infrastructure (thus, the district needs 60 number, 6-units classroom block at the basic level for serene classroom environment) militate against quality delivery.

The study further found presence of educational sector NGOs in the district, large tracks of land available to schools (for more classrooms construction) and availability of experienced teachers as potentials that could be tapped to improve the quality of basic education delivery in the district. The study again revealed that expansion of school infrastructure (by government and World Vision Ghana), intensification of supervision (GES Directorate) as well as introduction of inter-schools debate and quiz competitions (heads of basic schools) as strategies to improve quality education delivery. The study therefore recommends that in addition to implementing the above suggested strategies by the key stakeholders, educational sector organizations operating in the district should harmonize their divergent efforts to be able to impact on the delivery of quality basic education in the district.

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LIST OF ACRONYMS

UBE	Universal Basic Education
FCUBE	Free Compulsory and Universal Basic Education
MDG	Millennium Development Goals
UNDP	United Nations Development Programme
OECD	Organization of Economic Co-Operation for Development
NDPC	National Development Planning Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
MTDP	Medium-Term Development Plan
BECE	Basic Education Certificate Examination
ADP	Accelerated Development Plan
NSCE	New Structure and Content for Education
NERP	New Education Reform Programme
USAID	United States Agency for International Development
GPASS	Girls Participatory Approach to Student Success
CAMFED	Campaign for Female Education Development
WFP	World Food Programme

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

The greatest resource of every organization or nation is its human resource. The level of development of any country is subject to a very large extent on the level and value of training of its citizens (Osafo-Acquah and Asamoah-Gyimah, 2009). It is reported that, there is a significant correlation between the level of education of citizens in a country and the rate of improvement on the key elements of human development measurement indices (e.g. income, employment, health, gross domestic product, growth and poverty (OECD, 2012). In this regard, governments across the globe invest heavily to provide accessible education to bring about the needed development.

Currently, Cuba tops the global list of countries in terms of expenditure on education 18.7 percent of GDP, followed by Vanuatu of 11 percent GDP commitment (UNHDP, 2013). In Africa, Lesotho is the first country with a total of 10.4 percent of her GDP been allocated for education. She comes third in the global ranking of countries after Vanuatu (UNHDP, 2013).

Ironically, developing countries including Ghana where 85 per cent of the world's population future and with high illiteracy rate, rather spent much fewer resources on their children in terms of expenditure on education (Kremer and Holla, 2008). For instance, Ghana spent about 2.85 percent of GDP in 2005 on the provision of education which is far below the OECD threshold of 13 percent. This seeming lack of commitment to providing quality and accessible education could be responsible for the country's high illiteracy rate, poverty and the many more underperformance in achieving the Millennium Development Goals. Benavot (2011) observed that for more than two decades, the attention of the international policy community on education has been shifting away from issues of access, enrolment and years of schooling completed to issues of quality which borders on learning, skills acquisition and teacher quality. Benavot further argues that the policy turn has gained steam in recent years for several reasons. The major reason being that, most countries in the developing world are effectively attaining universal basic education (UBE), with net primary enrolment ratios greater than 95 percent, or are on track to doing so in the coming years. Having reached, or about to reach, UBE, improving the 'quality' of primary education and reducing inequalities in post-primary education are emerging as new issues in national policy

agenda. At international conferences on Education for All at Jomtien (1995) and later at Dakar in 2000, promotion of quality education and the satisfaction of basic learning needs were viewed as crucial aspects of international policy targets (UNESCO, 2000). This assertion appears to have been corroborated with results from the implementation of the free compulsory universal basic education (fCUBE) programme in Ghana in 1996 and the subsequent programmes such as capitation grant, school feeding programme and free school uniform, which led to average national gross enrolment of 77.6 percent in 2011 (NDPC, 2012).

However, opinions differ regarding the composition of quality education. At first, quality schooling mainly referred to the enabling conditions for learning, what many today consider as the major inputs to schooling, for example, school infrastructure, textbooks, instructional time and trained teachers (Benavot, 2011). What is changing in the 21st century is the conceptualization and measurement of quality education. Quality is viewed today more in terms of learning outcomes and less in relation to the enabling conditions for learning. This policy shift, broadly between quality as inputs to quality as outcomes, partly reflects the growing availability of comparative evidence on learning levels and disparities from an unprecedented number of international, regional and national assessments (Kamens and Benavot, 2011; Kamens and McNeeley, 2010).

This resulted in donors choosing to prioritize the monitoring of learning outcomes (instead of the enabling conditions for learning) and then allowing national decision makers to decide on the most effective combination of policy levers to improve learning outcomes. Thus, the increasing prevalence of assessments of student achievement (both high stakes and low stakes testing) has resulted in a narrowing of the notion of quality education. While previously viewed as encompassing multiple dimensions, each of which contributed to learners experience in school, quality education in recent times is more narrowly associated with learning outcomes, for the most part, cognitive knowledge and skills in language, mathematics and, to a lesser extent, to the field of science (Benavot 2011).

1.2 Problem Statement

It is a known fact that, quality education is dependent on effective and efficient teaching and learning. However, the schools of Gushegu District are faced with challenges in attracting

experienced and well qualified teachers stemming from continues reluctance of the district assembly to sponsor more teacher trainees and motivate the existing hard working teachers to put up their best. Also, acute shortage of 281 classrooms coupled with unevenly distribution of schools at the basic level enforced the pupils to cover an average distance of 8 and 15 km to access both primary and junior high schools respectively contrary to GES standards of 5 km radius to both schools (EMIS, 2013).

Besides, 37.5 percent of existing primary schools are without transitional kindergartens compelling pupils within the catchment areas of these schools to begin schooling at age 6 in the primary instead of 4 years at the pre-primary schools. This situation deprived the pupils from kindergarten education which serves as foundation for primary schooling and affects their performances in future. In terms of teacher quality, only 45 percent of the teacher population of 593 has been trained with requisite skills to teach the curriculum, culminating in qualified trained teacher to pupil ratio of 1:101, far above the national average of 1:39 (GDED, 2013).

As such, quality gap in terms of educational performance outcomes persists in the district and seems to be deteriorating year after year (GDA, 2012). For instance, according to GES the district best performance at the BECE for the past 5 years (since 2008) is 37.11, in 2009/2010, the rest are below 30 percent. This level of performances consistently and grossly fell below the least national average of 46.93 percent at the same time frame (Opong-Sekyere et al., 2013), generating series of questions that require urgent attention for strategies to tackle thereby enhancing quality tuition in the district.

1.3 Research Questions

The general question this research puts forth is how to improve on the quality of basic education in the Gushegu District? However, the specific research question that the study asks is:

- What is the current state of basic education delivery in the district?
- How do the weaknesses of the current delivery of basic education affect the performance of pupils in the district?
- Are there possible strengths to improve on the delivery of quality basic education in the district? and

- What can be done to address the weaknesses to the delivery of quality basic education in the district?

1.4 Objectives of the Study

The general objective of the study is to improve the quality of basic education in the Gushegu district. However, the specific objectives that the study aims to achieve are:

- To assess the current state of basic education delivery in the district;
- To identify weaknesses to the delivery of quality basic education in the district;
- To identify strengths to the delivery of quality basic education in the district; and
- To formulate strategies that will address the weaknesses to the delivery of quality basic education in the district.


1.5 Justification of the Study

It is generally acknowledged by educationists and students that, formal education is one of several important contributors to the skills of an individual and to human capital. According to UNESCO (2004), it is established that the distribution of personal incomes in society is strongly related to the amount of education people have had and that generally, more schooling means higher lifetime incomes. The Gushegu District is a poverty endemic area; 30.5 percent of the active group (15-60 years) is unemployed, while 97.5 percent of the employed engaged in private informal, 1.4 percent public and below 1 percent private formal sectors. Also, 88 percent of those engaged in the private informal sector are peasant farmers, and the rest are craft related traders, (GSS, 2010). Therefore, result generated by this study will provide robust policy direction that will improve quality education delivery in the district to empower future generations to break the vicious cycle of poverty in the district. This study will also provide a framework for local decision makers to decide on the most effective combination of policy levers to improve the quality of education in Gushegu District in the Northern Region and other similar settings in the country.

1.6 Scope and Limitations of Study

This study basically considered the delivery of basic education in the Gushegu District essentially as compare to what is pertaining in the Education Strategic Plan which is the backbone of Ghana's policy on quality education. Per the definition of basic education by the Ministry of Education, this study is limited to mainly Kindergarten (pre-school), primary and junior high school level.

KNUST

The logo of Kenya National University of Science and Technology (KNUST) is centered in the background. It features a yellow eagle with spread wings perched on a green shield. Above the eagle is a black mortar and pestle with a red flame. Below the eagle is a yellow banner with the text 'WISDOM BEGETH KNOWLEDGE'.

CHAPTER TWO

ASSESSMENT OF SOME AUTHORS VIEW ON IMPROVING QUALITY EDUCATION

2.1 Introduction

Social research is conducted in order to establish facts on a social issue. However to avoid duplication, waste of time, resources and energy, there is the need to review literature relevant to the topic to identify gaps and unexplored research work (Stephen, 2003). In this regard, this section analyzes literature on the weaknesses, strengths and strategies to the delivery of quality education at the basic level in the district.

2.2 Origin of the Concept of Quality

It is important to understand how the quality debate has evolved over the years and how it has come to be linked with the provision of education. Since this is a mere chronology of unfolding in the quality debate there is very little, if any, disagreement in literature. Sallis (1996:6) asserted that the quality debate came with industrialization as the need to ensure that products conform to specifications escalated and customers began to demand value for money. Wadsworth, Stephens and Gofrey (2002:98) reported that at this stage focus was on product rather than process quality. Industrialization led to mass production and division of work into small repetitive tasks, thus removing the hitherto self-checking quality thrust by individual producers and workers.

The quality responsibility shifted from the workers to the processes and systems in the organization. The concept of quality control, which was basically inspection, came to dominate production lines. It was an activity undertaken at the end of the production process to detect defective products and stop them from reaching the customer, thus ensuring that only products meeting the pre-determined specifications left the factory gate. Quality was made the prerogative of inspectors and the rest of the workers remained oblivious of the nature and need for quality. Needless to say, the defective products constituted a waste and an irrecoverable cost. Greenwood and Gaunt (1994: 6) pointed out that soon after the Second World War there was a shift to quality assurance. This thrust sought to return to workers the responsibility for quality, but in a much more systematic and accountable manner. The thrust was to avoid producing defective products in the first place. This focus intensified in the UK and USA in the 1980's and was linked with concepts such as total quality by Deming and others, later culminated into Total Quality Control (TQC) in Japan, then Total Quality Management (TQM) proposed by the likes of Deming; Crosby, Peters and Juran, according to Greenwood and Gaunt (1994:7).

As social services like health, education, defense expanded and took in high public funds, governments and communities started asking for value for money. Thus issue of quality started to transcend the boundary between the corporate world and the public sector. The public sector, previously viewed as a not-competing sector started to compete for resources with other segments in order to survive. Education was not spared as schools competed with other schools for students and also competed for attention with other services. As customers had to make a conscious choice to put money in school or in another competing commodity they started to clamour for value for money. Inevitably the quality of education became an issue pursued by several organs such as

Movement for Total Quality in Education (USA and UK) and Southern Africa Consortium for Monitory Educational Quality (SACMEQ) to mention just two out of the world over. This development in a significant way, affirms the assertion by Liston (1999: 11) that the infusion of quality service concepts, drawn from business world and adapted to meet the specific environments of educational institutions, is likely to drive reform into the next century. In spite of the quality debate having come a long way, there is still no one universally acceptable definition of quality. In order to carve out a concise conceptual framework for the analysis of quality education the next section reviews literature on definition of various authors on the concept.

2.3 Concept of Quality Education

According to Stephens (2003) defining the concept of quality is a little like trying to define 'motherhood' – it is clearly a 'good thing' but elusive and likely to be dependent on the perspective of the person attempting the definition. Rich (1979) added that everyone is in favour of 'quality education' marking the beginning of the controversies in interpreting the concept.

Notwithstanding the growing consensus about the need to provide access to 'quality education', there is much less agreement on what the term actually means in practice (UNESCO, 2004). Rich (1979) then concluded that until we agree on the meaning of what quality is, it is unlikely that progress will be made in providing quality education.

Adams (1993) noticed that quality and its associated concepts in practice are usually defined as outputs, outcomes, process, and inputs/resources. These terminologies were elaborated as, that in terms of outputs, quality typically refer to changes in student achievement, completion rates, certification, skills, and certain attitudes and values. Outcomes, if distinguished from outputs, are conceptualized as the longer term consequences of education such as employment, earnings and changes overtime in attitudes, values, and behavior. Inputs, if limited to factors subject to policy manipulation, include characteristics of teachers, pupils, facilities, curriculum and fiscal resources necessary for the maintenance or change of the educational enterprise. In a broader sense contextual influences may also be considered as inputs. Process is usually interpreted as the forms of interaction between teachers, students, administrators, materials and technology in educational activities.

Adams again noticed that, two additional common views of quality appear to be given by educators: quality as reputation and quality as value added. It is however conceived that the application of the definition "quality as reputation" is probably most prevalent in assessment of higher educational institutions but not frequent in evaluations of basic or lower educational levels. Quality as "value added" typically refers to the impacts, influence, or effects of the institution or system on the student; that is, how the student has changed because of the programme, the culture and the norms of the school. In terms of value addition, quality may be interpreted as a measure of change. In principle the change being examined could focus not only on the individual but also on social groups or institutions. The "value added" definition implies that the higher quality of the education the more the contribution to the knowledge, attitudes, values and behavior of the students.

In line with Adams, Frick (2012: 3) asserted that because education is not limited to schooling, but is taken very broadly the following dimensions constitute quality education. These dimensions are content, context, process and outcome of education. Frick further explained content to include goals of learning, design of teaching-learning activities, and resources to support those activities; context encapsulates environment for teaching and learning; while process involves what teachers and students do with the content in that context and outcomes are results of what students and teachers learn, sustainability, unanticipated side effects of education.

Jansen's (1995: 195) definition also seemed to agree with Adams that, quality education should be concerned with processes of teaching, learning, testing, managing and resourcing through indepth qualitative investigations of such processes.

Even though all these definitions offered measurable variables to the concept, they lack comprehension demonstrating the complexity of the term. One definition that allows for an understanding of education as a complex system embedded in a political, cultural and economic context and also takes into account the global and international influences that propel the discussion of educational quality is the definition offered by UNICEF (Motala, 2000 and Piphoo, 2000). The UNICEF's (2000: 4) definition on quality education embodies five key areas namely; healthy learners, healthy environment, content, process and outcome. UNICEF further elaborates these key areas as that;

- Learners should be properly catered for and supported by their parents or guardians and members of their communities in order to actively take part in learning.
- The learning environment should not only provide maximum facilities for learning but also should be a safer and a protective place for both teachers and learners irrespective of their gender.
- Content wise, the curriculum designed should apart from providing skills in literacy and numeracy to learners should also lead to knowledge acquisition in gender, health, nutrition, HIV/AIDS prevention and promotion of peace.
- Trained teachers should use child-centred approach and appropriate system of examination in the process of teaching to eliminate discrimination.
- The outcome of learning should be provision of knowledge, skills and attitude that are relevant to national development and participation in governance

Despite the numerous divergent views that different players may have about the meaning of quality education, two distinct dimensions of the concept are shared, that quality have both descriptive and normative dimensions (UNESCO, 2004; Rich, 1979 and Adams, 1993). The next section review literature on theories which underpin the measurement of quality education.

