

**A COMPARATIVE STUDY OF PUBLIC AND PRIVATE SCHOOLS IN THE
PROVISION OF QUALITY EDUCATION AT THE BASIC LEVEL IN URBAN
CENTRES IN GHANA**

**A Thesis submitted to the School of Graduate Studies Kwame
Nkrumah University of Science and Technology, Kumasi in
partial fulfillment of the requirements for the degree
of Master of Science in Development
Policy and Planning**

By

SAMUEL ASIEDU

JULY, 2002

SUPERVISOR

Signature:

Name: Dr. Yaw Nsiah-Peprah

Signature:

Name: Dr. S. N. Boapeah
Head, Department of Planning

ABSTRACT

In spite of the considerable state funding and donor support to public basic schools in Ghana, trends in academic performances indicate a low level of performance in public schools. Private schools with little or no assistance from the state performed better academically than the public schools between 1996 and 2000.

The study compared the private schools with the public schools with the view of finding the factors that contribute to the poor academic performances in public schools. The educational process was analyzed as a system composed of educational inputs, process, and output.

Eight public and five private schools selected from two urban centres namely Sunyani and Berekum in the Brong Ahafo Region were compared. The results of the study indicated that parents' investments and support in their children's education were higher in the private schools than the public schools. The study also found that the parents' investments and support were influenced by the socio-economic background of parents namely income, education, occupation and status. The physical infrastructure of the public schools especially the buildings and classrooms had deteriorated due to neglect and lack of maintenance. Teaching and learning materials in the public schools were inadequate because they depended on government free supplies. The private schools, on the other hand, had adequate textbooks and stationery as well as the teaching materials and equipment. This was due to the fact that parents bought the textbooks and stationery for their children. The proprietors also bought teaching materials and equipment for their schools.

In conclusion the study suggested among other things that awareness be created for parents, chiefs and their elders, Churches, Non Governmental Organisations (NGOs) and the general public to support the public schools in the provision of their needs. Pupils in public schools should be supplied with textbooks and be allowed to send them home for use. The instructional time for students must be increased by increasing the length of the school term.

The public school buildings should be rehabilitated to make them attractive. Parent-Teacher Association should be strengthened in the public schools to ensure parents support for the schools development.

ACKNOWLEDGEMENT

First and foremost, I thank the Almighty God, whose love, and grace has taken me through this course.

I feel greatly indebted to all people who helped me in diverse ways to write this thesis. Specific names, however, need to be mentioned. I am grateful to my Supervisor, Dr. Yaw Nsiah-Pepurah, Lecturer at the Department of Planning, Kwame Nkrumah University of Science and Technology, Kumasi for his guidance and encouragement during the entire period.

My sincere thanks goes to Dr. K. D. Kessey, the former course Director through whose encouragement I pursued this course. I am grateful to Professor E. K. A. Tamakloe who encouraged me to enjoy the course and all the other members of staff of the Department of Planning.

Finally, I also owe a debt of gratitude to the District Directors of Education for Berekum and Sunyani and their staff as well as the teachers, pupils and parents of the sampled schools who co-operated with me during the interviews.

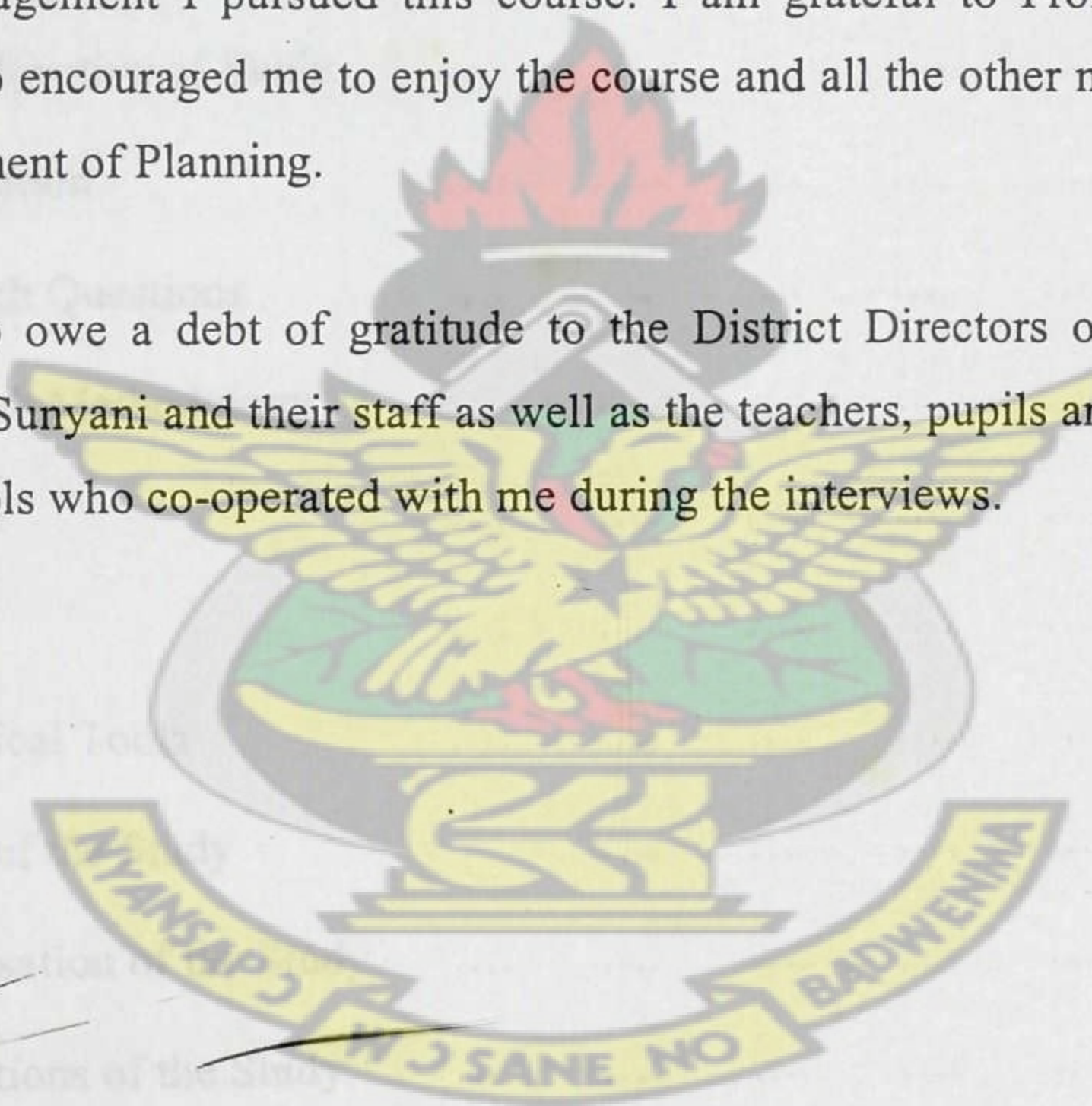


TABLE OF CONTENTS

	PAGE
ABSTRACT	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENT	iv
LIST OF TABLES	ix
LIST OF FIGURES	xi
1.0 CHAPTER ONE: GENERAL INTRODUCTION	1
1.1 Introduction	1
1.2 Problem Statement	3
1.3 Goal/Objective of Study	5
1.4 Justification	6
1.5 Research Questions	6
1.6 Research Methodology	7
1.6.1 Sample	7
1.6.2 Data	7
1.6.3 Analytical Tools	8
1.7 Scope of the Study	8
1.8 Organisation of the Study	8
1.9 Limitations of the Study.	8
2.0 CHAPTER TWO: CONCEPTS AND PROBLEMS OF BASIC EDUCATION IN GHANA 1996-2000	9
2.1 Introduction	9
2.2 Urban Centres	9
2.3 The Five-Year Development Plan for Basic Education	9
2.4 Basic Education in Ghana	10
2.4.1 Public Basic Schools	11