2.4 Theoretical Framework

There are many theoretical bases for analyzing quality education. Ncube (2004) used the total quality theory to analyse quality education in Zimbabwe, while Zainul-Deen (2011) integrated the human capital theory and the modernization theory to analyse quality educational policies in Ghana. This study found the human capital theory suitable to use and therefore forms the basis for this research. The Human Capital Theory views development in terms of investment in human capital within the development paradigm.

2.4.1 Human Capital Theory

The Human Capital theorists consider education as a form of investment in people to enhance their economic productivity. To them, the development of any society relies on how educated its citizens are and how scarce resources are channelled into improvement of their education. That educated persons have strong linkages with other factors of production (land, capital and entrepreneur) to maximize productivity in society. Based on this, Olaniyan and Okemakinde (2008) supported the

assertion of the proponents of the theory such as Schultz (1971), that an educated population is a productive one. Supporting the argument further, Psacharopoulos and Woodhall (1997: 102) maintained that: “Human resources constitute the ultimate basis of wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agencies who accumulate capital, exploit natural resources, build social, economic and political organization, and carry forward national development”

Emphasizing the significance of improved education and its quality, Babalola (2003) agreed with the advocates of Human Capital Theory that, in every surviving nation or society accumulated knowledge should be transferred into the new generation who must be taught how it could be applied in developing new products, introducing new processes and production methods as well as producing social services. In view of this governments world over commit a significant percentage of their Gross Domestic Products (GDP) to formal education for human resource development. The non-governmental organizations will as well spend their hard earn scarce resources training and sponsoring workers to upgrade their education and to some extent educating themselves. The assumption is that, through improved and quality education, the labour force of a country is thought better ways of doing old things and acquiring new knowledge to enhance their capacity and capability (Commission of the European Communities 1996).

2.4.2 Measuring Quality Educational Performance

The lack of agreement among educators and researchers on the constituents of quality education is likely to create measurement problems especially in the determination of key Performance indicators (KPI). Many scholars offered different interpretations of KPI. Kerr (2000) regarded KPI as an important feature of a management control system that obtains valuable feedback for planning and evaluation purposes. KPI is also viewed as a method for policy administration by helping to decide policy formulation and implementation. Wang (2004) believes that in the Planning - Implementation-Assessment of management, KPI is an inseparable component of assessment that represents the basis for evaluating key individual and organizational performance and contribution. Lee (2004) pointed out that KPI is a quantified indicator that can reflect the critical success factors of an organization. That KPI can be defined as an evaluation basis and target that can concretely reflect important and influential factors in the operations of an organization or department. To

measure the quality of educational performance several indicators have been proposed and used by various researchers. Vos (1996) stated that prevailing classifications of indicators are roughly similar, though some important differences exist. Vos then proceeded to distinguish four types of indicators:

- Input indicators: measure the means or the resources employed to facilitate the satisfaction of needs and, hence, reaching development objectives. Examples in education would include the number of teachers, school buildings, teaching materials supplies and the cost and level of expenditures (public and private) on education. Since absolute numbers may not be very indicative for policy decisions, input indicators are often specified as some match of supply and demand variables, such as pupil/teacher ratios and average cost per pupil.
- Access indicators: identify demand factors of potential users and would comprise variables that determine the use and accessibility of the supplied services. Examples of this type of indicators in education are the geographical distance to school facilities, family and cultural background of students, foregone earnings of individuals and households, and direct private costs of education (fees, utensils, uniforms, etc.). Some of these demand factors are essential in textbook analyses of the economics of education, but rarely are given due importance in educational information systems, let alone in the practical application of monitoring and evaluating educational programmes.
- Outcome indicators: output and outcomes should relate to objectives, but there may be different levels of objectives, hence the distinction between output and outcome. The immediate objective (outcome) of educational policies may be to raise coverage of the educational system (as measured through enrolment rates), improve its internal efficiency (retention rates) and/or raise the skills and knowledge of graduates (which can be measured through achievement tests).
- Output indicators: as defined here, try to measure to what extent such immediate objectives are achieved. Better education may serve broader development goals, such as higher labor productivity, better health and enhanced capabilities of individuals to participate in modern society.

Sun (2000), reviewed literature on education and show five types of conceptual models for quality educational indicators, namely systems educational indicators, deductive educational indicators, inductive educational indicators, goal oriented educational indicators and problem _based educational indicators. Sun argued that since current education emphasizes educational performance accountability, multi indicators should be used for guidelines and verification to achieve a fair and effective accountability system.

According to Chen (2007) scholars differ in their views of quality educational indicator constructs. Some believe that quality educational indicators need only be based on schools while others recommend indicators measuring school network information. Chen also proposed that quality educational indicators be divided into input, process and output indicators. That input indicators: include finances and other resources, teacher knowledge, student background, parental/social regulations. Process indicators: Can be divided into two major types, including characteristic of the school's educational organization and characteristics of the school's teaching. The former includes school quality and school district, and state and country indicators; the latter includes course quality and teaching quality. While output indicators: includes student learning achievement, graduation performance, efficacy of school operation, teaching and research performance.

2.5 Challenges of Quality Education Delivery

The achievement of universal participation in education will be fundamentally dependent upon the quality of education available. For example, how well pupils are taught and how much they learn, can have a crucial impact on how long they stay in school and how regularly they attend (UNESCO, 2004). However, the delivery of quality education is met with numerous challenges which turn to reduce universal participation in basic education. One of these challenges is the quality of teaching and learning. This challenge is due to the inability to provide schools with trained teachers. With the increase in number of schools, more teachers are needed and many untrained teachers are employed to teach, resulting in poor teaching and learning in schools (UNESCO, 2004). According to UNESCO this situation is due to lack of comprehensive teacher development policy and programme to address issues regarding placement, status and capacity of teachers and head teachers to deliver quality teaching and learning in schools. Also Petrovich (2008) observed that the provision of quality education remains a challenge in public schools because they lack well-

qualified teachers, modern buildings, adequate funding, effective leadership and comprehensive curriculums.

In line with Petrovich's assertion, Hewlett Foundation (2008) categorized factors that can be subjected to policy manipulations by policy makers as major challenges of quality education delivery. These factors include motivated and qualified teachers, appropriate curriculum, good teaching materials and well equipped library, appropriate language teaching, appropriate class size and favourable school environment, community participation, sufficient instructional period and valid and reliable method of examination. To enable the researcher understand the extent of these challenges thorough literature is further reviewed on each of these policy anchors to avoid ambiguity in measurement.

2.5.1 Appropriate Curriculum

The nature of a curriculum with an effective system of delivering is critical in attaining higher learning outcome. A Curriculum of a school contains a country's educational goals, objectives and policy direction as well as the appropriate educational philosophies that could be adopted to address its needs (McKinsey et al 2007). It specifies the content, sequence, methodology, duration of a programme and pacing of what should be taught at each grade level. It determines the quality of teachers to be trained and Teaching and Learning Materials (TLM) employed in its implementation to achieve the mission and vision of a country. What is more, it serves as a reference point of measuring the input, output and outcome of teachers, students and other stakeholders of education at a point in time (Chapman and Adam, 2002).

2.5.2 Teaching and Learning Materials/ Well-Equipped Library

According to UNESCO (2005), the achievement of teaching and learning is influenced by the availability of resources to use for the process and how these resources are regulated. Thus, schools that have no textbooks and learning materials or well-equipped library cannot do effective and efficient work. Adeyemi (2010) citing Gibbs (1990) maintains that a well-equipped library provides assortment of material resources like books, journals and CD ROM. Thus, the library is a reference source for any school and a point of individual studies in schools where relevant information from primary and secondary sources can be extracted. Adequacy of library resources and their usage by students and teachers are therefore, associated with better learning results.

2.5.3 Motivated and Qualified Teachers

A teacher has a powerful influence on students. For schools to provide opportunity to learn, they must operate regularly and teachers must be present and care about what students learn, and they should also be competent to teach the curriculum. Motivation of teachers can reduce absenteeism among them and go a long way to foster child-centred learning environment. Carnoy (1999) and Hanushek and Wobmann (2007) pointed out investigations conducted in both advanced and developing world which revealed that investment in physical infrastructure of the educational system does not improve performance of learners substantially than the quality of the instructor or facilitator. Good instructors within the learning environment influence their students to perform better than those considered being poor or bad. It behoves therefore, that policy makers and the institutional arrangement of the school provide incentives that will encourage teachers to upgrade their academic and professional qualifications to improve lessons delivery for good results.

2.5.4 Appropriate Language Teaching

Performance of students in school has a nexus with access to the language used in the learning environment. UNICEF (2000) argued that when children are allowed to begin learning process (primary education) in their native tongue, it later facilitates their proficiency in the official medium of communication and instruction acknowledged by the school. But parents who want their children to master the foreign language (French /English) early rebuff the deposition that the use of the home tongue for studies rather places limitations on the learning of French /English language. There is a perception that Africa languages lack capacity to deal with technical and scientific notions. However, parents who refuse to have their children learn their Lingua franca contend that such a practice is an imposition to achieve a political point rather than bridging the socio-linguistic or demographic barriers in the country (Obanya 1995 cited in Colby 2000).

2.5.5 Appropriate class size

Measured pupil-teacher ratios are reasonable approximations of actual class sizes, especially, in schools. Ankoma et, al., (2005) posits that education quality is much higher and improves students' achievement when the student-teacher ratio is much lower in class. A study conducted by Beebout (1972) cited in Adams (2000) on class size in Malaysia secondary schools proofed that, fewer

students per teacher in a class improves the quality of interaction and for that matter raises performance.

2.5.6 Sufficient Instructional Period

Time management is of essence in any human endeavor because of the crucial role it plays in the success and failure of activities. Allocation of adequate hours to teaching is an imperative tool for attaining quality education. This is because teachers need ample time to prepare for lessons, attend to the individual needs of students that contribute to their successes in academic work. Not only that but also, students require ample time to revise their lessons, visit libraries to research and do their assignment as well. To a school as a unit, preparation of curriculum for a term's or year's programme to a large extent depends on a number of hours for the period. Lockheed and Verspoor (1991) asserted that an effective institution requires not less than 800-1000 hours a year for teaching to complete its curriculum. They were however, quick to add that most schools are victim of this situation.

2.6 Favorable School Environment

Watkins (2000) affirms that the school physical environment reassures parents about the safety and performance of their children at the place of learning hence, its influence on the school enrolment rates. In the views of UNESCO (2005:28) and Watkins (2000), expansion in educational facilities improves the social, economic and political benefits for children. Besides that, parents are motivated to invest in the education of their wards because it offers them high knowledge, reasoning abilities, skills and the cherished values that they need. In another dimension, the authors also affirm that improvement in enrolment figures and completion rates are not perfect indicators of progress in measuring the substance of quality education and that participation in schooling is not an end in itself, but a means to the end of quality education.

2.6.1 Community Participation

A research conducted by the World Bank 1997 (cited in Chapman and Adam, 2002) reveals that, involvement of community and commitment of its resources into schools organization and management to some extent support and influence teaching, learning and quality of education.

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

2.6.2 Supervision and support

The quality of administrative support and effective leadership for supervision is another critical element in school processes for both students and teachers. At a more macro level, teachers need governments who are supportive and provide machinery for inspection of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have impact on student learning (UNICEF 2000). In Malawi, for example, supervisors in the schools that showed the greatest learning gains regularly evaluated teachers, contributing to professional development and improved teaching practice (Miske et al., 1998).

However, Watkins (2000) concludes that, the factors affecting education as discussed above are inadequate in the developing world because the countries are not able to meet minimum requirements. Children learn in overcrowded and ramshackle school structures. The rate of untrained teachers is still high while teacher motivation is low. There is also inadequate provision of teaching and learning materials aside weak design of curriculum to address the need of the people. Beside poverty which militates against parents nourishing their children and taking them to school, the educational system is gender bias and the language of the minority groups are relegated to the background in the educational curriculum. Where the factors are sufficient, they can be sustained through access and equity, management and development of technical and vocational skills.

2.6.3 Potentials for Quality Education Delivery

Various opportunities exist both national and at the local level which can serve as great conduit and potential for policy makers to capitalize on for the improvement of quality education at their level. Vos (1996) noted that multilateral agencies, including the World Bank and the International Development Bank are willing to support the implementation of strategies and new initiatives for improving quality of schooling both at the primary and secondary levels. Heneveld (1994) and Horn (1992) also observed that participation in decision making by all stakeholders in the educational practices could be a great potential to improve quality. They argued that at the grass root level, the heads of the institutions cooperate with the community in which their schools are established to mobilize their human and material resources which will be required in the strategic planning processes for quality improvement. That the same cooperation is needed by the educational planners at the central and local government levels from the head of institutions and communities to provide some amount of information for the understanding of their needs for better quality policy formulation. In line with Heneveld and Horn, Adams (2002) asserts that school authorities and communities should collaborate with each other in order to provide information relevant to policy makers' monitoring and evaluation exercises of schools. Chapman and Adam (2002) therefore suggested that the cooperation should enable policy makers to prepare a checklist to monitor adequacy of facilities, teacher qualification, instructional materials, textbooks, class size and school environment.

Another potential to deliver quality basic education in deprived districts is the partnership and contribution of Non-Governmental Organizations (NGOs), Civil Society Organizations (CSOs) and Community Based Organizations (CBOs). Govinda (2003) reported that states have recorded considerable progress in providing basic education with the help of civil society and community participation in India. That the government worked in partnership with CSOs and NGOs in the implementation of the District Primary Education Programme (DPEP). Syal (2011) also illustrated an example of how successful civil society initiatives assisted in solving problems of teacher absenteeism, student dropouts, poor state of the school building, unavailability of teaching-learning resources and low levels of achievement in elementary educational sector in India.

2.7 Strategies for Quality Education Delivery

Strategies to improve quality education comprise national, regional and local to school level strategies. The kind of strategy adopted at each level depends on the resources available and the

magnitude of challenges confronting quality education delivery at that level. For instance, UNESCO Education Support Strategy for Uganda and Rwanda suggests participatory implementation of Teacher Development and Management as the main policy strategy for quality education delivery. The thrust of this policy strategy which expanded to include the whole of sub-Saharan Africa were teacher accreditation framework for all teacher training colleges and a teacher qualification framework to support a career structure for teachers including accreditation for in-service courses attended (UNESCO, 2004). This strategy is a long term and capital intensive strategy which can only be operationalised at the national level. Vos (1996) advised that donors and multilateral partners' initiatives to improve quality education should include increasing availability and quality of teaching materials, in-service training of teachers, improvement of teaching methods and supply of subsidized breakfast and lunches at school. According to the Global Monitoring Report published by UNESCO (2008: 77) improving quality of education is one of the most effective strategies for strengthening demand. Enhanced quality requires a focus on smooth progression and learning outcomes, rather than pupil headcounts. Increasing quality textbook supply, strengthening teacher training and support, and ensuring that class size is conducive to learning and that children are taught in an appropriate language are key elements in raising quality.