2.4.2	Private Basic Schools	....	....	....	....	11
2.4.3	Religious Bodies - Educational Units....	....	....	....	....	12
2.5	Problems of Basic Education in Ghana....	....	....	....	....	12
2.6	Quality of Education	....	....	....	....	14
2.6.1	Educational Inputs	....	....	....	....	14
2.6.1.1	Educational Demand Inputs	.....	....	....	....	15
2.6.1.2	Educational Supply Inputs	....	...	....	....	15
2.6.1.3	Physical Inputs	....	....	....	....	15
2.6.1.4	Instructional Materials	....	....	....	....	16
2.6.1.5	Teacher Quality	....	....	....	....	16
2.7	Input/Output Analysis of the Educational Systems	....	....	....	....	16
2.8	Educational Process	....	....	....	....	16
2.8.1	Educational Output	....	....	....	....	18
3.0	CHAPTER THREE: ANALYSIS OF DATA	....	....	....	....	19
3.1	Introduction	....	....	....	....	19
3.1.1	Description of Study Areas – Sunyani and Berekum....	....	....	....	....	19
3.2	Factors Influencing the Supply of Educational Inputs	....	....	....	....	22
3.2.1	Parents' Level of Income	....	....	....	....	22
3.2.2	Parents' Level of Education	....	....	....	....	24
3.1.3	Occupation of Parents	....	....	....	....	25
3.2.4	Social Status of Parents	....	....	....	....	26
3.3	Demand Inputs	....	....	....	....	27
3.3.1	Household Support of Children's Aspiration in Education	....	....	....	....	27
3.3.2	Supply of Textbooks and Other School Materials to Children by Parents	....	....	....	....	28
3.4	Supply of Inputs	....	....	....	....	29

3.4.1	Physical Inputs	....	....	....	....	....	28
3.4.2	Quality of Building Materials....	....	....	....	....	....	30
3.4.3	Ventilation and Light	....	....	....	....	....	30
3.4.4	Level of Maintenance of Buildings	....	....	....	....	....	31
3.4.5	Availability of Water and Sanitation Facilities	....	....	....	....	....	31
3.4.6	Tables and Chairs	....	....	....	....	....	31
3.4.7	Instructional Materials	....	....	....	....	....	31
3.4.7.1	Library Books	....	....	....	....	....	33
3.4.7.2	Maps and Charts	....	....	....	....	....	33
3.4.7.3	Adequacy of Textbooks and Stationary for Pupils.	....	....	....	....	....	33
3.4.7.4	Teacher Quality	....	....	....	....	....	34
3.4.7.5	Teachers' Teaching Experience	....	....	....	....	....	35
3.4.7.6	Opportunity to Learn	....	....	....	....	....	35
3.5	School Policies and Management	....	....	....	....	....	37
3.6	Educational Output	....	....	....	....	....	39
3.6.1	Results of Basic Education Certificate Examination (BECE) in Berekum and Sunyani 1996-2000	....	....	....	....	....	39
3.6.2	Categories of Passes	....	....	....	....	....	40
3.7	Pupils' Perception of the Present Educational System....	....	....	....	....	....	42
3.7.1	Pupils' Suggestion for Improvement of the Quality of Education in Schools	....	....	....	....	....	43
3.7.2	Pupils' Perception of Quality Education	....	....	....	....	....	44
3.7.3	Parents' and Teachers' View of the Present Educational System	....	....	....	....	....	44
3.7.4	Teachers and Parents Perception of Quality Education	....	....	....	....	....	45
3.7.4.1	Parents' Perception of Quality of Education	....	....	....	....	....	45
3.7.4.2	Teachers' Perception of Quality Education	....	....	....	....	....	45
3.8	Ownership of Schools	....	....	....	....	....	45

3.8.1	Pre-School (Kindergarten)	....	....	....	....	45
3.8.2	Primary Schools	....	....	....	....	46
3.8.3	Junior Secondary School	....	....	....	....	46
3.9	Enrolment	....	....	....	....	47
3.9.1	Primary School	....	....	....	....	48
3.9.2	Junior Secondary School	....	....	....	....	48
4.0	CHAPTER FOUR: SUMMARY OF THE MAIN FINDINGS, RECOMMENDATIONS AND CONCLUSION	....	....	....	....	50
4.1	Introduction	....	....	....	....	50
4.2	Summary of Findings	....	....	....	....	50
4.2.1	Physical Inputs	....	....	....	....	50
4.2.2	Ventilation and Lighting	....	....	....	....	51
4.2.3	Furniture	....	....	....	....	51
4.2.4	Instructional Materials	....	....	....	....	51
4.2.5	Teacher Quality	....	....	....	....	51
4.2.6	Libraries	....	....	....	....	52
4.2.7	Maps and Charts and Other Instructional Materials	....	....	....	....	52
4.2.8	Class Size	....	....	....	....	52
4.2.9	Opportunity to Learn	....	....	....	....	52
4.2.10	School Policies and Management	....	....	....	....	52
4.2.11	Basic Education Certificate Examination (BECE) Results	....	....	....	....	53
4.3	Recommendation	....	....	....	....	53
4.3.1	Household Inputs	....	....	....	....	53
4.3.2	Physical Facilities	....	....	....	....	53
4.3.3	Ventilation and Lighting	....	....	....	....	54
4.3.4	Instructional Materials	....	....	....	....	54

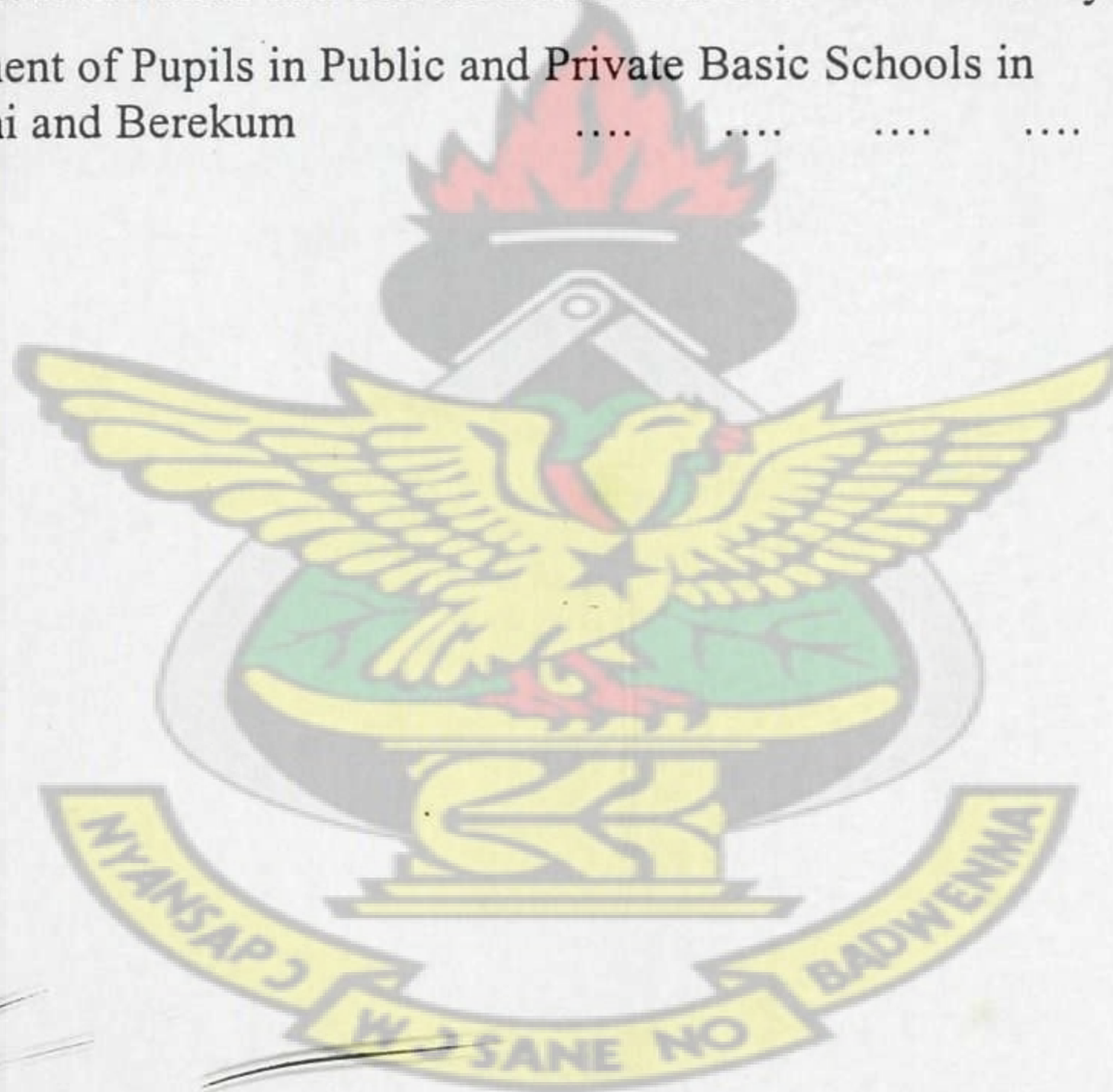
4.3.5	Teacher Quality	....	....	....	....	....	55
4.3.6	School Libraries	....	....	....	....	....	55
4.3.7	Opportunity to Learn	....	....	....	....	....	55
4.3.8	School Policies and Management	....	....	....	....	....	55
4.3.9	Performances of Public and Privates Schools at the BECE	....					55
4.4	Conclusion	....	....	....	....	....	56
BIBLIOGRAPHY							57
APPENDICES							59