USAID (2009) in a report on basic education quality in Ghana suggested that the strategy to improve quality education in Ghana should emphasize on management incentives. They suggested the establishment of five incentive funds detailed as follows:

- District Development Fund: This would be a fund to reward districts with SMCs, PTAs and District Assemblies which have been most successful at attracting new resources into basic education. The fund might work on the basis of a ratio of top up rewards: an impoverished district which attracted one Cedi might receive three in return from the special fund; a wealthier district which attracted one Cedi might receive one in return from the special fund.
- District Achievement Fund: BECE results are of critical importance to everyone, but the results themselves are distributed as gross scores hiding one of their truly important values for the improvement of pedagogy. An analysis of the answer to 'wrong items' leads the way to understanding the mistakes in pedagogy the previous year. When these school-by-school mistakes are used for in-service teacher training, the results for BECA improvement can be immediate for the school and for the district. This fund would be available, perhaps on a

national and competitive basis, for those districts who successfully design a plan to use an analysis of wrong scores as in-service training.

- District Performance Fund: This would be a fund for school districts that were creative in proposing how to reward excellence in school management.
- District Teaching Fund: This would be a fund available to districts creative in proposing how to identify and reward good teaching.
- District Innovation Fund: This would be a fund available to districts that were creative in exploring new structural mechanisms to deliver public education. This might, for instance, include charter schools, the use of one computer/child or one computer/teacher programmes, and districts which digitalize school records on a trial basis.

2.8 Conceptual Framework of Quality Education

There are many conceptual frameworks or models under which quality education can be analyzed. Sun (2000) identified five conceptual models for quality educational analysis, namely systems educational model, deductive educational model, inductive educational model, goal oriented educational model and problem_based educational model. The deficiency of the models identified by Sun is that whereas the systems model may be too broad and may only be applied to an entire educational system, the remaining models are little bit narrowed to specific needs. Sallis (1993) also identified quality models such as quality control model, model of quality assurance and overall training management quality model (TQM) which can be used to analyze quality education. The setback of the models identify by Sallis is that these models are mainly applicable to educational quality management and training in the context of management studies. The most suitable and applicable to the context of this study is the framework developed by UNICEF (2000). Zainul-Deen (2011) applied this framework to study quality of education in secondary education in Ghana. Hence this study finds this framework most appropriate and useful, since it has been successfully applied to similar studies in the Ghanaian educational context.

The framework indicates that quality education is underpinned by four pillars namely, learners and teachers as learners; environment, content and process (see Figure 2.1) below. The outcome of the four pillars is quality education seen in terms of learning what students need to learn through life;

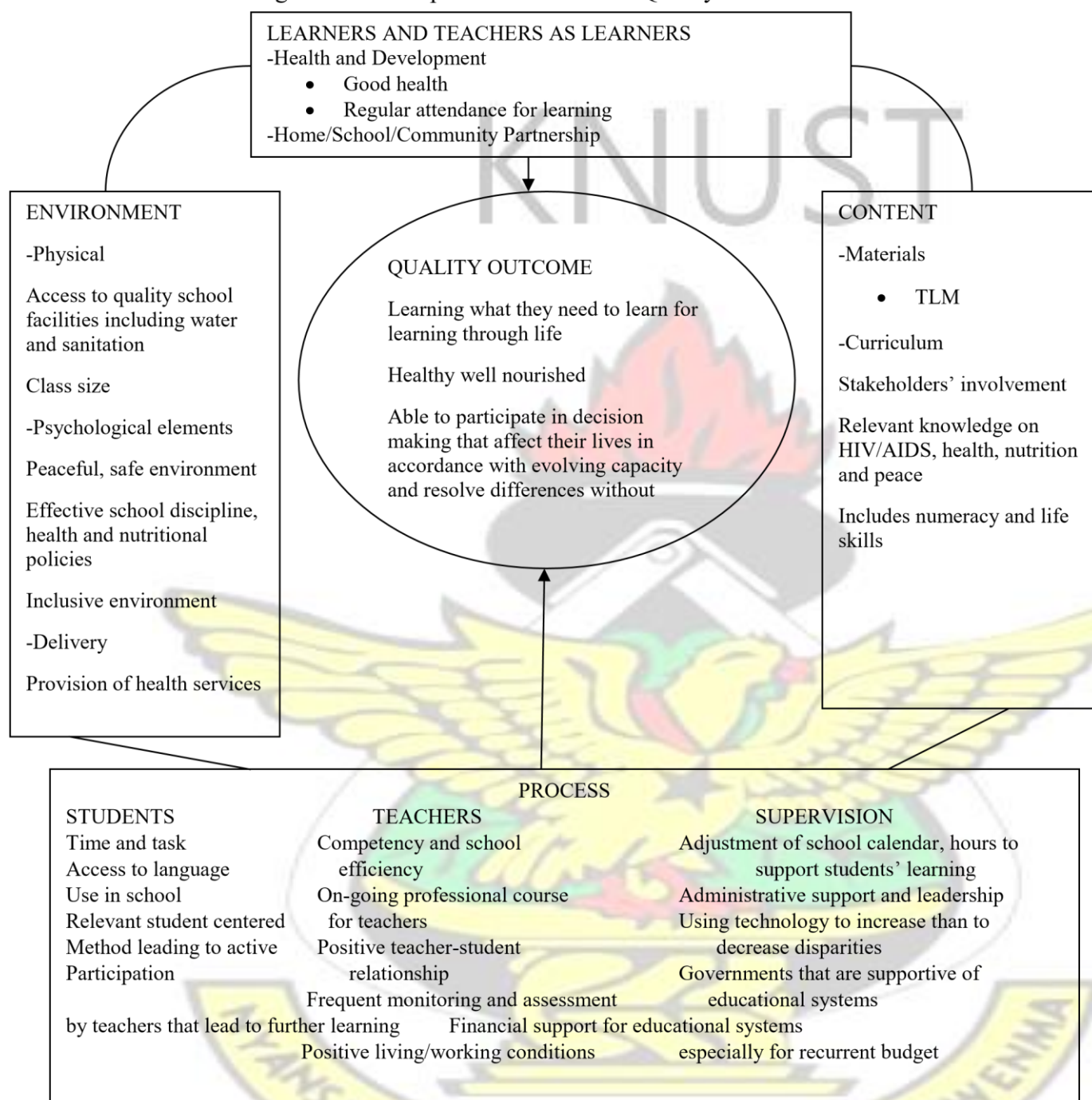
ensuring that students are healthy and well nourished; and training them (students) to be able to participate in decisions that affect their lives in accordance with resolving capacity and resolve differences without violence

KNUST



UNICEF (2000) maintained that a partnership between learners (including teachers) on one hand, parents and communities is pivotal in sustaining the outcome (i.e. quality of education). The

Figure 2.1 Conceptual Framework of Quality Education



Source: Adopted from UNICEF (2000)

partnership would ensure good health and regular attendance to school sessions. The partnership would also ensure the supply of well-balance diets to students and thus guarantee a healthy lifestyle; a recipe for quality education. The parents also contribute to the education of their wards by paying their tuition fees and providing them the requisite learning materials.

Furthermore, learners and facilitators require an environment that provides them with maximum security and structures to interact among themselves in knowledge sharing. The enabling environment emphasises less congested classrooms and availability of school facilities including water and basic sanitation. Equally important in guaranteeing quality education is the need to pay attention to the psychological elements (peaceful, safe environment, effective school discipline, health and nutritional policies, inclusive environment) needed to enhance the school environment. The learners have to maintain the serene environment towards sustenance of the supportive environment required for quality education.

Significantly, the content determines the required materials that teachers and students should use within the school (environment) to acquire knowledge that is relevant to both local and national demands. The framework also emphasizes that the processes involved in achieving quality education (such as the interplay of supervisors, teachers and students who are the human element within the school setup) should support the environment and content for quality educational outcome (i.e. quality education). The role of Governments in supporting educational system is focused on the process of attaining the outcome.

2.9 Definition of Basic Education

Established authorities like the UNESCO (2002), Ofoegu (2002), Obenga (2005) and Adeymi (2010) conceptualize basic education as all forms of organized education and training including access to information to equip the individual to cope better with work and family responsibilities and change his/her image of him/ herself. The Jomtien Declaration and Framework of Action on Education for all (1990) likewise, defines basic education as a process which encourages close articulation of formal, non-formal and informal approaches to education and structures for the awakening of all round developments of human and capital potentials. Principally, basic education, therefore, is a “life-long” form education According to (Ajayi and Adegmi, 2011). Basic education involves learning to learn, “continuing education” mass literacy” and “Adult Education.” Ruto (2004), on the other hand views basic education as the offering of fundamental skills in reading written and numeracy as well as education that will positively impact on the knowledge, attitude

and practice of the recipients. These encompassing sum up the conceptual definition of basic education.

2.9.1 The Framework of Basic Education Policy Reforms in Ghana

The major policy forms that guided basic education development in Ghana have been fundamentally viewed in three phases (EPA/UNEP, 2010 and Little 2010). The introduction of formal education in the then Gold Coast dates back to the mercantile era preceding colonization. As early as 1765, European merchants and Christian missionaries had been to the south and established the first schools and missionary schools in Ghana. The main purpose of these early schools were mainly to facilitate the training of the local indigenes as interpreters for the ultimate purposes of trade and to convert a good number of Ghanaians to Christianity. Most of the early schools established by the merchants and Christian missionaries were mainly located in the southern parts of Ghana then known as the British Gold Coast Colony (Little, 2010). The dominant activities of the early merchants and missionaries in relation to the teaching of literacy and numeracy for trade and bible teachings marks the first phase in the development of basic education policy and practice in Ghana. It needs, however, be added that the curriculum on basic literacy was narrow in focus with the bible and scripture being the main texts of schooling (EPA/UNEP, 2010). This first phase of basic education continuously stretched up to 1881 through to 1901. Primarily, education at this period did not yet become part of a coherent and essential government policy. There was not definite pattern of schools distributions and schools sprang up whenever the need expressed for them and the town folks expressed genuine desire and commitment to help in the running of such schools (Graham 1971 and Little 2010). The pattern that really emerged was but a group of government aided schools as well as a large number of unaided ones, some of which frequently fell on the government for essential financial supports.

On the accounts of Little (2010) education became part of coherent government policy in 1919 when there was a marked change in government policy. The policy change prompted the then Governor of Gold Coast, Guggisberg to establish 16 guiding principles for the development of education. The 16 points guiding principles heralded the birth of basic education policy and practice in Ghana to date. The policy thrust of these principles stressed equal opportunities for boys and girls, co-education in certain stages, the importance of a vernacular education as the base for

English education, the provision of trade schools to equip young men with craft skills and high quality teachers. The principles did not include free and compulsory basic education. Educational expansion was cautious and limited by the supply of trained teachers (Akyeampong et al, 2007:4). Additional policy was made as a buttress to the Guggisberg principles, when in 1925 the Committee of the Privy Council recommended that school curricula should have a stronger technical/agricultural orientation in order to develop a thriving agricultural economy. By 1945/6 the colonial government had set out a ten year education plan designed to enrol all children in primary education by 1970 (Foster, 1963).

The 1951 legislative assembly election of Dr. Kwame Nkrumah marks the transition from colonial rule to independence. The transitional government embarked on a massive expansion of the education system to speed up the pace of educational development. This brought about the launch of the Accelerated Development Plans (ADP) for education in 1951 (EPA/UNEP, 2010 and Little, 2010).

2.9.2 The Accelerated Development Plans (ADP) for Education of 1951 and 1961

Following the account of EPA/UNEP (2010) and Little (2010) the ADP, launched in 1951, gained legal backing through the 1961 Education Act, which sought to provide free, universal and compulsory basic education (of 6 years duration) for all children from 6 years of age. The 1961 Education Act empowered Local Authority Councils to be in control of educational management whilst parents and guardians were expected to make some contribution to the running of schools in their areas. Primary education underwent a rapid and steady growth and the number of schools rose from 1,081 in 1951 to 3,372 in 1952. Enrolment doubled in a period of five years and Ghana was acclaimed as having the most developed education system in Africa (Foster, 1965; Scadding, 1989). Realizing the importance of trained teachers for the expanded system, the 1961 Education Act opened new teacher training colleges, expanded those already in existence and made provision for the training of unqualified teachers in the field through various emergency and short-term in-service training programmes. Teachers' number increased by 1,000 between 1951 and 1953, with the yearly output rising from 420 to 1,108 trained teachers from teacher training colleges (Foster, 1965 and Little, 2010). In 1961 the entire basic education system was made free and compulsory. However, even though school enrolments increased following the 1961 Education Act, the quality

of teaching and learning appeared to have remained the same. The most significant factor that affected the imbalance was the inability to provide schools with trained teachers. With the increase in the number of schools, more teachers were needed and many untrained teachers were employed to teach, resulting in poor teaching and learning in schools during this period (Little, 2010).

According to Little (2010) the second phase of education policy in Ghana was characterised by instability in governance as a result of successive military takeovers. This phase was ushered in, in 1966 after Nkrumah was deposed in a *coup d'état* led by the military. That basic education from this time was faced with political instability, ad hoc measures, frequent changes and truncations. The new military government of the National Liberation Council (NLC) and its Chairman, Major General Ankrah, appointed an Educational Review Committee under the chairmanship of Professor A.A. Kwapong (EPA/UNEP, 2010; Little, 2010). The military government criticized the rapid expansion of access to education in the 1960s and insisted that quality was being sacrificed for access. This led to calls to decelerate plans to expand enrolments and to focus on quality. The Kwapong committee recommended that after two years of middle school, a portion of students should be selected for the academic stream in the secondary school.

Those not selected would follow a pre-vocational course of two further years in 'continuation' classes. The committee's report also recommended that a long-term objective for the system should be a course of six years at primary school, four years of secondary education, and two years of sixth-form leading to three or more years at the university. Little (2010) observed that although the introduction of 'continuation school' was intended to meet the demand for education relevant to the world of work, its implementation reinforced social divisions between rich and poor as it channeled poorer children into an inferior education oriented to lower status jobs. Under this reform it was still possible to enter the academic secondary stream directly with a strong performance in the Common Entrance Examination (CEE). One unintended result of the policy was an expansion in the number of private primary schools oriented to academic selection via the CEE.

The major truncation in the development of basic education policy in Ghana seemed to have occurred, following the 1969 parliamentary elections that brought in the Progress Party (PP) to power with Dr. Kofi Abrefa Busia as prime minister. A series of proposals for education reform

were made in 1971, however, they were not implemented before another military coup intervened (Little, 2010).

The second military *coup d'état*, in 1972, brought the National Redemption Council (NRC) to power. While the education policy discourse had shifted between 1966 and 1970 to a concern with education quality, it was clear that attention to quality rather more than general levels of access was favouring the educational chances of the elite and ruling classes. By the early 1970s educational access had resurfaced as a prime concern. By this time, it was the issue of access to secondary rather than primary school that had moved centre-stage (EPA/UNEP, 2010 and Little, 2010).

Educational research was being used in the policy discourse to promote a renewed emphasis on access. The military government in 1973 carried out a review of the educational system, and formed the Dzobo Committee to recommend appropriate measures to improve the situation. It is however argued that the Dzobo committee was just to give formal implementation to the 1971 reforms by Dr Kofi Busia which never saw the light of the day before the coup, since Dzobo committee draws a lot from those reforms (Little, 2010).