LIST OF TABLES

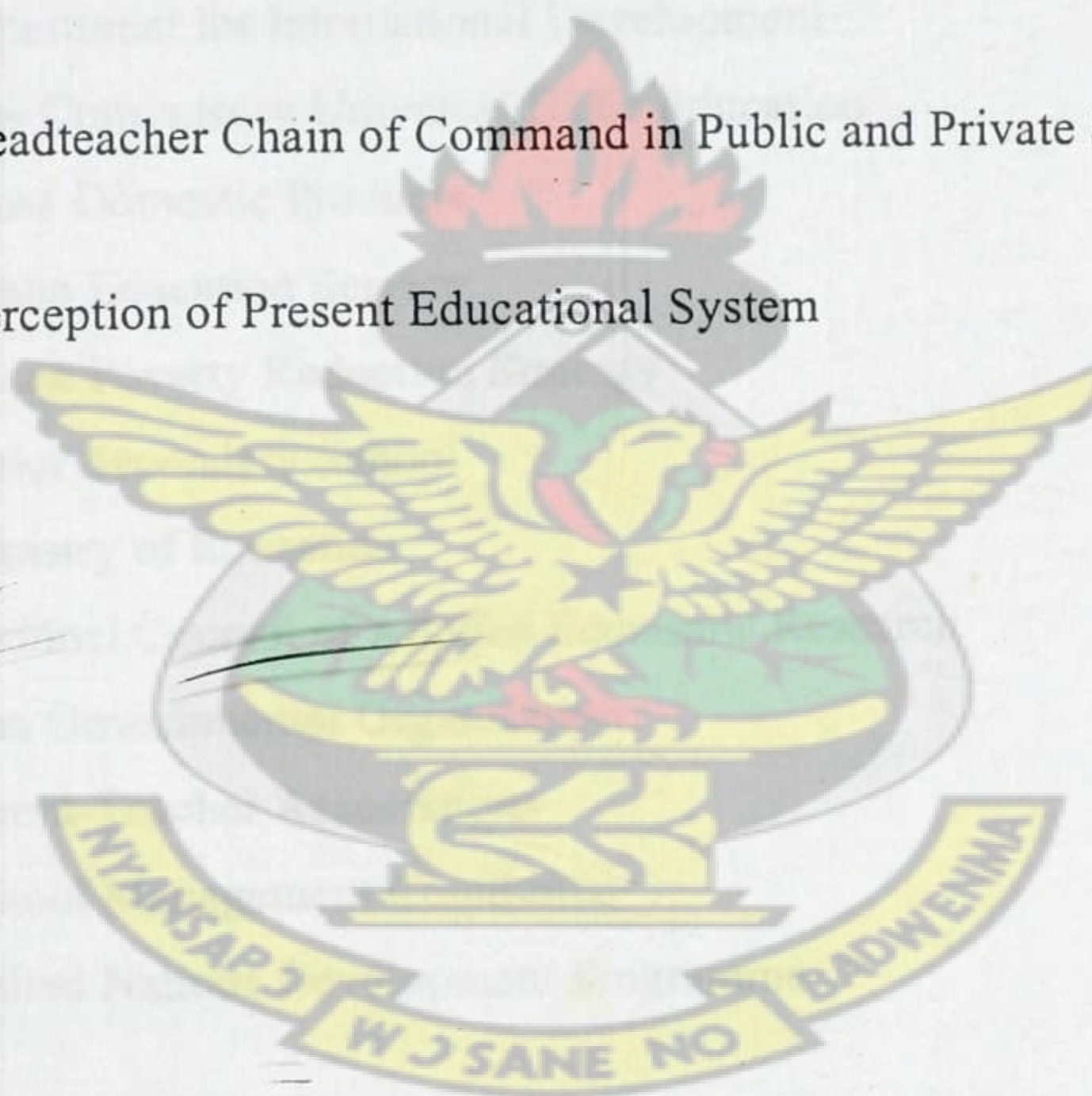
TABLE	PAGE
1.1 Sample Frame for Public and Private Schools in Berekum and Sunyani	7
1.2 Sample Frame for Teachers, Parents and Pupils in Berekum and Sunyani	7
3.1 Level of Income of Parents of Children in Private and Public Basic Schools	22
3.2 Level of Education of Parents.....	24
3.3 Parents Occupation	26
3.4 Class of Residence of Parents	27
3.5 Engagement of Private Teacher	28
3.6 Supply of Textbooks and Other School Materials to Children by Parents	29
3.7 Quality of Physical Facilities	30
3.8 Supply of Instructional Materials in Sunyani and Berekum....	32
3.9 Textbooks per Child in Sunyani and Berekum Districts Public and Private Schools 2000	34
3.10 Quality of Teachers in Sunyani and Berekum	34
3.11 Time Allocated to Subjects Per Week in Sunyani and Berekum	36
3.12 Frequency of Homework in English, Mathematics and Science	36
3.13 The Level of Cooperation of PTAs in Public and Private Schools	38
3.14 Results of BECE (1996-2000) Percentage Passes (Aggregate 6 – 30) Berekum	39
3.15 Results of BECE (1996-2000) Percentage Passes (Aggregate 6 – 30) Sunyani	40
3.16 Aggregate Scores of 6-12 in BECE Results from 1996-2000 In Sunyani	41
3.17 Aggregate Scores of 6 – 12 in BECE Results from 1996-2000 in Berekum	41

3.18	Candidates Obtained Excellent (Aggregate 6-12) in Sunyani and Berekum in Both Public and Private Basic School between 1996-2000	41
3.19	Pupils Suggestions for Improvement of the Present Education System	43
3.20	Perceptions of Parents and Teachers About the Present Educational System	44
3.21	Parents and Teachers Suggestions for Improving of Present Educational System	44
3.22	Ownership of Schools in Berekum and Sunyani	46
3.23	Ownership of Public and Private Schools in Sunyani and Berekum	47
3.24	Enrolment in Public and Private Schools in Berekum and Sunyani	47
3.25	Enrolment of Pupils in Public and Private Basic Schools in Sunyani and Berekum	48