2.9.3 The Dzobo Committee of 1973 and the New Structure and Content of Education of 1974

Prior to 1972 the education system had been criticized as being elitist in character built on a selective system similar to the British grammar schools, necessitating the formation of the Dzobo committee in 1973. This led, in 1974, to the government putting into operation the first major, post-Independence, reform in pre-university education. This reform is generally referred to as

‘The New Structure and Content of Education’ (NSCE) and reduced the length of pre-tertiary education from 17 years to 13 years (EPA/UNEP, 2010 and Little, 2010). The 6 years of primary education remained the same. The four years of junior school was reduced to three years. The five years of senior secondary school, lower stage was reduced to two years, and the period of senior secondary, upper level, remained the same (i.e. it went from a pattern of 6-4-5-2 to one of 6-3-3). According to Little (2010) the aim was to make it possible for school leavers to leave at any point of exit from the system with skills that would enable them to be employable. The reform was expected to raise standards at the various levels so that educational standards would not be compromised as a result of the decrease in the number of years spent in pre-tertiary education. The

thrust of the content of the reform programme was to vocationalize pre-university education in Ghana and to make it more functional and oriented towards contextual demands and challenges. It also constituted a bold attempt to reduce educational expenditure. However, despite its laudable intentions, the NSCE did not have any sustainable impact on the general education system of the country (EPA/UNEP, 2010 and Little, 2010).

There were still unqualified teachers in the education system, inadequate resources to support teaching and learning in schools, and challenges for teachers within the context and content demands of the curriculum. This again led to intense uneasiness among parents, employers, academics and some politicians. The significance of the Government's White Paper on the Committee's recommendations was the acceptance of 13-years duration of pre-university education for all. It endorsed the introduction of pre-technical and pre-vocational subjects in both primary and junior secondary curricula. The period also marked the establishment of the Ghana Education Service which brought together, for the first time, teachers, educational administrators and education sector workers into a new government agency, under the Ministry of Education, to implement the new structure of education (EPA/UNEP, 2010 and Little, 2010). Another significant policy development in basic education provision arose from the virtual collapse of the education system and a further military takeover in 1981 by the Provisional National Defence Council (PNDC) (EPA/UNEP, 2010 and Little, 2010).

2.9.4 Ghanaian Education System and the PNDC of 1981

December 1981 marked the takeover of yet another military government under the name of the 'Provisional National Defence Council' (PNDC). By 1983, Ghana's education system had seriously deteriorated in quality; enrolment rates stagnated and the percentage of Gross Domestic Product (GDP) allocated to education dropped from 6.4percent in 1976 to a low of 1.7percent in 1983 (Little, 2010). Government resources were no longer available to construct, complete or even maintain the existing education facilities and the down-turn in the economy resulted in the mass exodus of qualified teachers to other parts of the continent causing a significant fall in the ratio of trained to untrained teachers in the basic education sector. Arising from the economic constraints that faced the country in the late 1970s and early 1980s, the bureaucratic bottlenecks and lack of interest and commitment from administrators, the new programme never went beyond the

experimental stage. There was near demise of the experimental Junior Secondary School (JSS) system (Little, 2010). By 1983 the education system was in major crisis through lack of educational materials, deterioration of school structures, low enrolment levels, high dropout rates, poor educational administration and management, drastic reductions in Government's educational financing and the lack of data and statistics on which to base any planning. This period demarcated the end of the second phase and beginning to the third phase of basic education policy development in Ghana (EPA/UNEP, 2010 and Little, 2010).

2.9.5 The 1987 Education Reforms

The third phase of basic education policy development covers the period of major reforms from which the Free Compulsory Universal Basic Education (FCUBE) reform of 1996 emerged. It was characterized by Ghana's participation in, and endorsement of, international agreements such as Education for All, the Declaration on the Rights of the Child, the Beijing Declaration on Women's Rights and the Lome Convention. The Government had to remain committed to her constitutional obligations as a guide to policy and was influenced by the bilateral and multilateral negotiations it had taken part in. There was a strong urged for the government to reform the education system by leaving no stone unturned in restructuring the nation's economic base to bring it into conformity with the financial credibility criteria required by the World Bank. With this condition met, Ghana had the opportunity of negotiating for credits and grants to finance major education reform. Several donor agencies came to the aid of Ghana in her reform implementation, a greater part of which was directed to basic education (EPA/UNEP, 2010 and Little, 2010).

In 1987 The New Educational Reform Programme (NERP) was introduced with total restructuring of the entire pre-tertiary education system and improving access through the provision of infrastructure whilst making the curriculum more relevant to social and economic needs. The goals of the 1987 NERP as summed up in the Structural Adjustment Policy Document of the World Bank (World Bank, 1986) included the following: (i) to expand access to education; (ii) to improve the quality of education; (iii) to make education more relevant in meeting the needs and aspirations of the individuals and the socioeconomic conditions of the country; (iv) to re-structure pre-university education to 12 years (6-3-3); and (v) to ensure costeffectiveness and cost-recovery.

A major thrust of the 1987 NERP reform was the diversification of the formal academic courses offered in pre-university institutions by the inclusion of practical courses. These changes were intended to correct the perceived elitist education that downgraded technical, vocational and agricultural education. In 1983, Ghana embarked on Economic Recovery Programme with support from the World Bank, the IMF, as well as grants from UNDP, Switzerland, the United Kingdom, Norway, Canada and concessional loans from the OPEC fund (World Bank, 1990). This period reflected a policy climate conduciveness and commitment to improving educational quality through giving schools the means and responsibilities to respond to the change process being initiated at the time. The period also attracted bilateral donors within the education sector and thus witnessed the beginning of a USAID Primary Education Programme in the country.

In 1994, seven years after the inception of the New Education Reform Programme in 1987, the results of poor performance of school pupils at age 12 led to the setting up of yet another Education Review Committee to review the education system. At this time, only 6percent of the pupils at grade six in public schools tested nation-wide, achieved a criterion score of 60percent and above in English. Even worse, less than 3percent achieved a criterion score of 55percent and above in Mathematics (MoE, 1994). The Education Review Committee decided to develop and introduce new curricula for primary schools since it was argued that a large proportion of the subject matter in the curriculum was not relevant to the pupils' immediate environment. In addition, it was criticized as being overloaded in content and too rigid and compartmentalized, thus reducing the effectiveness of the teaching and learning tasks. As a result of the 1994 review, a further major reform, the Free Compulsory Universal Basic Education Programme (FCUBE) was initiated as a constitutionally mandated charge of the 1992 Constitution.

2.9.6 The 1992 Constitution: the Free Compulsory Universal Basic Education Programme (FCUBE) of 1996

The fCUBE initiative was the Ministry of Education's response to a constitutionally mandated charge arising from Article 38 (2) of the 1992 Constitution of the Fourth Republic of Ghana:

‘The Government shall, within two years of parliament first meets (sic) after coming into force of this Constitution draw up a programme for implementation within the following ten years, for the provision of free, compulsory and universal basic education (Republic of Ghana, 1992). Even

though the fCUBE policy was not ‘new’ in terms of themes and ideas, it was certainly ‘new’ in the emphasis placed on its implementation. By requiring that all Ghanaians receive nine years of free schooling, the Government wished to ensure that all graduates of the basic education system were prepared for further education and skill training. Article 39 (2) of the 1992 Constitution entitled every child of school-going age in Ghana to a balanced and broadly based curriculum which promised to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It also aimed to prepare pupils for the opportunities, responsibilities and experiences of adult life. The expansion and reforms planned under the FCUBE were designed to equip future generations of Ghanaians with fundamental knowledge and skills, in selected Ghanaian languages, literacy and numeracy, in order to develop further, their talents through additional education or training (MoE, 1997, 1996).

This was to be achieved through the four objectives of the FCUBE reform: (i) to improve the Quality of Teaching and Learning; (ii) to improve Management Efficiency and Sustainability; (iii) to increase Access and Partnership; and (iv) to decentralize the Management of the Education Sector (MoE, 1996:p 3,15). According to the FCUBE Policy Document of 1996, improvement in the quality of teaching and learning were to be promoted by curriculum review and development, the provision of textbooks, teaching and learning materials and books for school libraries. In addition, there would be the development of an assessment and evaluation system for pupil performance. In line with the policy document, the Basic Education curriculum was designed to achieve literacy, numeracy and to impart appropriate knowledge of culture and practical skills. In addition, exposure to, and hands-on experience in, technical and vocational skills were intended. At the beginning, the curriculum comprised as many as nine subjects. The

Education Reform Review Committee later reduced this to five and six subjects in lower and upper primary respectively (MoE, 1996). This was to allow more time for the development of writing, reading and numeracy skills after the Ministry of Education conceded that subject overload was a factor contributing to the dismal performance of pupils’ learning outcomes. Changes to the curriculum were introduced in 1996. Currently subjects taught at Lower Primary are English, Ghanaian Language and Culture, Mathematics, Environmental Studies and Religious/Moral Education. For Upper Primary, Integrated Science, Physical Education, Music and Dance are taught in addition to those in Lower Primary schools. The real challenge of the FCUBE is to provide and ensure that an education of comparable quality is made available to all through the evolution of a common school system.

On teacher education, the policy document stresses that, the implementation of the FCUBE programme will require the services of a large number of well qualified teachers in the shortest possible time. The teachers should be well-versed in teaching, particularly in primary methodology' and 'teacher development will be more' school based 'so that emphasis can be placed on hands-on-training activities in schools (MoE, 1996: 25). In-service training was also linked to the training of head teachers who would in turn train teachers. After each phase of Head teachers' Continuing Education, they will organise 'school based' continuing education for teachers under the supervision of Circuit Supervisors. Circuit Supervisors will visit each school regularly at least once a month to support head teachers in the continuing education of classroom teachers. School Based Education for teachers will be organised at least twice a week (MoE, 1996). Overall, there were two features of the 1996 FCUBE Basic Education Policy Document.

The first was the strategy for the revitalisation of quality education was linked to an overemphasis on material inputs rather than to how teachers' attitudes and behaviours in the education system could be mobilised to handle the unfamiliar pedagogical issues embedded in the revised curriculum. Secondly, arrangements for the effective supervision and monitoring of the programme at the district level, and how provision was to be made for the necessary logistical support to make such supervision feasible, were matters still left unresolved. Thus the policymakers did not consider the attitudes and behaviours of teachers who were to implement the change.

The final basic education policy to enhance and improve upon the FCUBE was made and funded by donors in 1998. A major DFID response to improving teaching and learning at basic education was the Whole School Development (WSD) programme which was introduced in 1998. The implementation of this programme was involving decentralizing and resourcing aimed at providing support to districts and schools to improve the quality of teaching and learning (MoE, 1997). It aimed to do this by promoting child-centred primary practice in literacy, numeracy and problem solving with the view to improve the quality of teaching and learning in basic schools, encourage community participation in education delivery, and to promoting the competencies of teaching and learning through school-based in-service training (MoE, 1997; EPA/UNEP, 2010). Since then, succeeding governments have made amendments to the country's educational policy through the GPRS II and currently the GSGDA.

The logo of KNUST (Kwame Nkrumah University of Science and Technology) is centered in the background. It features a yellow eagle with spread wings, a red and orange flame above its head, and a banner below with the motto "WISDOM BEGETS NO BADWINNIA".

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology of every step presents the scientific steps that were taken in order to achieve the objectives of the study. The methodology provides the blueprint to allow replication of the study for further analysis and affirmation. This chapter gives a description of the procedure that was used in conducting the research. It contains information on research design and how the respondents were scientifically selected for the study. It further highlighted the specific research techniques employed for data collection and analysis. This exploration succeeded largely because of the methods and techniques employed in the study.

The study made due with primary and secondary data sources. Primary data was generated mainly by the used of questionnaires, observation and informal interviews. Secondary data sources such as already processed data contained books, articles, journals and so forth were used. The study also

relied on statistics from the District Education Office, classroom teachers, head teachers, circuit supervisors, PTAs, district assembly and other relevant agencies in the district for secondary data.

3.2 Research Design

This study employed the case study approach to accomplish its objectives. The case study is a form of research approach which allows detailed investigations of individuals, groups, institutions or other social units Kumeckpor (2002). Case study was adopted because it allows result generated by the study to be authenticated externally using statistical inferences and also investigating into a contemporary phenomenon based on real life situation using limited time Frankfort-Nachmias and Nachmias (1996).

These reasons culminated the adoption of the case study to know, understand and be familiar with the circumstances in order to explain, advice and establish strategies that will improve the quality of basic education delivery in the Gushegu District.

3.3 Sampling Technique

Due to limited resources such as time, labour and money available for this study, it was extremely impossible to collect data from the entire units of analyses that constituted the research problem. For this reason, the study used simple random sampling and purposive sampling procedures to constitute the sample size, which adequately represented the relevant attributes of the sample frame.

The study sampled 40 basic schools consisting of 5 schools from each of the eight circuits.

Intuitively, Miller and Brew's (2003), postulate that a well selected sample size of forty is scientifically representative of the universe. The units of analyses included teachers, school heads, circuit supervisors and parents through Parents' Teachers Association/School Management Committees (PTA/SMC) of the selected schools in the circuits. It also relied on information from the District Director of Education, (see Table 3.1).

Table 3.1 Basic Schools and Teachers

Level	Number of Schools	Number of Teachers
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Kindergarten	60	55
Primary	96	394
Junior High School	18	144
Totals	174	593

Source: GDED, 2014

3.3.1 Sample Size

Simple random sampling technique was used to select 5 basic schools comprising (kindergarten, primary and Junior high schools) from each of the eight circuits in the district to form the total sample size of 40 schools. Also, the same technique was used to select a teacher from each selected school.

By simple random sampling, every school under each circuit was given a unique identity on a pieces of paper. These pieces were put in a container well shaken, and balloted through picking them in turns to form 5 schools in each circuit and 40 schools for the eight circuits. On the part of teachers, like the sampled schools, similar processes and procedures were followed in the selected schools to form 40 classroom teachers.

However, purposive sampling method was employed to select 40 head teachers of the sampled schools, 40 parents through (Parents Teachers Association/School Management Committee), all the eight circuit supervisors and the District Director of Education to form 89 people, added to the selected classroom teachers to constitute the 129 sampled size. These people were purposively selected because they were responsible for the management of the selected schools covered by the study. In the same way, the District Director of Education was selected because he is the implementer of government educational policies in the district. See Tables 3.2 and 3.3 below for both sample distribution and list of sampled schools respectively.