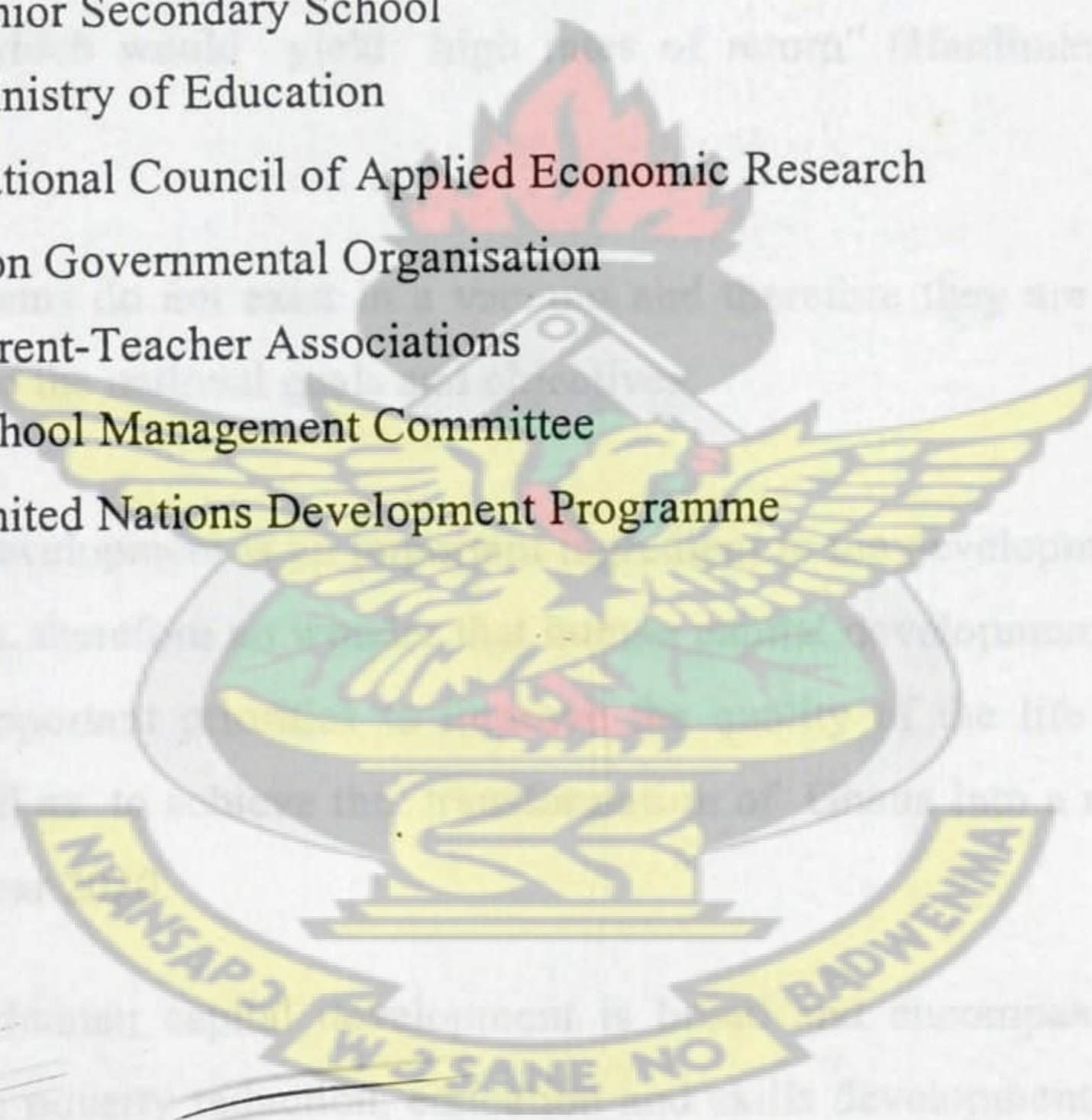
LIST OF FIGURES

FIGURE		PAGE
2.1	Educational Input-Output Process as an Integrated System	17
3.1	Map of Ghana showing the two Study Urban Centres – Berekum and Sunyani in Brong Ahafo Region	20
3.2	Headteacher Chain of Command in Public and Private School	38
3.2	Perception of Present Educational System	42



ACRONYMS

BECE	Basic Education Certificate Examination
CBO	Community Based Organisation
CRT	Criterion Referenced Tests
CWIQ	Core Welfare Indicators Questionnaire
DFID	Department for International Development
FCUBE	Free Compulsory Universal Basic Education
GDP	Gross Domestic Products
GES	Ghana Education Service
GPRS	Ghana Poverty Reduction Strategy
JSS	Junior Secondary School
MOE	Ministry of Education
NCAER	National Council of Applied Economic Research
NGO	Non Governmental Organisation
PTAs	Parent-Teacher Associations
SMC	School Management Committee
UNDP	United Nations Development Programme



CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

National plans of developing countries reflect the importance attached to education. In the United Nations First Development Decade in the nineteen sixties, great faith was placed in Education as the key to development. This belief, in an almost automatic relationship between education and development, resulted in large sums of money being allocated both in budgets and in investment programmes, (Hardiman and Migley 1982).

“Lack of resources of developing countries themselves led them to seek overseas aid, and this was liberally given, again in the belief that it would be an investment in human capital which would yield high rates of return” (Hardiman and Migley, 1982).

Educational systems do not exist in a vacuum and therefore they are appropriate if they are related to the national goals and objectives.

Human capital development is an important ingredient in the development process of any nation. It is, therefore no wonder that human capital development is considered as one of the important priorities to improve the quality of the life of the under-privileged as well as to achieve the transformation of Ghana into a middle income country by the year 2020.

The concept of human capital development is broad and encompassing, covering issues relating to poverty reduction, education and skills development, health, water and sanitation, housing and employment. The main aim of the human capital development programme over the medium-term period from 1997 to year 2000, therefore was to make significant progress towards the reduction of poverty through increasing availability of social facilities, enhancement of human capital resources through improved literacy and occupational skills, and increasing opportunities for employment and sustain income generation” (Ghana Vision 2020 July 1997).

There have been serious efforts to ensure basic education for all as found in various policies namely, the Accelerated Development of Education of 1951, Universal Enrolment in Primary Schools; the 1961 Education Act; Compulsory Elementary Education and the 1992 Constitution of the Fourth Republic of Ghana, the Free Compulsory Universal Basic Education Programme (FCUBE 1996-2005) the first phase of which took place in 1996-2000; improving management efficiency and improving access and participation (Ministry of Education June 2001).

Government spending on education has been high. Since the Economic Recovery Programme of the mid 1980s and when the 1987 Education reforms were launched, government expenditure on education increased from 2.0 percent to 3.8 percent of GDP in 1992. Education's share of national recurrent expenditure rose from 17 percent in 1981 to 36 percent in 1992 (Djangma, 1990).

Government through the Ministry of Education dominates spending on education, accounting for 82 percent of total official recurrent expenditure. Government spending for the period 1994-96 average 5 percent of GDP and 16 percent of all government spending (Ministry of Education, 2001).

The bulk of government spending on education went to basic education, about 66.9 percent, 15.9 percent and 11.9 percent of recurrent expenditure on education was allocated to basic, secondary and tertiary education respectively in 1997 (Ministry of Education 1996)

Salaries are by far the largest component of primary education expenditures accounting for about 90 percent or more of public expenditures on primary schooling. This leaves very little to finance other important school inputs such as teaching materials like books, and other supplies (Ghana Common Country Assessment, 1999)

In spite of the considerable state funding and donor support to public schools, trends in the quality of education performance in recent years have given rise to increasing concern about the competence of public schools.

During the 1960s, Ghana was acclaimed for having one of the best education systems in Sub-Saharan Africa (SSA). However, by the early 1980s, it was clear that the quality of instruction within public schools had deteriorated considerably (Ghana Common Country Assessment, 1999). In spite of the considerable state funding and donor support to public schools, Ghana is still a long way from achieving the objective of universal primary enrolment, let alone high standard of teaching and learning in public schools.

Private schools with no or very little assistance have outperformed the public schools. As a result of the performance of the private sector those who are most concerned about education and are able to spend more on their children or wards have abandoned the public schools for private schools which are mainly located in urban centres. (Local Government Digest Vol. 12. No. 4, 1999.)

1.2 Problem Statement

With the various policies aimed at improving quality of teaching and learning in public basic schools, there are still problems confronting the public schools, even in the urban schools, which are mostly staffed with trained teachers. As a result of inadequate funding for adequate teaching and learning materials, poor supervision, overcrowded classrooms, weak institutional and managerial capacity at the Ministry of Education, effective implementation of basic education strategy has been difficult resulting in low quality services and poor education outcome.

An analysis of the result of a series of Criterion Referenced Tests (CRT) conducted in the mid 1990s on a sample of primary six (6) pupils, across the regions of Ghana indicated that an insignificant proportion of pupils from the nation wide sample attained a mastery level scores of 60 percent in English, and 55 percent in Mathematics. On the literacy (English) test only 3.3 percent of public school pupils attained the mastery level score and 1.5 percent attained the criterion score for numeracy or mathematics (Ghana Common Assessment, 1999).

In the Basic Education Certificate Examination (BECE), which serves as the qualifying examination for entry into Senior Secondary Schools, results from 1990/91 to 1995/96 academic year indicated a poor performance in public schools. While 80

percent of their candidates passed the Basic Education Certificate examination, less than two-thirds of the pupils normally did sufficiently well to qualify for admission to senior secondary schools between 1991 and 1996 (Ghana Common Country Assessment, 1999)

Evidence from Core Welfare Indicators Questionnaire (CWIQ) survey points out to dissatisfaction with quality of education in public schools among the urban poor. About 50 percent of the urban poor were dissatisfied with public schools performances (Ghana Common Assessment, 1999).

Educational attainment and skills are important factors in determining access to the relatively high-paying jobs in the urban formal sector. Access to quality education and training has increasingly become one of the most important determinants of access to formal sector jobs in Ghana (Ghana Common Country Assessment, 1999). As a result of the poor quality of education offered in most public basic schools, most of their graduates end up with poor foundation for training in employable skills. According to the United Nations Development Programme (UNDP) Human Development Report on Ghana (UNDP, 1997, 43) they become unemployable and thus increase the pool of the unemployed in Ghana which is on the increase or become underemployed hawking in the streets. In the case of the girls some enter into early marriages leading to early child birth.

All these lead to increased poverty among the youth in the urban centres which is associated with poor diet, ill health, inferior accommodation, drunkenness, prostitution and other social vices. (Lloyd, 1972).

On the other hand pupils in private basic schools which have mostly untrained teachers but better supervision outperform the pupils from the public schools in the Basic Education Certificate Examination. Consequently more of the pupils of private basic schools gain admission into good secondary schools than their counterparts from the public school.

As a result of the better performances of the private schools, parents or guardians who are mostly concerned about their wards' education, have abandoned the public

schools for private school (Local Government Digest, 1999) The private schools however, charge high fees thereby making cost of education very high and not accessible to the poor.

Quality education cannot be under-estimated since literate farmers with at least a primary education are thought to be more productive and more responsive to new agricultural technologies than illiterate farmers. Specially, trained artisans and mechanics who can read and write are assumed to be better able to keep up-to-date with changing products and materials Todaro, 1996.

Poor quality of education, therefore, accounts for low productivity, which does not help in economic growth and development. Lack of quality basic education also make individuals not encouraged to participate in the activities of their community. They are also unaware of national problems (Botti M.et al, 1978)

There is therefore, the need to investigate the problems that are responsible for the poor performance in the public schools which enrol 87 percent of primary school pupils and 94 percent of junior secondary school students (Ghana Common Country Assessment, 1999).

1.3 Goal/Objective of Study

The goal of this research is to study the operations of private schools and compare them with the public schools with the view to finding the factors contributing to the poor performance of the public schools.

The specific objectives of this study are:

- (a) To assess the background of parents of pupils in terms of income, level of education, occupation and status and its effect on pupils' performances.
- (b) To examine the ownership, the facilities available in both public and private schools in terms of personnel, infrastructure and teaching and learning materials and their effect on pupils performance.
- (c) To compare the level of performances in public and private schools and the reasons for differences in performances and educational achievements.

- (d) To make recommendations for improvement in the provision of quality education at the basic school level.

1.4 Justification

The overall goal of education is the development of human resources of the country for sustained economic growth and development. In addition to ensuring a population in which all the citizens are at least functionally literate and productive, the education system must provide the population with the necessary skills to cope successfully in the competitive global economy. This has called for huge public and donor expenditure in public education, yet performance in the public basic schools remains poor. There is, however, better performance at the private basic schools which receive very little assistance from government.

There is therefore the need to compare the conditions prevailing in both private and public basic schools in terms of management, supervision, infrastructure, teaching and learning skills and come out with recommendations for policymakers and stakeholders. This will help in the improvement of the quality of teaching and learning in public schools. This will justify the massive government and donor support for public basic schools.

1.5 Research Questions

Apart from the research objectives, research questions further delineate the boundary of the research and give it an overall direction. The following are the major research questions for the study.

- (i) To what extent can the parental background affect the performance of pupils?
- (ii) What are the nature of public and private schools in terms of personnel, and infrastructure available to them?
- (iii) To what extent can school management systems affect performance of pupils in both public and private schools?
- (iv) To what extent can the quantity and quality of teaching and learning materials influence performance in both public and private schools?
- (v) What are the performance of pupils in both public and private schools at B.E.C.E?
- (vi) What can be done to improve the education performance in public schools?

1.6 Research Methodology

In this study due to constraint of resources and time, the case study approach was chosen to enable an appreciable level of detailed investigation with the time and resources available. In comparing the performances of the two types of schools (public and private) trend analysis was used. The explanation of concepts such as Basic Education, quality education, demand and supply inputs, public, and private schools was done to avoid ambiguities.

1.6.1 Sample

A simple random sampling technique was applied in selecting the 20 percent of pupils and parents in one class from each selected school. Ten teachers and a head teacher were selected from each selected school which provided the building blocks for analysis.

TABLE 1.1 SAMPLE FRAME FOR PUBLIC AND PRIVATE SCHOOLS IN BEREKUM AND SUNYANI

Town	Type of School	No. of Schools	Sample Size	Percentage
Sunyani	Public	23	5	20
	Private	15	3	20
Berekum	Public	13	3	20
	Private	10	2	20

TABLE 1.2 SAMPLE FRAME FOR TEACHERS, PARENTS AND PUPILS IN BEREKUM AND SUNYANI

Town	Type of School	No. of Teachers	No. of Parents	No. of Pupils
Sunyani	Public	30	30	30
	Private	30	30	30
Total		60	60	60
Berekum	Public	30	30	30
	Private	30	30	30
Total		60	60	60

1.6.2 Data

Data was based on primary and secondary sources. The sources of primary data were from the offices of the District Directors of Education, Headteachers, teachers, pupils and parents through interviews and questionnaires.

Both published and unpublished sources provided the secondary data. Prominent amongst them were Ministry of Education, Policy and Strategic Plans for Education, 2000. Ghana Common Country Assessment 1999 and Published United Nations Educational Researches and Basic Education Certificate Examination Results and Ghana Vision 2020.

1.6.3 Analytical Tools

Qualitative and quantitative statistical methods like tables, graphs and time series were used.

1.7 **Scope of the Study**

Spatially, the study is limited to two urban centres in Brong Ahafo namely Sunyani and Berekum. These towns were chosen because they fall within the 34 Urban Centres with population of twenty thousand and above by the 1984 population census which offer themselves to private sector investments in Education.

The study covers a five year period between (1996-2000) which coincided with the first phase of FCUBE programme in Ghana.

1.8 **Organisation of the study**

The study is divided into four chapters. Chapter one deals with the introduction statement of the problem, goals and objectives, research questions, scope of the study, justification for study, research methodology and limitations.

Chapter two deals with review of literature, concepts and problems of basic education in Ghana.

Chapter three deals with analysis of data and findings. Chapter four covers summary of findings, recommendations and conclusion.

1.9 **Limitation of Study**

The study was constrained by financial resources and time. There were also delays in responses to some of the questionnaires.

CHAPTER TWO

CONCEPTS AND PROBLEMS OF BASIC EDUCATION IN GHANA 1996-2000

2.1 Introduction

Concepts hardly have universal definitions because their meanings might change in different contexts (Kessey, 1995). For this reason, this chapter concentrates on defining the key concepts in this study. Additionally, an analytical model for operationalizing the concepts for further discussions is developed. The chapter also throws light on key issues in Basic Education and the Five-Year Plan for Basic Education 1996-2000 and status and trends in Basic School Education in Ghana.

2.2 Urban Centres

Settlements of a population of or exceeding 5000 persons are statistically and officially classified as Urban in Ghana (Ghana Environmental Action Plan 1996-2000). In this study Urban settlements with population of 20,000 and above are being used for the study since they are large enough to attract investors into the private school system. These settlements as secondary cities have large populations to offer economies of scale for a variety of health, education and welfare need (Rondinelli 1983).

2.3 The Five-Year Development Plan for Basic Education

Central to the Ministry of Education's Five-Year Development Plan: 1996-2000 is the Free Compulsory and Universal Basic Education (FCUBE) initiative planned for implementation in a ten year period from 1996 to 2005. It is to be implemented in two five-year phases from 1996 to 2000 and 2001 to 2005.

The Free Compulsory and Universal Basic Education (FCUBE) programme is meant to address three major goals namely: Quality Basic Education Services: - Here measures that have been planned to improve the quality of teaching and learning process are targeted at increasing admission into second cycle (Senior Secondary, Commercial and Technical/Vocational institutions) to 80 percent by 2005 with Senior Secondary Schools alone absorbing 50 percent. By the same year, at least 70 percent

of Basic School 1 – 6 pupils should meet the minimum acceptable standard of performance on national Criterion reference test.

There is also a commitment to universalising entry to BS.1 by the year 2000 and to achieve an overall 95 percent completion rate of BS-6 by 2005, with 85 percent completion rate for BS.9 in 2000 (Ministry of Education, 1996). The first phase of the Free Compulsory and Universal Basic Education (FCUBE) programme from 1996-2000 is the Five-Year Development Plan for Basic Education. The programme has three components namely: Improving the quality of Teaching and Learning, Improving Management Efficiency and improving access and participation (Ibid ii).

(1) Improving the Quality of Teaching and Learning

- (a) The pedagogical improvement component is expected to promote effective teaching by enhancing specific teaching skills through pre-service and mainly school-based in-service teacher training programmes.
- (b) Improvement in the quality of learning and student performance is promoted through (i) curriculum review and adaptation (ii) reprinting of existing textbooks and production of new learning materials, syllabuses and teachers' handbooks; (iii) the regular assessment of pupils performance to inform teachers, parents and pupils themselves of their progress, and (iv) to provide objective measures to evaluate basic education.

2.4 Basic Education in Ghana

According to Botti (1978) "Basic Education encompasses all activities that provide individuals with a certain minimum of education considered indispensable and possible for the society concerned at a given moment. As a formal service, basic education means compulsory schooling covering the primary and sometimes a few years in the secondary cycle".