Table 3.2: Sample Distribution of Respondents

Unit of Analysis	Number of Respondents Selected
Teachers	40
Head teacher	40
Circuit Supervisor	8

PTA member (Chairperson)	40
Director of education	1
Total	129

Source: Author's Construct, 2013

Table 3.3: List of Sampled Schools and Circuits

S/No	Name of School	Name of Circuit
01	Gushegu D/A KG Gushegu Demonst. KG Bogu D/A Primary Gushegu D/A Primary Block B. Gushegu E/A JHS	Gushegu East.
02	Watania E/A KG Sampebiga D/A KG Nyensung D/A Primary Salaa D/A Primary. Marikazia E/A JHS	Gushegu West
03	Limo D/A KG. Tinyogu D/A KG. Kpanashe D/A Primary. Zinindo D/A Primary. Galwei D/A JHS	Galwei
04	Fintoli D/A KG. Dikping D/A KG.	Nawuhugu
	Nasumbung D/A Primary Wankpang D/A Primary Nawuhugu R/C JHS	
05	Sampemo D/A KG Maazujung D/A KG. Bogunayili D/A Primary. Sugaya D/A Primary. Kpatinga E/A JHS	Kpatinga.
06	Katani D/A KG. Champongyili D/A KG. Batei D/A Primary. Namongbani D/A Primary. Salinwia D/A Primary.	Nabuli
07	Yawungu D/A KG. Wantugu D/A Primary Bulgu D/A Primary Yishe R/C Primary Damdaboli D/A Primary	Wantugu

08	Gaa D/A KG. Samanga D/A Primary Samang-yapala D/A Primary Gaa D/A Primary Zori D/A Primary	Gaa
TOTAL	40	8

Source: Author's Survey, 2014

3.4 Method of Data Collection

3.4.1 Data Collection Instrument

Questionnaire administration and interview methods as well as observations were the major research instruments employed for the study. The questionnaire used includes both closed and open ended questions. The research used the questionnaire to collect data from the teaching staff at the basic school level. The study efficiently combined the two types of interviews on the educational workers for purposes of data collection. In the case of the structured interview, predetermined set of questions were asked using the same wording and order as specified in an interview guide. Unstructured interview was used to clarify issues that were not captured by the structured questionnaires.

Observation and interview were the two main techniques of data collection for the research. The work observed carefully the process that contributes to effective teaching and learning or otherwise, issues like school physical infrastructure, alertness of students in the classroom environment, syllabi and computers were observed without subjecting the authorities of the schools to interrogations. The observation assisted to illicit information on issues that respondents considered confidential.

3.5 Method of Data Analysis and Presentation

The data collected was verified and edited to ensure consistency with the research objectives underpinning the study. The study used the statistical package for social sciences (SPSS) in analyzing the data obtained from the questionnaires using tables and charts. The qualitative account from the informal interviews was used to enrich the discussion by interpreting the data obtained from the field.

The logo of KNUST (Kwame Nkrumah University of Science and Technology) is centered in the background. It features a red flame atop a black mortar and pestle, with a yellow eagle with spread wings below it. A yellow banner at the bottom contains the text 'WISDOM APPOINTED TO US' and 'BADWEI' on the right side.

CHAPTER FOUR

PROFILE OF THE STUDY AREA

4.1 Introduction

This chapter presents the profile of the study area pertaining to location and size, vegetation and climate, education performance, economic characteristics among others.

4.1 District Profile

This section provides background information on the district under study with emphases on its location and size, population characteristics, education as well as the economy as its main source of livelihood. In this chapter, the research outlines the main parameters for describing the study area in order to assist the readers understand and become familiar with the natural features (geography) of the study area.

4.1.1 Location and Size

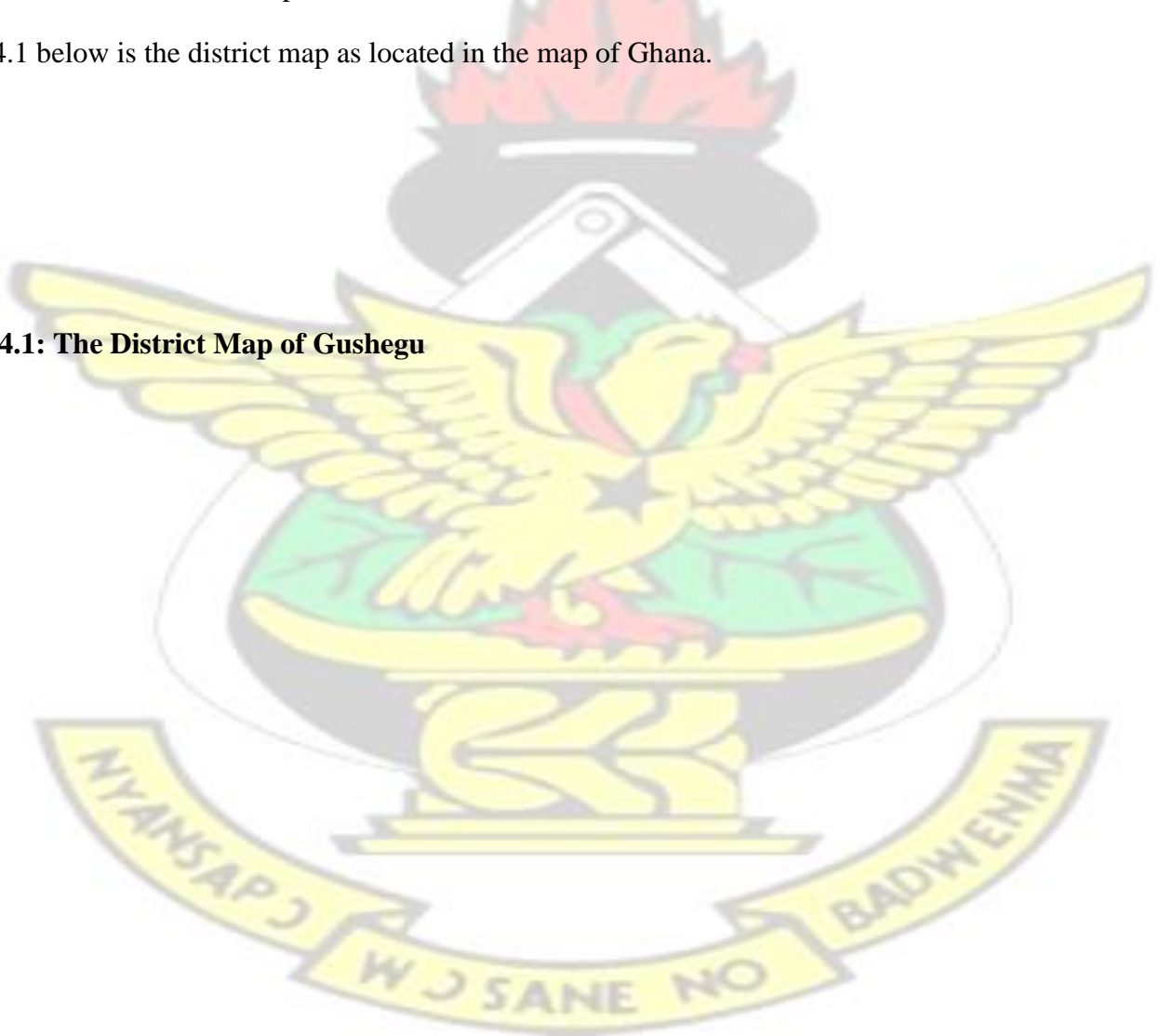
The Gushegu District is one of the 26 districts of Northern Region of Ghana. The district was initially carved out of the then Eastern Dagomba District in 1988 as Gushegu/Karaga District and later as Gushegu District in 2004, located in north eastern corridor of the region. The district capital

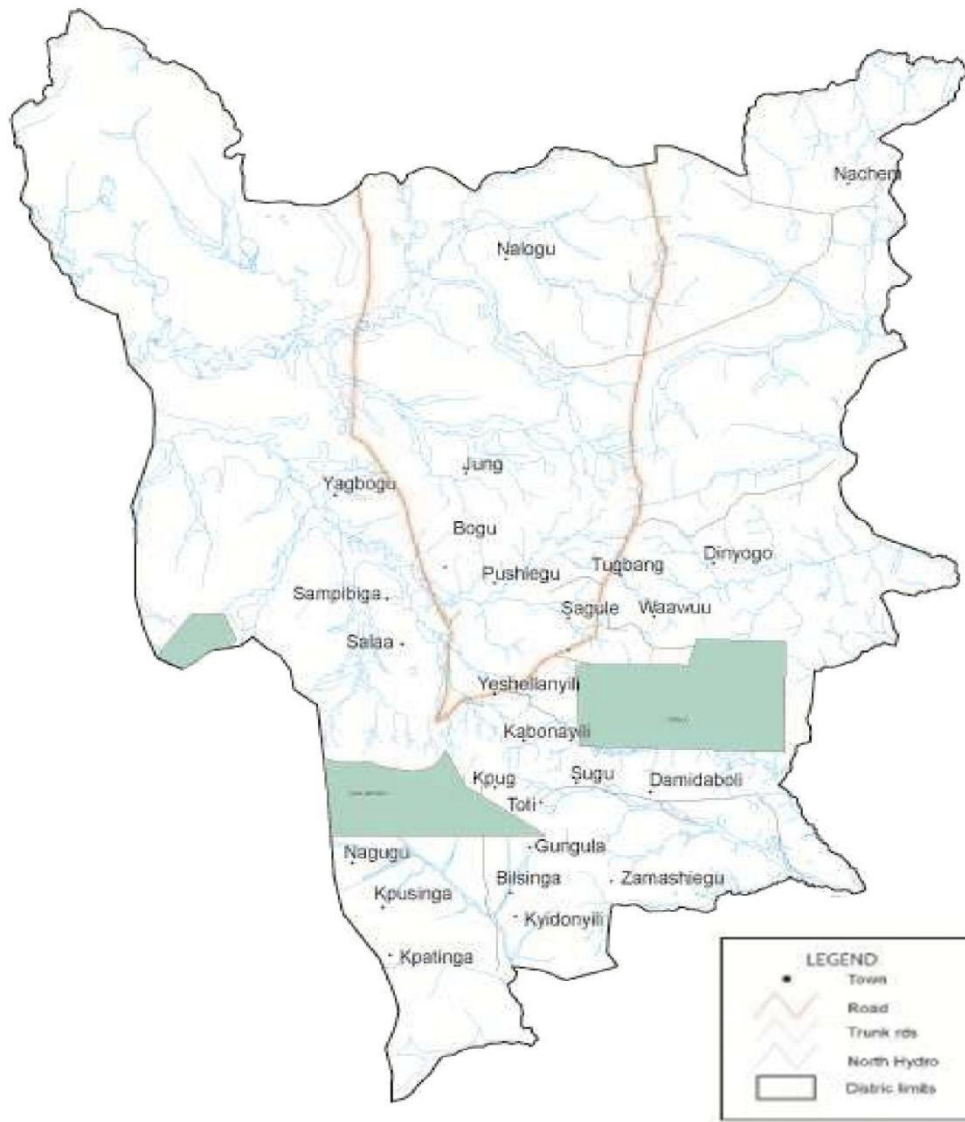
Gushegu, is about 114 km away from Tamale, the Northern Regional Capital. The land mass of the district is about 5,796 km² with 395 settlements (MoFA, 2012). It shared boundaries with six other districts, such as; Saboba and Chereponi districts to the east, Savelugu/Nanton and Karaga districts to the west, East Mamprusi to the north, and Yendi to the South.

The location of the district helps readers to know and identify the position of Gushegu (the study area) in the political map of Ghana. It also highlights communities where sampled schools are located. Whilst the essence of the size reveals expands of land for the establishment of more educational infrastructure to improve access and classroom environment for better instructions.

Figure 4.1 below is the district map as located in the map of Ghana.

Figure 4.1: The District Map of Gushegu





Source: Gushegu District Assembly, 2010

4.1.2 Relief and Drainage of the study area

The district lies entirely within the voltanian basin dominated by coarse lateritic upland soils and soft clayey soils in the valley bottoms (MoFA, 2004). The relief could be described as fairly undulating with height ranging from 140m at valley bases to about 180m in the plateau surface.

The drainage system is very poor and so the general flow of water during the rainy season is poor and it easily collects into pot holes and puddles. There are also large valleys and streams located at the periphery of some of the communities that housed the sampled schools, namely; Gaa, Katani, Sampemo and Sampebiga, (MoFA, 2012). During rainy reason, the streams, valleys and roads leading to these communities get inundated, thereby reducing outsiders including circuit

supervisor's easy access to the communities to monitor the day today activities of teaching and learning of the schools.

4.1.3 Vegetation and Climate of the study area

The vegetation reflects a tropical continental climate experienced in Northern Ghana. The rainy season lasts between May and October, with sporadic dawn pours pattern over the period, peaking in July and August. The quantum of rainfall amounts to between 900 and 1000mm per annum. The rest of the year ranging from November to April is virtually dry. Temperatures are generally high during the year with highest of 36°C or above in March and April. Low temperatures ensued from November to February which falls in the harmattan period (MoFA, 2012). The tropical Guinea Savannah nature of the vegetation, made the ground surface suitable for the cultivation of cereals and legumes, and the plantation of drought resistant trees such as *Parkia biglobosa* (dawadawa trees), *Butyrospermum paradoxum* (shea trees), *Azadirachta indica* (neem) and *Adansonia digitata* (baobab).

The essence of this section to the study area is that, about 88 percent of the inhabitation are engaged in agriculture for their livelihood, and depend largely on the household labour including the school going children on their farms. The used of school pupils to farm during and or after school hours deprived them ample time to rest their brains and have private studies to catchup with the syllabi. This has adverse effect on the overall performances of the pupils as a consequence.

4.2 Social Characteristics of the study area

4.2.1 Population

The Population of Gushegu District stands at 112,826 distributed over 395 communities (GSS, 2010). The sex composition revealed 49 and 51 percent, of both males and females respectively, in the district. The district has many ethnic groups, including; Dagombas consisting of about 80 percent, and close to 20 percent Konkombas and other minor settlers like Akans, Mampurisi, Frafra, Gurunsi, Bimobas and Chakosi whose main source of livelihood are peasant farming and petty trading.

The analysis of the population distribution by age shows that, Gushegu District has a young population typical of developing countries since 51 percent share of the population constitute the dependency age class (47 percent is less than 15, and 4 percent 60 years and above). With this 47

percent minors, 28 percent of them falls under school going age (4-15) compare to the 23 percent of children who are currently in school. It means that about 5 percent of school going pupils are out of school. Therefore, the major stakeholders of education in the district, such as; the District Assembly, Ghana Education Service, Traditional Authority, Parents, Partner Organisations and Religious Leaders should mapped up strategies to strengthen enrolment derived to get all out of school children back to school. Also, the high number of minors require high expenditure by government to build more schools and train teachers to absorb this potential pupils.

4.2.2 Education Performance in Gushegu District

Gushegu District is one of the least educated districts in Ghana. For instance, 71.9 percent of the population above 12 years had never attended school, 23 percent are currently in school and only 5.1 had attended school before (GSS, 2010). Currently the district has 174 basic schools (18 JHS, 96 primary schools and 60 pre-schools) and only one Senior High School spread over 395 communities in the district. It has 26,842 students and 593 teachers of which only 45 percent are trained with requisite skills to deliver the curriculum, the rest are untrained and need comprehensive teacher development workshops to capacitate them for better delivery.

In the area of learning outcome, the last School Performance Test carried out in the district revealed that, the boys had 39.43 and 42.65 respectively for English and Mathematics, whereas their girls' counterparts had lower scored of 36.77 and 41.65 also respectively for English and Mathematics. Notwithstanding the better performance of the boys over girls, the overall performance was below the average scored of 50 percent. But it however, revealed the learning achievements of both sexes and disclosed the need for more attention to the girls in class to catch up with the boys (GDED, 2012).