Basic education in Ghana comprises six year primary schooling and three years junior secondary school.

2.4.1 Public Basic Schools

In Ghana, Public Schools are those established by the state and are under public management and control. Tuition is free in all pre-tertiary education institutions in the public system. Textbooks are supplied by the Government free of charge according to the school enrolment. Equipment and tools are supplied free of charge by the Government to all basic schools in the public system. Parents are responsible for the supply of stationery meant for use by their wards. Government however supplies stationery meant for use by teachers in public schools. It is the responsibility of parents to provide school uniforms for their wards, as well as adequate meals and transportation to and from school (MOE, Policies and Strategy Plans for the Education Sector 2000). Fees and levies are subject to the approval of the relevant District Assemblies' communities represented by the School Management Committee (SMC) or Parent Teacher Associations (PTAs) which may impose special levies on their members for the purpose of raising funds for school projects. No pupil shall be sent out of school for failure of his/her parents to pay such levies/fees. The District Assemblies construct, equip and maintain public basic schools while Central Government supplement their efforts by providing teachers, textbooks and stationery for teachers, equipment and tools. In the case of Basic Education Certificate Examinations (BECE), Central Government subsidizes the cost of the examination to enable all eligible candidates sit for the examination. Payment of salaries of teachers and other remuneration are borne by the Central Government (Ministry of Education, 1999).

2.4.2 Private Basic Schools

The private basic schools are those established by individuals or group of individuals, for example, churches and are under the management of their proprietors.

Government supplies textbooks free of charge to private schools according to the school enrolment. Stationery supply to wards is the responsibility of parents, and the supply of stationery meant for use by teachers is the responsibility of the proprietors. Equipment and tools are supplied by Government to the private schools but are paid for by the proprietors. Infrastructure is constructed, equipped and maintained by the proprietors. Private schools are established in accordance with the appropriate regulatory framework. The principles underlining those regulations are as follow:

- (a) The need for the school must be demonstrated.
- (b) The capacity of the owner to provide what is required to resource a good school must be demonstrated.
- (c) The site of the school must be suitable
- (d) Private schools follow the same curriculum and school calendar as public schools.
- (e) In terms of governance, schools must have Parent Teacher Associations (PTA) and governing boards and
- (f) Inspectors have the right of entry to any private school.

2.4.3 Religious Bodies – Education Units

An additional element in the governance structure which has its basis in history and operates within a legal framework (Act 506) is the management of schools founded by Religious Bodies called Unit Schools. General Managers of Educational Units have overall responsibility for all Unit Schools. Regional Managers are located in the regions and they report to the General Manager. They have liaison responsibility with the District Directors of Education. All Unit Schools are staffed and paid by Government and operate under the same rules and conditions of public schools.

2.5 **Problems of Basic Education in Ghana**

Problems of basic education in Ghana may be categorised into four areas:-

- Poor teaching and learning.
- Access and gender bias.
- Weak management capacity at all levels and
- Inadequate resource mobilisation and efficient utilisation (Ministry of Education, 1996)

i. Poor Teaching and Learning Outcomes

According to the Ministry of Education (Ministry of Education, 1996), a new educational structure has been put in place the increase of better quality inputs into the sector, and more school facilities have resulted in increased enrolments. Yet the reform has had limited success in delivering quality teaching and learning outcomes. Pupils achievement continues to be very disappointing. Reasons for the weak learning results include:

- (i) Lack of learning materials, and even where available, teachers often do not make effective use of textbooks, other learning materials and equipment in basic schools;
- (ii) Inadequate funding by Government on non-salary recurrent expenses;
- (iii) High levels of pupils and teacher absenteeism;
- (iv) Insufficient use of teacher-pupil instructional contact hours;
- (v) Ineffective pre-service teacher training to introduce teachers to new curricula;
- (vi) Unmotivated teachers owing to unattractive incentives;
- (vii) Ineffective sanctions and poor social appreciation of roles of teachers;
- (viii) Over ambitious curriculum burden- some to both teachers and pupils;
- (ix) Non-interactive mode of teaching;
- (x) Weak supervision, both in school and by District/Circuit Supervisors and inspectors;
- (xi) Lack of workshops, technical and science equipment and qualified technical teachers” (Ministry of Education, 1996).

ii. Access and Gender Bias

Across the country, clear disparity exists in access to basic education services between boys and girls, the rich and the poor, and among geographic regions. At all grades and levels of education in Ghana, enrolment of girls is invariably lower than that of boys (Ministry of Education, 1996).

Participation in basic education is lower for girls than boys. However, gender parity has been steadily improving in the country, rising from a ratio of 0.82 females to males in primary school in 1990 to 0.87 in 1996. Although also diminishing, gender disparity is more pronounced in junior secondary schools. However, gender disparity improved from 0.62 in 1990 to 0.87 in 1996 in junior secondary schools (Ghana Common Country Assessment, 1999).

iii. Inappropriate Management Structure and Weak Management Capacity

Effective management within the education sector depends on the management capabilities of the Ministry of Education, the Ghana Education Service, the districts and the schools themselves.

With Government firmly committed to the process of decentralisation of public sector institutions, including education, capabilities have to be improved to meet the requirements of a system under which districts and communities themselves will have enhanced responsibility and authority to improve the quality of and participation in education at the school level.

iv. Inadequate Resource Mobilisation and Ineffective Utilisation

The Education Sector in Ghana has been receiving 36 – 40 percent of government's discretionary recurrent budget; and around 7 percent of development budget (Public Investment Programmes in 1987) (Ministry of Education, 1996).

The internal resource allocation entering the pre-tertiary education sub-sectors is heavily influenced by the size of the wage bill. Of the total Ministry of Education/Ghana Education Service expenditures, personnel emoluments account for 85 percent. At school-level, basic education expenditure, which is around 95 percent of the national recurrent allocation are absorbed by the salary-related costs and only the tiny remainder is available for teaching/learning materials, school operation and maintenance (Ministry of Education, 1996).

2.6 Quality of Education

Quality education is a relative term, and different authors have different meanings. Beeby (1979) defined quality of education as “qualitative change” along two dimensions. Qualitative change in the classroom –what is taught, and how it is taught, and qualitative change in the flow of students - who is taught and where he/she is taught. That is an education that is likely to result, in an improvement in the environment in which the student learned with the aids to learning provided for that purpose by the school system. This improved environment could reasonably be expected to express itself as detectable gains in knowledge, skills, and values acquired by students. An indicator of quality education in Ghana at the basic level is the Basic Education Certificate Examination (BECE) which is taken among the last year of Junior Secondary School (J.S.S.) (Ghana Common Country Assessment, 1999).

2.6.1 Educational Inputs

Educational inputs can be categorised into demand and supply inputs.

2.6.1.1 Educational Demand Inputs

Demand inputs include parents' support and investment in children's education and Parents Teacher Association. Parent investment constitutes the private costs of children's education which include textbooks, stationery, transport, private teaching, uniform and school fees. The indirect cost of schooling is the opportunity cost of children's labour. The ability of parents to meet these costs influence the educational process to produce good output. Household investment in children is positively related to educational performance (World Bank, 1997).

Parents' involvement in P.T.A. and their contribution in cash or kind towards school development projects also constitutes demand input.

2.6.1.2 Educational Supply Input

Educational Supply Inputs include physical infrastructure, instructional materials and teacher quality (World Bank, 1997).

As shown in Figure 2.1, educational inputs are influenced by various factors such as the level of parents income, education, occupation and status (Ross and Mahick, 1990).

Educational demand inputs influence the process by encouraging regular attendance of children to school, through the provision of the necessary learning materials and needs of the pupils by parents. Educational supply inputs also facilitate regular and efficient teaching and learning practices (Singah and Gupta, 1995).

2.6.1.3 Physical Inputs

Basic physical inputs include school buildings, classrooms, drinking water, toilet facilities, and play grounds. Studies have found that students in schools with better facilities often have higher levels of learning achievement. Studies conducted by Govinda and Vorghore (1993) in India found that students in schools with "good" or "very good" facilities scored twice as high in "Hindi" and mathematics as compared to those in schools with "no building or poor facility".

2.6.1.4 Instructional Materials

Instructional materials include the entire range of teaching tools from chalk to computers. International experience has shown that relatively modest teaching tools such as textbooks, libraries and classroom instructional materials are significant determinants of achievement in low-income and middle income countries (World Bank 1997).

2.6.1.5 Teacher Quality

Research confirmed that proxies for teacher quality which are the type of certification and pre service education are typically related to student learning achievement (Hanushek, 1994). What really matters is the teacher's knowledge of the subject (Fuller and Clarke 1994). Improving teachers' knowledge is likely to improve students learning outcomes. Teachers' education, however, particularly the number of years of pre-training in general education is related to student achievement (Sexena et al, 1995). School must operate regularly and teachers must attend classes, teach and cover the curriculum. In countries around the world the amount of time devoted to learning is consistently related to achievement of pupils (Stevenson and Bakor, 1994). Teacher absenteeism, widely reported in a number of states, reduces instructional time and consequently, achievement. Also important is the amount of time the teacher is able to spend with each student, which is often determined by the size of the class (Govinda and Varshese, 1993).

2.7 **Input/Output Analysis of the Educational System**

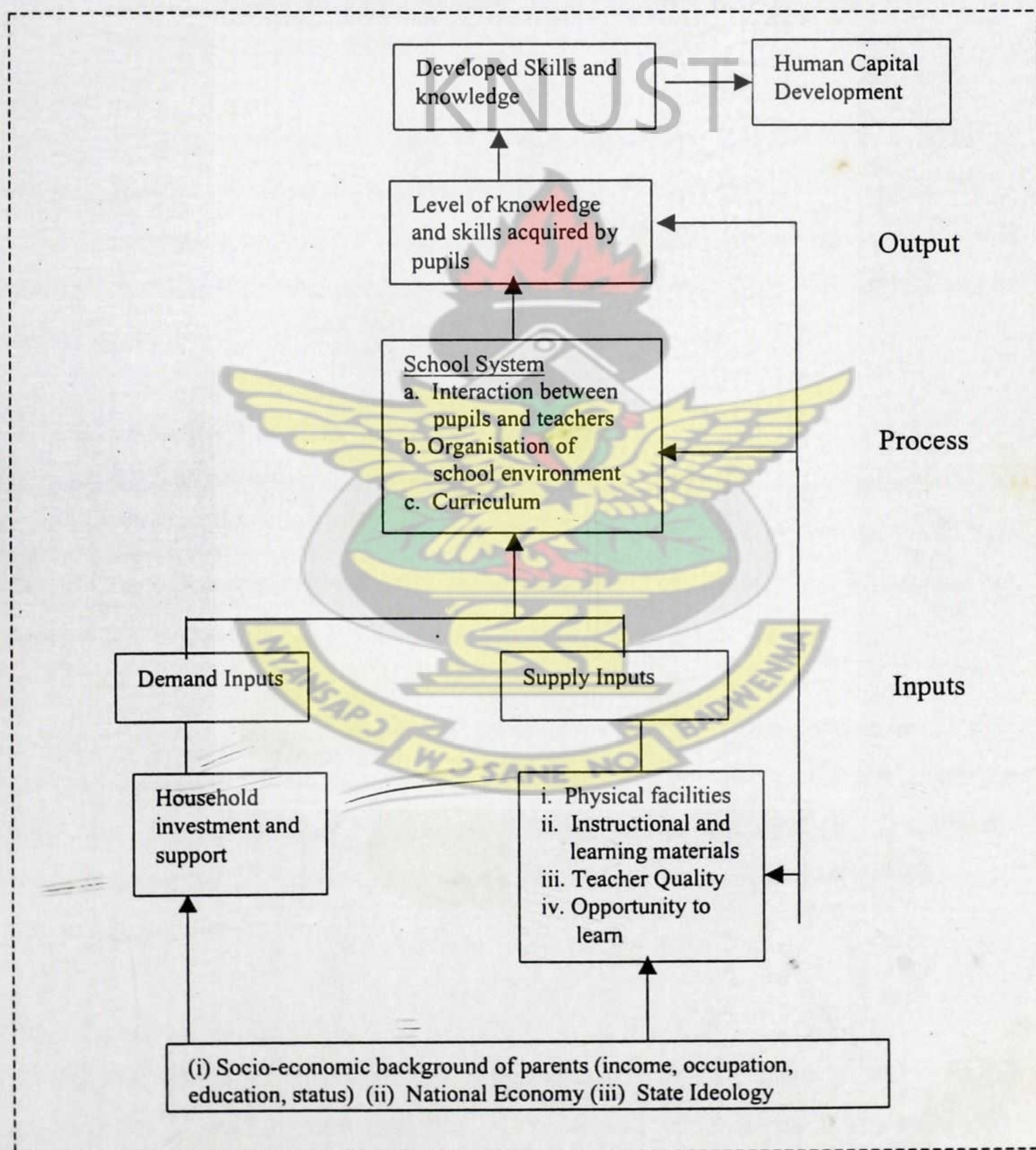
The model in Figure 2.1 helps to identify the different facets and influences of the indicators under investigation. It also shows the level one could go to analyse the issues with the view of presenting a holistic picture for workable recommendations. Human capital Development which is necessary for every country's development depends largely on the quality of education. According to Mumane (1987) every society has certain implicit or status indicators of educational inputs, process and output. These indicators for the provision of quality education form an interrelated system as shown in Figure 2.1.

2.8 Educational Process

Educational process refers to the interaction between the pupils and teachers, the organisation of the educational environment and the curriculum (Ross and Mahick, 1990).

According to Govindah and Verghese (1993) higher interaction between pupils and teachers, organisation of school environment and curriculum lead to higher levels of academic performance.

FIGURE 2.1: EDUCATIONAL INPUT-OUTPUT PROCESS AS AN INTEGRATED SYSTEM.



Source: Author's construct. June 2002.

2.8.1 Educational Output

Educational output refers to consequence of the educational process. This measures the level of knowledge, skills and values acquired (Singh and Gupta, 1995).

3.1 Introduction

This chapter covers the description of the study areas, analysis and findings of the survey which targeted the parents, teachers, pupils, head teachers and District Director of Ghana Education Service in Suayal and Berekum. The analysis and findings have been organized around the demand and supply inputs.

3.1.1 Description of Study Areas – Suayal and Berekum

(i) Suayal

Suayal is the regional capital of Brong Ahafo Region and also the district capital of Suayal District. Suayal district had a population of 94,500 in 1984 and 179,267 in 2003. In 1984 the population of Suayal was 8,343, and a population growth rate of 3.7 percent per annum. By 2003, it had a projected population of 69,867 people.

(ii) Residential Density

Suayal has three distinct residential areas: high class areas, medium class areas and low class areas. The high class residential areas have an average occupancy rate of 5 to 8 people per house, while the medium class areas have an average occupancy rate of 10 to 20 persons per house.

The medium class residential areas have between 10 to 20 persons per house thus giving a net residential density of 375 persons per hectare. The low class areas are characterized by overcrowded houses of multiple occupancy. The average occupancy rate is 37.5 persons per house thereby giving a net residential density of 375 persons per hectare.

(iii) Educational Facilities

Suayal has fifty three (53) nurseries or kindergartens at the pre-school level. At the basic school level, there are fifty three (53) primary schools and thirty eight (38) junior secondary schools.

CHAPTER THREE

ANALYSIS OF DATA

3.1 Introduction

This chapter covers the description of the study areas, analysis and findings of the survey which targeted the parents, teachers, pupils, head teachers and district directors of Ghana Education Service in Sunyani and Berekum. The analysis and findings have been organised around the demand and supply inputs.

3.1.1 Description of Study Areas – Sunyani and Berekum

(a) Sunyani

Sunyani is the regional capital of Brong Ahafo Region and also the district capital of Sunyani District. Sunyani district had a population of 98,500 in 1984 and 179,267 in 2000. In 1984 the population of Sunyani stood at 38,341, and a population growth rate of 3.5 percent per annum. By the year 2000 it had a projected population of 65,857 people.

(i) Residential Pattern

Sunyani has three distinct residential areas – high, medium and low class areas. The high class residential areas have relatively low population with an average occupancy rate of 6 to 8 people per house, and a net population density of 60 to 80 persons per hectare.