4.3 Economic Characteristics of the study area

4.3.1 Trade and Commerce

Gushegu District has two markets located in Gushegu and Kpatinga. They draw traders from far and near including Tamale, Yendi and Bolgatanga. A variety of goods are sold and bought in these markets such as industrial and imported goods like clothing, utensil, bicycles, and motor bike parts. The markets are important centres for agricultural produce such as groundnuts, maize, yams and

beans. Gushegu market is very strategic in terms of livestock particularly, cattle. The District has one Rural Bank that is Tizaa Rural Bank Ltd. This financial institution provides the following services: Organizing of savings, Credit support to individuals and groups, Loan administration to salary workers, Opening and operating in all manner of accounts, Investment openings, Financial Mediation and Credit to promote agricultural production as well as commercial activities in the district (GDA, 2010).

This section is significant as it enables readers to acknowledge the financial viability sectors of the local economic development of the study area. It also focuses on the various money-making activities through the cost-effective programmes adopted by the local authorities in the area.

4.3.2 Agriculture

To a greater extent, agriculture is the main stay of the economy in the district. It engages over 80 percent of the economically active which constitute about 43 percent of the district population (GSS, 2010). The economic activities in the district are agro-based and include farming, agroprocessing and trading in foodstuff especially by women is very important in the district. Incomes accruing to the sale of these traditional crops such as maize, sorghum, millet, groundnuts, cowpea, cassava, rice and yam to service their medical bills and pay their wards school fees.

CHAPTER FIVE

DATA ANALYSIS AND PRESENTATION

5.1 Introduction

This chapter presents and analyses data of the study. It is centered on the socio-demographic characteristics of respondents, current state of basic education delivery, weaknesses of basic education delivery, potentials of the current basic education delivery, and strategies to address the weaknesses of the basic education delivery in the District.

5.2 Current State of Basic Education Delivery in the Gushegu District

As the first objective of this study, the section seeks to examine the current state of basic education delivery in the Gushegu District. The identified variables towards the achievement of this particular objective include infrastructure, classroom condition,

5.2.1 Available Infrastructure

The analysis showed that, 36 primary schools have no feeder kindergartens to facilitate easy transition at that level and also, to encourage the right age (4) for the first time schooling at the pre-primary level. Potential pupils in the communities of such schools lack access to kindergarten education to ensure good foundation at the primary level. The high inadequacy of classrooms has compelled both education directorate and the teachers to adopt multigrade teaching as an interim solution to the problem. This style of instruction has adversely affected the pupils especially the average and slow learners, and also, teachers encounter difficulties in completing the syllabi with the pupils. See table 5.1 show the distribution of basic schools, classrooms and distances to school in the district.

Table 5.1 Distribution of Public Basic Schools, Classrooms and Distance to Schools in Gushegu District

Level	Number of Schools	Classrooms available	Number of Classrooms deficit	Average distance to school (Km)
Kindergarten	60	45	75	NA
Primary	96	431	145	8
JHS	18	47	61	15
Total	174	523	281	

Source: GDED, May 2013. NA means not available

The implication of this observation is that, the few number of JHS and the average distance to cover by the primary school leavers to access JHS discourages some of them causing them to drop out of school. Also, because the difficulties surrounding multigrade tuition couple with the short time frame for pupils to stay and cover the JHS programme a lot of them performed abysmally low at the BECE. Besides, the few number of JHS caused congestion in the classrooms of large communities, rendering teaching and learning ineffective. This finding confirms to Petrovich (2008) who reported that inadequate classrooms and other logistics are obvious challenge that are

likely to affect quality education delivery in public schools. This could be a major challenge to quality education delivery in the district as unfavourable class room environment affect the quality of learning and performance (Watkins, 2000 and UNESCO, 2005). This assertion is also in line with Syal (2011) findings that the provision of good school buildings in public basic schools by civil society organizations helped to improve quality education delivery in India

5.2.2 Condition of Classrooms and Number of Desks

The analysis also showed that 62.5 percent of the classrooms are in good condition while 37.5 percent were found to be in deplorable state (Table 5.2). This means that more than half or fifty percent of basic schools classrooms in the district are in good condition and could be a potential for quality education delivery, as pupils could have access to good classrooms to learn. However, if all the classrooms are in good condition the number would still not be adequate to meet all the grades at the basic level in the district as explained in 5.2.1.

Table 5.2 Current State of Classrooms

Category	Percent
Condition in Good State	
Kindergarten	25
Primary	30
JHS	45
Condition i n Bad State	
Kindergarten	15
Primary	10
JHS	5

Source: Author's Field Survey, May 2013.

5.3 Desk available for Usage

The study revealed that the ratio of students per a dual desk is 8:1, instead of the ideal situation of students per a dual desk of 2:1. This arrangement is applicable to Kindergarten Primary

School and Junior High School. While that of the number of teachers per a teacher's desk is 4:1, which ideally should be 1:1 teacher per a writing desk (Table 5.3).

Table 5.3 Desk available for usage

Category	Ratio per Desk
Stu dents	
Kindergarten	8:1
Primary School	8:1
Junior High School	8:1
Tea chers	
Kindergarten	4:1
Primary School	4:1
Junior High School	4:1

Source: Author's Field Survey, May 2013

Table 5.3, implies acute shortage of dual and writing desks for both pupils and teachers respectively in the district. These inadequate dual desks (300 percent) of the existing one, have subjected the furniture under unnecessary severe pressure thereby reducing its durability and coercing pupils to be lying on their stomach in the classrooms during instruction. The situation limits teachers' movement in classes which served as a serious challenge to quality education delivery since teacher – student interaction could be reduced to minimum and could lead to poor performance in future. This argument is supported by Adams (2000), citing Beebout (1972) that fewer student numbers in class improved the quality of student – teacher interaction raising performance of students in Malaysia.

5.4 Library and ICT Facilities

The investigation showed that majority, 55.5 percent of schools in the district have neither access to a library nor a computer services, while 27.8 percent have a library and 16.7 percent have a computer (Table 5.4).

Table 5.4 Library and Computer Facilities Available in Schools

Category	Frequency	Percent
Library		
Kindergarten	0	0
Primary School	9	22.5
Junior High School	2	5
Computer		

Kindergarten	0	0
Primary School	2	5
Junior High School	5	12.5
None	22	55
Total	40	100

Source: Author's Field Survey, May 2013

It is observed in Table 5.4 that, library and computer facilities are found to be negatively affecting quality education delivery in the district. This means that a lot of schools in the district lack access to vital learning resources which could affect performance in the long run and hence the quality of education provided. This is because Hewlett Foundation (2008) and Adeyemi (2010) citing Gibbs (1990) asserted that well equipped library provide assortment of material resources like books, journals and computer facilities which serve as reference sources for relevant information to both students and teachers for better learning results.

5.5 Population and Growth of Students in the District

The analysis showed that the population of students in the district for the past five years is increasing at an average rate of 12.4 percent. The highest, 35.6 percent, enrolment rate recorded within the past five years was in 2011/2012 academic year while the leased occurred in the 2010/2011 academic year (Table 5.5). This implies that this annual incremental rate of 12.4 percent of the existing student population discloses to policy makers regarding the growth of educational enrolment of the district over a period of time to enable them plan and adopt strategies to provide adequate classrooms for the upcoming pupils.

At the pre-primary stage the pupils complain so much and also need continues and constant attention to liking the school environment close to that of their homes to motivate them stay in school. However, the highest classroom to pupil ratio of 1:134 at the kindergarten reveals how the pupils are congested in the classrooms and this situation impedes teacher pupil interaction which has adverse effect on individual differences and effective teaching and learning as well. Even though the distribution of classrooms at the primary and junior high school levels looks better, the classrooms environment situation in the large

communities such as Gushegu, Kpatinga, Zinindo and Gaa are very similar to that of the kindergarten including the difficulties.

Table 5.5 District Enrolment and Classrooms distribution for Five Academic Years

Name of Institution	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
KG Enrolment	2,993	3,386	3,265	4,105	5,942
<i>No. Classrooms</i>	-	30	38	42	45
<i>Pupil Classroom/Ratio</i>	-	1:113	1:86	1:98	1:134
PRIMARY Enrolment	11,480	14,289	10,989	14,925	18,055
<i>No. Classrooms</i>	-	235	258	375	431
<i>Pupil Classroom/Ratio</i>	-	1:61	1:43	1:39	1:42
JHS. Enrolment	1,630	1,530	1,400	2,196	2,845
<i>No. Classrooms</i>	-	33	34	45	47
<i>Pupil Classroom/Ratio</i>		1:46	1:41	1:49	1:61
KG/PRI/JHS Enrolment	16,103	19,205	15,654	21,226	26,842
<i>No. Classrooms</i>	-	298	330	462	523
<i>Pupil Classroom/Ratio</i>	-	1:67	1:48	1:46	1:52
Annual Enrolment Rate (percent)	*	18.4	-18.5	35.6	26.5

Source: Author's Field Survey, May 2013 Average annual enrolment rate (12.4%)

and * is the base year

5.6 Human Resource and Teaching and Learning Materials

5.6.1 Teacher Population

The study showed that the population of teachers in the district is 593, comprising 55 teachers at the kindergarten, 394 at primary and 144 teachers at the junior high school levels. (Table 5.6).

Table 5.6 Basic Schools Teachers, Pupil Teacher Ratio (PTR) and Pupil Trained Teacher Ratio (PTTR)

LEVEL	2012/2013 District			2012/2013 Regional			2012/2013 National		
	Teachers	PTR	PTTR	Teachers	PTR	PTTR	Teachers	PTR	PTTR
KG	55	1:108	1:170	3,184	1:55	1:108	33,108	1:37	1:72
PRIMARY	394	1:46	1:143	11,399	1:37	1:67	94,905	1:33	1:48
JHS	144	1:20	1:27	5,814	1:20	1:25	72,777	1:16	1:19
Total	593	1:45	1:101	20,618	1:35	1:57	201,633	1:33	1:39

Source: GDED, May 2013

The study revealed a very huge qualified trained teacher deficit at the preparatory school through to the junior high levels at the district in particular and the nation as a whole. The pupil trained teacher ratio (1:101) shown on the table 5.6 indicates the limited number of competent teachers has the district to deliver the curriculum and this could be attributed to the abysmal performances at BECE for the last 5 years (since 2008). For instance, GES recommends 1:40 ratio of teachers to students for effective classroom management and quality deliver at the basic level. The high teacher deficit is blame on the reluctant by the district assembly to sponsor more teacher trainees to match up with the annual enrolment increment and this could spell doom for quality education delivery in the district. As Ankomah et al (2005) citing Lockheed et. al., (1991) reported that education quality is much higher and improves students' achievement when the teacher-student ratio is much lower in class.

5.6.2 Teacher Quality

A sample of basic school teachers from eight circuits revealed that majority, 43 percent of teachers have diploma in basic education obtained from the Untrained Teacher Diploma (UTDBE) program, followed by 27 percent teachers with SSSCE/WASSCE and the least qualification being 7 percent Bachelor of Arts degree (Table 5.8).

Table 5.7 Qualification Levels of Teachers

Qualification	Teachers	Percent
Diploma in Basic Education (UTDBE)	34	43
SSSCE/WASSCE	22	27
Teachers' Cert 'A'	10	13
B. Ed in Basic Education	8	10
B.A Integrated Development Studies	6	7

Source: Author's Field Survey, May 2013

This means that the number of teachers who are properly trained to teach are just eighteen comprising (Teachers' Cert 'A' and B.Ed. Basic Education) holders. This implies there are more unqualified teacher population in the district as compared to qualified teachers, hence teacher quality in the district cannot be said to be the best and could hamper quality education delivery. This finding buttresses Carnoy (1999) and Hanushek and Wobmann (2007) report that evidence exist in both advanced and developing world to the effect that investment in physical infrastructure

of the educational system does not improve performance of learners substantially like the quality of the instructor or facilitator. Jusuf (2005) also conducted a study on teacher quality in Indonesia and concluded the keyword for ensuring quality education is quality teachers and that without qualified competent teachers, it is impossible to build a high quality education at any level.

5.6.3 Teaching Learning Materials (TLMs)

The analysis revealed that on the average each school has 32 boxes of chalk/markers, 29 pieces of card board, 25 booklets of teaching syllabus, and the least; teaching learning materials being 4 pieces each of word chart and picture reading cards (Table 5.9). It means that the quantity of TLMs available in basic schools in the district is woefully inadequate and could affect the quality of teaching and learning in the schools leading to poor students' performance in the long run.

Table 5.8 Available TLMs in Basic Schools in the District

Teaching and Learning Materials	Average Quantity Per School	Percent
Chalk/Markers	32	18.4
Card board	29	16.7
Teaching Syllabus	25	14.4
Supplementary readers	18	10.3
Drawing Instruments	15	8.6
Lesson note books	14	8.0
Abacus	9	5.2
Teachers' Guide	9	5.2
Letter cards	8	4.6
Word Cards	7	4.0
Word Chart	4	2.3
Picture Reading Cards	4	2.3

Source: Author's Field Survey, May 2013

This observation conforms to argument of Lamphoon (1986) that the use of a variety of teaching materials by teachers will lead to a significant increase in knowledge gain by the students. Ausubel (1978), an educational psychologist, emphasized that before any information can be organized in the mind during storage, the learner must make a conscious effort to relate what has been learnt to an already existing materials, including those in the environment in which learning is taking place, which he or she is familiar with. The inadequacy of TLMs in schools will therefore deny pupils the

opportunity to relate learning to existing materials thus making learning abstract and uninteresting to students. This argument is also supported by the findings of Ameyaw (2011) that pedagogical environmental skills such as the use of TLMs or introduction of concrete materials and practical lessons made students to develop interest in learning in the Winneba Metropolis of the Central region of Ghana.

5.6.4 Textbooks

The results also revealed inadequate number of textbooks in all subjects in the sampled basic schools. See (Appendix D) for quantity of books available by classes. The worse shortage of textbooks occurred in Natural Science and Religious and Moral Education (R.M.E) with a ratio of 1:552 and 1:185 respectively, while English and Mathematics recorded 1:5 each in the worst case scenario (Table 5.9).

Table 5.9 Textbook to Student Ratio by Classes for the 2012/2013 Academic Year

Subjects	Textbook-Student Ratio								
	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3
English Lang.	1:2	1:2	1:3	1:5	1:4	1:2	1:3	1:3	1:2
Mathematics	1:2	1:2	1:2	1:3	1:4	1:5	1:1	1:1	1:1
Int. Science	NAP	NAP	NAP	1:2	1:3	1:2	1:3	1:3	1:2
Social Studies	NAP	NAP	NAP	1:3	1:4	1:3	1:3	1:2	1:2
Natural Science	1:399	1:552	1:195	NAP	NAP	NAP	NAP	NAP	NAP
R. M. E	1:15	1:12	1:12	1:13	1:185	1:161	1:2	1:2	1:4
Pre-Technical	NAP	NAP	NAP	NAP	NAP	NAP	1:2	1:2	1:2
Ghanaian Lang.	1:2	1:2	1:2	1:1	1:1	1:1	1:1	1:1	1:1
Creative Arts	1:3	1:2	1:3	1:4	1:3	1:2	NAP	NAP	NAP
ICT	1:1	1:1	1:2	1:1	1:2	1:1	1:1	1:1	1:1
B. D. T	NAP	NAP	NAP	NAP	NAP	NAP	1:1	1:1	1:1

Source: Author's Field Survey, May, 2013

Note: NAP means not applicable

There was however 1:1 ratio of textbooks supplied in ICT and B.D.T in almost all classes. This shows inconsistency in the supply of textbooks in basic schools. Oppong-Sekyereet *al* (2013) also reported similar findings in their study of factors influencing the academic performance of junior high school students in English in the Assin North Metropolis of Central Region of Ghana. This finding clearly demonstrates that no effective and efficient teaching and learning can take place in these schools because according to UNESCO (2005), the achievement of effective and efficient teaching and learning is influenced by the availability of resources such as textbooks and other learning materials in schools. Oppong-Sekyereet *al* (2013) again confirmed that lack of or inadequate textbooks in the schools impeded students' proficiency in the use of the English language. This observation by Oppon-Sekyere and colleagues could be true for other subject areas.

5.7 Weaknesses to the Delivery of Quality Basic Education in the District

The study tasked teachers, students, PTA/SMC members and head teachers of the sampled schools as well as eight circuit supervisors and one officer from the district office of Ghana Education Service to identify weakness they perceived to be militating against quality education delivery in the district. The results showed that majority, 25.1 percent mentioned inadequate qualify trained teachers as the most challenging factor and poor condition of service as the least one (Table 5.10).

Table 5.10 Ranking of challenges of education by respondents

Challenges	Frequency	Percent
Inadequate Trained (Qualified) Teachers	32	24.89.3
Inadequate TLMs	22	17.1
Poor Parenting	15	11.6
Lack of Teachers Development Programmes	14	10.9
Poor Supervision of Teachers	12	9.3
Poor Infrastructure	12	9.3
Poor Conditions of Service	11	8.5
Low Performance of Teachers	11	8.5

Source: Author's Field Survey, May, 2013

It implies that most of the key stakeholders of education in the district have agreed that poor teacher quality is a fundamental challenge to quality education delivery in the district. This finding supports the earlier one in 5.4.2 that teacher quality is very poor in the district as well as inadequate to match

the growing number of students. This finding also agrees with the findings of Carnoy (1999), Jusuf (2005) and Hanushek and Wobmann (2007) who earlier reported inadequate qualified instructors or teachers as a challenge to quality education delivery in public schools.

Again, inadequate TLMs identified imply that students are either engaged in abstract or rote learning and this has adverse effect on teaching and learning as explained in 5.4.3. Poor conditions of service for teachers being the least challenging factor suggests that like salary and other entitlements due teachers are unlikely to affect delivery of quality education provided teachers are well trained and equipped with appropriate TLMs or resources to do their work. The study disclosed weak supervision of teachers by circuit supervisors as contributing greatly to teachers' absenteeism and ineffectiveness in classrooms resulting in low performance outcomes by pupils. Circuit supervisors claimed they take only one gallon of petrol each per term this they is woefully inadequate since some of them will have to cover 60 km distance to their circuits to do the necessary monitoring over the work of teachers under them. Hence, the insufficient fuel given to those by the directorate impede their outfit. They also claimed they used their personal motor bikes some of which are old and weak, and they do not have access to motor bikes maintenance allowance to always keep them fit all the time.

The investigation also revealed that some parents sent their wards to school but they do not care for their wellbeing, some of these pupils get their daily bread at the mercy of colleagues and some teachers. They put on retched school uniform, irregular in class, wear slippers and bushy hair to school and majority of those pupils performed abysmally low in school.

5.8 Potentials to the Delivery of Quality Basic Education in the District

The study interviewed teachers, students, PTA/SMC members and head teachers of the sampled schools as well as eight circuit supervisors and the District Director of Ghana Education Service for their perceptions on the potentials currently existing in the district which could be used to improve quality education delivery. See (Table 5.11).

Table 5.11 Sources of potentials to quality education

Potentials	Frequency	Percent
Existence of Supporting Organizations	46	35.6
Large Tracks of School Land	28	21.6
Effective PTA/SMCs in Schools	28	21.6
Availability of Experienced Teachers	21	16.5
Existence of Community Libraries	6	4.7

Source: Author's Field Survey, May, 2013

The investigation disclosed the existence of education sector non-governmental organizations in the district as the major potential to the delivery of quality education. The results further revealed that these organizations offer various kind of support to enhance quality education delivery in the district. For instance, Alliance for Change in Education (ACE); has established 29 wing schools in deprived communities, recruited 85 pupil teachers and paying them allowances, and sponsoring them at UTDBE programme. It also provides teacher development programmes like in-service training workshops and refresher courses for all teachers in the district,

Another partner organization worth mentioning in the district, is the Campaign for Female Education Development (CAMFED); it is operating in 15 primary, 13 JHS and 1 SHS with a total beneficiary of 977 needy girls (i.e. primary 300, JHS 367 and SHS 315), CAMFED provides bursary items (i.e. uniforms, school bags, maths sets and exercise books) to their beneficiaries. It has also sponsored 11 female teachers at the UCC and paying BECE/WASSE registration fees for the programme beneficiaries.

GPEG supports GES with grants to minimize logistical constrains, construct urinals for schools and rehabilitated somedilapidated schools structures such as Damankung D/A primary and Gushegu JHS schools. GPEG also gives grants to basic schools amounting to 12 Ghana cedis per pupil per year at the basic school level to invest in areas that will enhance quality teaching and learning in the schools.

The Girls Participatory Approach to Students Success (GPASS) is working in all the 18 JHS in the district and supporting 376 needy girls (JHS1 151, JHS2 134 and JHS3 91) who are not supported

by any NGO and stand the risk of dropping out of school. Like CAMFED, the GPASS also provides bursary items and pay BECE/WASSE registration fees for its beneficiaries. Last but not the least among the partner organization operating in the education sector is World Vision Ghana; it provides KVIP to some schools in the district including: Gushegu E/A JHS, Gushegu L/A JHS and Nasiria E/A Primary Schools. World Vision Ghana also provides potable water to some schools in the district namely; Kutung and Nasandi L/A Primary schools. These supports and those yet to come are perceived as great potential that when well utilized will add an impetus to quality education delivery in the district.

This finding agrees with the findings of Govinda (2003) and Syal (2011) that NGOs and civil society organizations partnered government in India to provide quality basic education and therefore constitute a great potential to help deliver quality basic education in the district. Respondents also mentioned large tracks of land available to schools as a potential because this will assist the supporting organizations and government in providing infrastructure to reduce congestions in the classrooms.

5.9 Strategies for Delivery of Quality Basic Education in the District

The study surveyed teachers, students, PTA/SMC members and head teachers of the sampled schools as well as eight circuit supervisors and the District Director Education to suggest strategies for the delivery of quality education in the district. The top most key strategy to providing quality education suggested is the expansion of teacher training colleges, followed by improvement in teacher development programmes as well as intensification of supervision of teachers (see Table 5.14).

Table 5.12 List of strategies suggested

No.	Types of Strategies
1	Expansion of Teacher Training Colleges
2	Improve Teacher Development Programmes
3	Intensify Supervision of Teachers
4	Increase Instruction Period of Teachers
5	Improve Award Scheme for Best Teachers
6	Expand School Infrastructure
7	Inter-Schools Debate and Quiz Competitions
8	Community Sensitization on Education
9	Establishing Model Schools
10	Scholarship Schemes for Best Students
11	Setting Performance Targets for Schools

Source: Author's Field Survey, May, 2013

Even though the top most strategy suggested seemed to be a nationwide concern, yet the district could be organizing annual refresher courses for teachers in each circuit to sharpen their delivery skills. Also teachers as well as circuit supervisors and head teachers should be well motivated to give off their best because USAID (2009) suggested that the strategy to improve quality education in Ghana should emphasize on management incentives.

Others strategies proposed are the expansion of school infrastructure such as classrooms, schools and desks to accommodate higher enrolment levels. Also, the intensification of supervision of teachers by the district directorate of education would assist reduce teacher absenteeism and ensure higher commitment and performance. While community sensitization on education particularly the role of parents and chiefs, will strengthen community-based school ownership spirit that will ensure total development of basic education delivery in the district. Finally, the introduction of inter-schools debate and quiz competitions, and setting of performance targets for schools will keep both teachers and pupils on their toes regarding academic work in order to have their schools names at the top of the district schools performance ranking sheet.

CHAPTER SIX

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

This chapter gives the summary of findings, recommendation and the general conclusion of the study.

6.2 Summary of Findings

From the data analysis and discussions the following key findings have emerged. These are; The study revealed that, kindergarten and junior high schools pupils are more overcrowded in classrooms than the primary level in the district. For instance, classroom pupil ratios are 1:134, 1:42 and 1:61 for kindergarten, primary and junior high schools respectively compared with the Ghana Education Service standard ratio of 1:40 for the three levels respectively.

The study also disclosed acute shortage of dual and writing desks for both pupils and teachers at the basic level, as 1 dual desk meant for two pupils is being used by 8 and a writing desk meant for a teachers share by 4 in the district. It further disclosed that, many basic schools in the district lack access to vital learning resources, as 83.3 percent of schools do not have access to computer services and 63.2 percent of schools are without access to library resources.

The study showed that the district has the highest pupil trained teacher ratio of 1:101 compared to both regional 1:57 and national as 1:39. It means that there are very limited qualified trained teachers competent enough to deliver quality education in the district. Again the study exposed discrepancies in the supplied of textbooks to basic schools as Basic Design and Technology, and Information and Communication Technology textbooks are adequately supply to one pupil per a textbook (1:1), the other subjects are ranging between one textbook per pupils three or above.

The study finds the poor supervision by the circuit supervisors to have been directly link to the insufficient fuel (1 gallon of petrol) given to a circuit supervisor per a term by the directorate and lack of access to strong bikes to facilitate their work. The findings further revealed poor parenting

as a major impediment to overall child wellbeing and knowledge acquisition especially at the basic level in the district.

The partner organizations including; Campaign for Female Education (CAMFED), Ghana Partnership for Education Grant (GPEG), Alliance for Change in Education (ACE), World Vision Ghana (WVG) and Girls Participatory Approach to Students Success (GPASS), have assisted to increase and improve both human capital and other educational facilities in the district. For example; ACE has recruited 85 pupil teachers and capacitate them through refresher training, CAMFED and GPASS helped a good number of needy girl's totaling over 2000 who stand the risk of dropping out of school to access bursary items and pay for their school fees. WVG has also built KVIPs to some schools such as Gushegu E.A JHS, D/A JHS, Nasiria

Primary and Watania JHS in the district. GPEG supports both GES and schools with grants 12 Ghana cedis per pupil at the basic level to enhance quality teaching and learning in the schools.

6.3 Recommendations

Following from the key findings made by this study, the study recommends that the following strategies be pursued by government and local authorities tasked to manage education in the district in order to improve the quality of basic education delivery in the district. The recommendations include:

The district assembly should renovate the 37.5 percent ramshackle schools structures and government through the Ministry of Education constructs 281 classrooms majority of which should be sent to kindergarten and junior high schools to accommodate the growing number of students (12.5 percent) annually in the district.

The Ministry of Education through the GES and GPEG should provide enough furniture to address the shortages in the schools. An average supply of 2000 dual desks and 90 teachers' writing desks per a year for five years will address the problem. While school heads through the capitation and GPEG grants should ensure routine maintenance of the furniture in their schools.

Government should collaborate with NGOs such as GPEG, CAMFED and WVG to assist provide modern learning resource centres like libraries, computer laboratories and e-learning facilities to enhance teaching and learning in the district.

The DA, GES and GPEG should sponsor 100 teacher trainees annually for five years to be posted to the district after completion in order to bridge the high pupil trained teacher ratio gap of 1:101 to the recommended GES ratio of 1:35 for effective delivery.

Parents and partner organizations such as CAMFED, ACE and GPEG should augment government efforts to supply enough textbooks to ensure 1:1 student textbook ratio at the basic level in the district.

The Ministry of Education through GES should provide 8 robust motor bikes (Apsonic – Aloba brand) to all the 8 circuit supervisors in the district to intensify supervision of teachers in order to reduce both teacher absenteeism and presenteeism, and to ensure higher commitment and performance of teachers.

The district directorate of education supported by the district assembly and the sector NGOs like CAMFED, ACE, WVG and GPASS should introduce a district wide inter-schools debate and quiz competitions with good award packages to motivate and keep students on their toes to learn.

The district directorate of education should similarly set performance targets for schools with enticing award like laptop computers and scholarship for further studies for teachers to motivate and keep school managements on their toes.

6.4 Conclusions

Based on the findings, the study therefore concludes that the current state of basic education delivery in the district is far from quality and is in dire need of interventions in the area of infrastructure, TLMs, qualified trained teachers, strict supervision, incentives and community participation. It can also be concluded that despite the numerous challenges (i.e inadequate

qualified trained teachers, poor supervision and poor parenting) facing quality education delivery in the district, several potentials such as: existence of supporting organizations, large tracks of school land, effective PTA/SMCs in schools and availability of experienced teachers in the district can be exploited effectively to overcome the above challenges and bring about enhancement in quality education delivery in the district.



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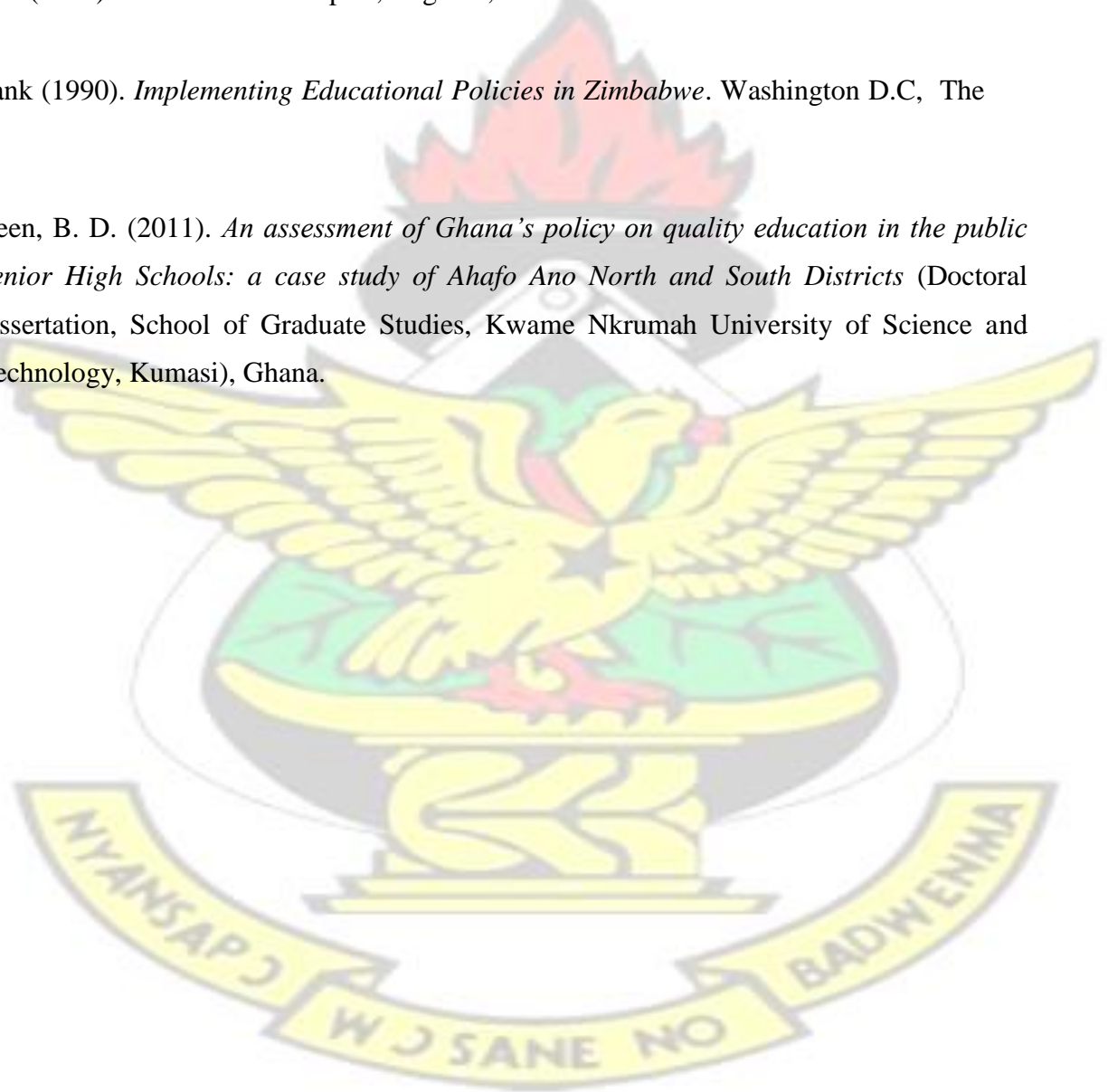
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- How many periods do you teach in a week?
- What is the official class size recommended by GES?
- What is your class size? Males.....Females.....Total.....
- Describe how the class size affects your teaching?
- On the average, how many exercises, assignments and class test do you give to students in a term?

Evaluation Method	Number Given
Exercises	
Assignments	
Class Test	
Total	

- How will you describe the students' performance in internal examinations?
- Excellent (c) Good
- Very good (d) Average
- What accounts for this performance described in (Q22) above?
- How will you improve on the performance of student in examinations?
- State any additional responsibility (ies) you have in the school?
- Who assess your work in the school?
- How will you describe your circuit supervisor in terms of his performance?
-
- From your experience of teaching in the district, what challenges affect the quality of basic education delivery in the district and how can they be addressed?

Challenges	How it can be addressed
1	
2	
3	

- Do you know of any organization(s) in the district that is working to improve quality education in the district? Yes () No()
- If No, give one reason.....
- If Yes, list the organizations and how they assist to deliver quality education?

No	Name of Organization	How they Assist
1		
2		
3		

- From your experience of teaching in the district, identify five potentials that exist in the district that can help deliver quality education at the basic level in the district?
-

Potentials	How it can be used deliver quality education
1	
2	
3	

- What strategy will you suggest to improve the delivery of quality education in the district?
- What any other thing concerning education in the district you will like to talk about that this questionnaire did not mention?

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APPENDIX B:

QUESTIONNAIRE FOR HEADTEACHERS

- Category of school: (KG=1, Primary=2 and JHS=3).....
- Name of school.....
- Sex of respondent: (Male=1 and Female=2)
- Age of respondent (years)
- 25-35yrs c) 46-55yrs
- 36-45yrs d) Above 55yrs
- Others
- Number of years in the school.....
- Years of teaching/working in the Gushegu district.....
- When was the school established?.....
- What was the first student population? Males..... Females.....
- What was the total number of class rooms then?
- What is the enrolment of the school for the last five years?

Sex/Year	2008/2009	2009/2010	2010/2011	2010/2012	2011/2013
Male					
Female					
Total					

Please provide details of the enrolment for five academic years in the tables below.

2008/2009 Academic year

Sex /Class	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3
Male									
Female									
Total									
Sex/Class		KG1			KG2		KG3		
Male									
Female									
Total									

2009/2010 Academic year

Sex /Class	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3
Male									
Female									
Total									
Sex/Class		KG1			KG2		KG3		
Male									
Female									
Total									

2010/2011 Academic year

Sex /Class	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3
Male									
Female									

Total									
Sex/Class	KG1			KG2			KG3		
Male									
Female									
Total									

2011/2012 Academic year

Sex /Class	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3
Male									
Female									
Total									
Sex/Class	KG1			KG2			KG3		
Male									
Female									
Total									

2012/2013 Academic year

Sex /Class	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3
Male									
Female									
Total									
Sex/Class	KG1			KG2			KG3		
Male									
Female									
Total									

- What is the dropout of the school for the last five years?

Sex/Year	2008/2009	2009/2010	2010/2011	2010/2012	2011/2013
Male					
Female					
Total					

- Is there any increment in the number of classrooms since the establishment?

Yes ()

No ()

- If Yes, how many?
- If No, give two reasons (i).....

- What is the current total number of classrooms in the school?

- Number in good condition.....
- Number in bad condition.....

- What is the teacher population in the school?

- Number of trained and paid..... • Number of untrained and paid.....

- Voluntary and paid..... • Voluntary and unpaid.....

- What is the official teacher to student ratio recommended by GES?.....

- Categorized the qualification of teachers in the school as follows?

No.	Type of Qualification	Number of Teachers
1.	Bachelor degree/Post-graduate diploma/Post-dip	
2.	University diploma	
3.	Teacher training college diploma	
4.	Untrained teacher diploma	
5.	Teacher training college Cert. 'A'	
6.	Untrained teacher Cert. 'A'	
7.	SSSCE	
	Total	

- List the textbooks available in the school in the table below?

No.	Subject	Quantities								
		P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3
1.	English language									
2.	Mathematics									
3.	Science									
4.	Social studies/Citizenship									
5.	education									
6.	Environmental studies									
7.	Religious and Moral									
8.	Education									
9.	Pre-tech									
10	Ghanaian language									
11	Creative arts									
	ICT									
	Others (specify)									
Total										

- What is the recommended textbook to student ratio?
- Does the school have library? Yes () No()
- If No, give one reason.....
- If Yes, what is the capacity of the library?
- Does the school have computer/resource centre? Yes () No()
- How many computers are in the centre?
- List other learning resources available in the school in the table below?

No.	Learning Material (TLMs)	Quantity
1.	Syllables	
2.		
3.		

Total	
--------------	--

- What is the total number of desk in the school for:
- Students?
- Teachers?
- Is it adequate? Yes or No
- Is there any motivation package in the school for teachers? Yes () No()
- If No, give one reason.....
- If Yes, how are they motivated?
- Rank the following complaints received from students or parents of the school within a term in order of (1st, 2nd, 3rd)
- Teacher absenteeism.....
- Maltreatment of students.....
- Poor lesson delivery by teacher.....
- Does the school have the following health and sanitation facilities:
 - Toilet? Yes () No()
 - Urinary? Yes () No()
 - Dust bins? Yes () No()
 - First Aid Box? Yes () No()
- Give your general assessment of health, environmental sanitation and hygiene situation in the school?
- Which of the following best describe the relationship between the school and the community?
 - Poor c) Cordial
 - Satisfactory d) Very supportive
- Does the community motivate teachers in the school? Yes () No()
- If Yes, in what form(s) does the motivation take?
- Does the school have a circuit supervisor? Yes () No()
- If No, give one reason.....
- If Yes, on the average, what is the number of visits does the circuit supervisor pays to the school in a term?

- Give three activities or the last five visits the circuit supervisor pays to the school?
- What is your general assessment of the work/support of the circuit supervisor to the school?
- From your experience of teaching in the district, what challenges affect the quality of basic education delivery in the district and how can they be addressed?

Challenges	How it can be addressed
1	
2	
3	

- Do you know of any organization(s) in the district that is working to improve quality education in the district? Yes () No()
- If No, give one reason.....
- If Yes, list the organizations and how they assist to deliver quality education?

No	Name of Organization	How they Assist
1		
2		
3		

- From your experience of teaching in the district, identify five potentials that exist in the district that can help deliver quality education at the basic level in the district?

Potentials	How it can be used deliver quality education
1	
2	
3	

- What strategy will you suggest to improve the delivery of quality education in the district?

- What any other thing concerning education in the district you will like to talk about that this questionnaire did not mention?

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APPENDIX C:

QUESTIONNAIRE FOR DISTRICT DIRECTOR, GES

- District name:
- Sex of DDoE:
- Age:
- Number of years of service?
- Number of years working in the district?
- How many schools are in the district?

Type of School	Number
Kindergarten Schools (Public)	
Primary Schools (Public)	
Junior High Schools (Public)	
Senior High Schools (Public)	
Kindergarten Schools (Private)	
Primary Schools (Private)	
Junior High Schools (Private)	
Senior High Schools (Private)	
Total	

2012/2013 Basic Schools Teachers, and Pupils/Teacher Ratio (PTR) and Pupil/Trained Teacher Ratio (PTTR)

LEVEL	2012/2013 District			2012/2013Regional			2012/2013National		
	Teachers	PTR	PTTR	Teachers	PTR	PTTR	Teachers	PTR	PTTR
KG									
PRIMARY									
JHS									
Total									

- What is the population of students in the district?

Type of School	Number of Students	
	Males	Females
Kindergarten Schools (Public)		
Primary Schools (Public)		
Junior High Schools (Public)		
Senior High Schools (Public)*		
Kindergarten Schools (Private)		
Primary Schools (Private)		
Junior High Schools (Private)		
Senior High Schools (Private)*		
Total		

Note: * means not directly related to the study.

- What is the enrolment rate of students in the district?
- What is the dropout rate of students in the district?
- What is the population of teachers in the district by school category?

Category of School	Number of Teachers	
	Males	Females
Kindergarten Schools (Public)		
Primary Schools (Public)		
Junior High Schools (Public)		
Senior High Schools (Public)*		
Kindergarten Schools (Private)		
Primary Schools (Private)		
Junior High Schools (Private)		
Senior High Schools (Private)*		
Total		

- What is the total number of trained teachers in the district?.....
- What is the total number of untrained teachers in the district?.....
- Categorized the qualification of teachers in the district as follows?

No.	Type of Qualification	Number of Teachers
1.	Bachelor degree/Post-graduate diploma/Post-dip	
2.	University diploma	
3.	Teacher training college diploma	
4.	Untrained teacher diploma	
5.	Teacher training college Cert. 'A'	
6.	Untrained teacher Cert. 'A'	
7.	SSSCE	
	Total	

5 years Basic Enrolment and Classrooms distribution.

Name of institution	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	
KG Enrolment						

No. Classrooms						
Pupil Classroom/Ratio						
Pri. Enrolment						
No. Classrooms						
Pupil Classroom/Ratio						
JHS. Enrolment						
No. Classrooms						
Pupil						

Classroom/Ratio						
-----------------	--	--	--	--	--	--

- What motivational package is in the district for teachers?
- Does your outfit supply TLMs annually to basic schools in the district? Yes () No()
- If No, give three reasons?

.....

.....

.....

- If Yes, name key TLMs supply for the 2012/2013 academic year?

No.	Name of TLM	Quantity Supplied
1.		
2.		
3.		
Total		

- Does the district have resource centre for teachers? Yes or No
- If there are failures, then what are the causes?
- What are the measures put in place to manage the failures?
- What challenges affect the quality of basic education delivery in the district and how can they be addressed?

Weaknesses	How they can be addressed
1	
2	
3	
4	

- Does the district have partners working to improve the quality of education in the district? Yes ()
No()
- If No, give one reason.....
- If Yes, list the partners and how they assist to deliver quality education in the district?

No	Name of Partners	How they Assist
1		
2		
3		
4		

- What potentials exist in the district that can help deliver quality education at the basic level in the district?

Potentials	How it can be used deliver quality education

1	
2	
3	
4	

- What strategy will you suggest to improve the delivery of quality education in the district?
- What any other thing concerning education in the district you will like to talk about that this questionnaire did not mention?

**QUANTITY OF TEXTBOOKS BY CLASSES IN SAMPLED
BASIC SCHOOLS**

Types of Textbooks	Number of Textbooks by Class									Total
	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3	
English Lang.	439	332	208	102	137	250	252	191	286	2,197
Mathematics	327	326	340	171	151	96	582	440	450	2,883
Int. Science	NAP	NAP	NAP	241	168	206	260	156	230	1,261
Social Studies	NAP	NAP	NAP	157	153	165	298	277	287	1,337
Natural Science	2	1	3	NAP	NAP	NAP	NAP	NAP	NAP	6
R. M. E	54	48	48	43	3	3	331	230	126	886
Pre-Technical	NAP	NAP	NAP	NAP	NAP	NAP	277	240	227	744
Ghanaian Lang.	369	370	366	527	504	683	816	644	642	4,921

Creative Arts	248	233	191	152	172	205	NAP	NAP	NAP	1,201
ICT	596	727	402	606	302	367	652	524	475	4,651
B. D. T	NAP	NAP	NAP	NAP	NAP	NAP	549	432	542	1,523
Total	2035	2037	1558	1999	1590	1975	4017	3134	3265	21,610

Source: Survey Data, May, 2013

NAP means 'not applicable'



APPENDIX D:

QUESTIONNAIRE FOR DISTRICT CO-ORDINATING DIRECTOR

- District name:
- Sex:
- Age:
- Number of years of service? • Number of years you have worked in the district?
- What is the expenditure of government on education in the district for the past five years?

Years	Expenditure on Education (GHC)
--------------	---------------------------------------

2009	KNUST
2010	
2011	
2012	
2013	
Total (GHC)	

- What challenges affect the quality of basic education delivery in the district and how can they be addressed?

Challenges	How they can be addressed
1	
2	
3	

- Do you know of any organization(s) in the district that is working to improve quality education in the district? Yes () No()
- If No, give one reason.....
- If Yes, list the organizations and how they assist to deliver quality education?

No	Name of Organization	How they Assist
1		
2		
3		

- What potentials exist in the district that can help deliver quality education at the basic level in the district?

Potentials	How it can be used deliver quality education

1	
2	
3	

- What strategy will you suggest to improve the delivery of quality education in the district?
-
-
-
- What any other thing concerning education in the district you will like to talk about that this questionnaire did not mention?
-
-

APPENDIX E:

QUESTIONNAIRE FOR DISTRICT CIRCUIT SUPERVISORS

- District name:
- Sex:
- Age:
- Number of years of service? • Number of years you have worked in the district?
- How many years have you been a circuit supervisor for this circuit?

- Do you have means for transport? Yes () No()
- If No, give one reason.....
.....
- If Yes, who provided the means of transport?
- Who fuel and service the means of transport?
- If fuel and service by yourself, are your re-inburse later or paid vehicle and maintenance allowance monthly?
- What is the total number of schools under your supervision?
- How many times do you visit each school a term?
- Is there any motivational package in the district for you?
- What suggesting will make to motivate you and teachers in the district?
.....
.....
.....
- State any five activities/assessments or assistance that you give to teachers during your visits?
.....
.....
.....
.....
.....
- What challenges affect the quality of basic education delivery in the district and how can they be addressed?

Challenges	How they can be addressed
1	
2	
3	

- Do you know of any organization(s) in the district that is working to improve quality education in the district? Yes () No()

- If No, give one reason.....
- If Yes, list the organizations and how they assist to deliver quality education?

No	Name of Organization	How they Assist
1		
2		
3		

- What potentials exist in the district that can help deliver quality education at the basic level in the district?

Potentials	How it can be used deliver quality education
1	
2	
3	

- What strategy will you suggest to improve the delivery of quality education in the district?

.....

.....

.....

- Describe any support that communities give to schools in your circuit?

.....

.....

.....

- What any other thing concerning education in the district you will like to talk about that this questionnaire did not mention?

.....