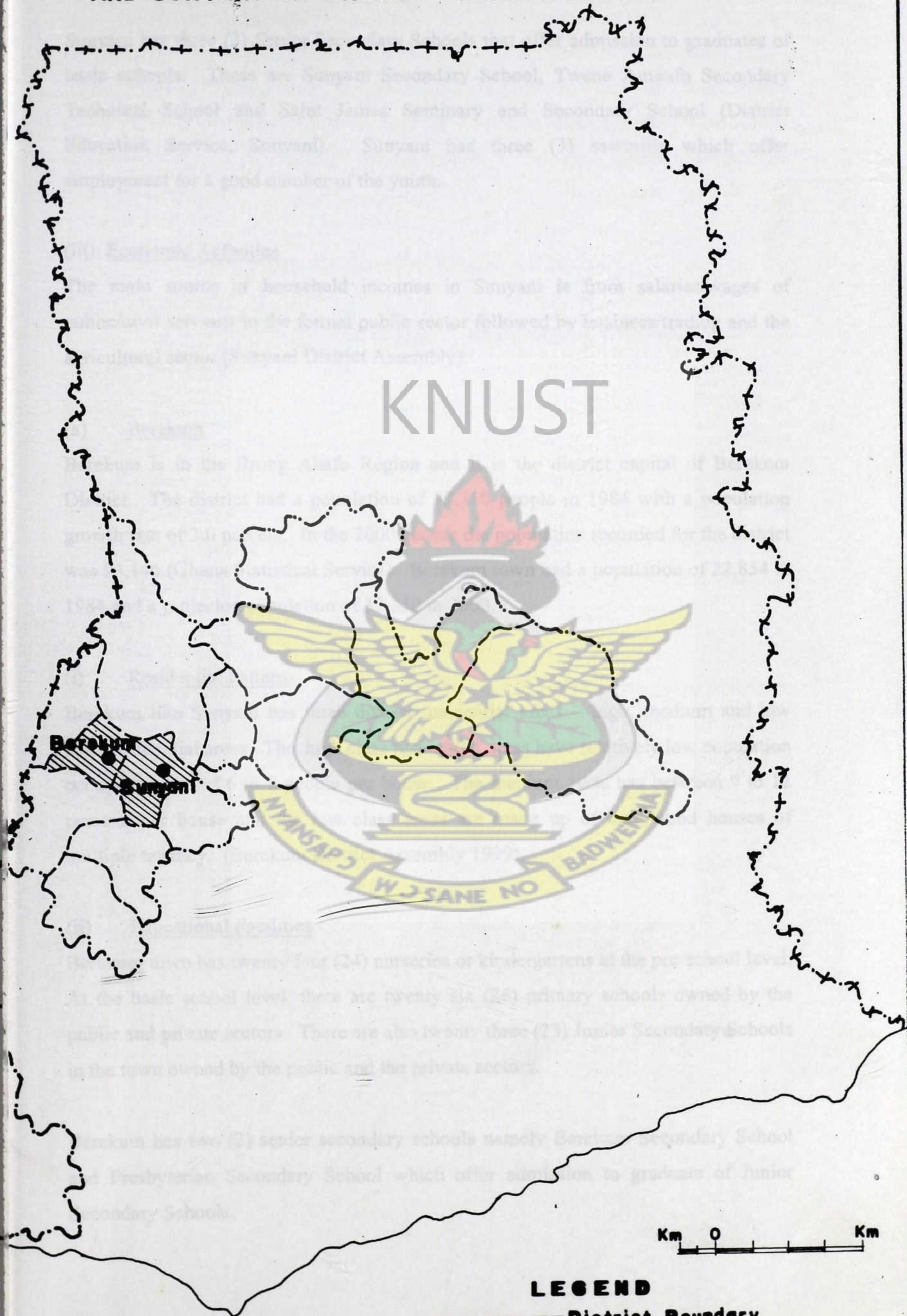
The medium class residential areas have between 9 and 12 persons per house thus giving a net residential density of between 110 and 115 persons per hectare. The low class areas are characterised by compound houses of multiple tenancy. The average occupancy rate is 37.5 persons per house thereby giving a net residential density of 375 persons per hectare.

(ii) Educational Facilities

Sunyani has fifty three (53) nurseries or kindergartens at the pre-school level. At the basic school level, there are fifty three (53) primary schools and thirty eight (38) junior secondary schools.

MAP OF GHANA

SHOWING THE TWO STUDY URBAN CENTRES - BEREKUM
AND SUNYANI IN BRONG - AHAFO REGION



LEGEND

- District Boundary
- Regional Boundary
- International Boundary

Sunyani has three (3) Senior Secondary Schools that offer admission to graduates of basic schools. These are Sunyani Secondary School, Twene Amanfo Secondary Technical School and Saint James Seminary and Secondary School (District Education Service, Sunyani). Sunyani has three (3) sawmills which offer employment for a good number of the youth.

(iii) Economic Activities

The main source of household incomes in Sunyani is from salaries/wages of public/civil servants in the formal public sector followed by business/trading and the agricultural sector (Sunyani District Assembly).

(a) Berekum

Berekum is in the Brong Ahafo Region and it is the district capital of Berekum District. The district had a population of 78,310 people in 1984 with a population growth rate of 3.0 percent. In the 2000 census the population recorded for the district was 94,146 (Ghana Statistical Service). Berekum town had a population of 22,854 in 1984 and a projected population of 37,350 in 2000.

(i) Residential Pattern

Berekum like Sunyani has three district residential areas – high, medium and low class residential areas. The high class residential areas have relatively low population occupancy rate of 6 to 8 people per house. The medium class has between 9 to 12 persons per house and the low class areas are made up of compound houses of multiple tenancy. (Berekum District Assembly 1999).

(ii) Educational Facilities

Berekum town has twenty four (24) nurseries or kindergartens at the pre-school level. At the basic school level, there are twenty six (26) primary schools owned by the public and private sectors. There are also twenty three (23) Junior Secondary Schools in the town owned by the public and the private sectors.

Berekum has two (2) senior secondary schools namely Berekum Secondary School and Presbyterian Secondary School which offer admission to graduate of Junior Secondary Schools.

(iii) Economic Activities

Berekum as a district capital offers jobs for public and civil servants. It is also a commercial and banking centre. Berekum has three sawmills which offer employment to the youth in the wood industry. Trading is another important area which offers employment to most of the residents. Crop farming also offers employment to some of the residents.

3.2 Factors Influencing the Supply of Educational Inputs

3.2.1 Parents Level of Income

The level of parents' income is an important determinant of the level of household investment in children's education. Income of parents affects children's enrolment in school, stay in school, and how much they learn, all other things being equal. Children from the poorest households are educationally disadvantaged compared with those from wealthier households. The ability to bear the average private costs of children education which include textbooks, stationery, transport, private teaching, and uniform as well as the indirect costs of schooling – opportunity cost of the child's labour – depends on the income level of the household. The study therefore examined the incomes of households.

Data collected from the field on income were based on three (3) categories of income levels, namely high incomes, average income and low-income levels. Respondents assessed themselves and chose the categories they belonged. Table 3.1 compares the incomes of the parents of children in private and public basic schools.

TABLE 3.1: LEVEL OF INCOME OF PARENTS OF CHILDREN IN PRIVATE AND PUBLIC BASIC SCHOOLS

LEVEL OF INCOME	NUMBER OF PARENTS OF PRIVATE SCHOOL CHILDREN	%	NUMBER OF PARENTS OF PUBLIC SCHOOL CHILDREN	%	TOTAL	%
High	5	83.3	1	16.7	6	5
Average	52	74.3	18	25.7	70	58.3
Low	2	4.5	42	95.5	44	36.7
Total	59	100	61	100	120	100

Source: Author's Field Survey, June 2002

Data collected from one hundred and twenty parents indicated that five percent (5%) of them belonged to the high income group, fifty-eight percent (58%) belonged to average income group and thirty-seven (37%) were in the low income group.

In the high income group 83 percent had their children were in private schools and only 17 percent had their children in public school.

In the average income group 74.3 percent had their children in private schools whereas 27.7 percent had their children in public schools. With the low income group, 95.5 percent enrolled their children in public schools and only 4.5 percent had their children in private schools.

The analysis of these data indicated a strong and positive relationship of income to the type of school children are enrolled. The results established that parents within the high and average income brackets enrolled their children in private schools, and parents whose incomes are low enrol their children in public schools.

The minimum fee charged by the private schools is one hundred and eighty thousand cedis (¢180,000.00) per pupil per term. In the public schools the total fee is forty thousand cedis per pupil per term. This amount is made up of five thousand eight hundred cedis (¢5,800.00) charged by Ghana Education Service and remaining amount being the PTA and other contributions charged with the consent of parents. Parents of the low income bracket cannot afford such fees, even payment of this fees charged by the public schools represents a significant proportion of their income. It is therefore not surprising that poor parents enrol their children in public schools which are poorly equipped.

The results of this analysis conforms with a similar study conducted by the National Council of Applied Economic Research (NCAER) in India in 1994 that children from poor households are educationally disadvantaged compared with those from wealthier household.

3.2.2 Parents Level of Education

Parents' education is related to the level of investment they make in educational inputs for children's education. The parents' awareness of the importance of education contributes to their children's learning achievement (Shukla et al, 1994). It also relates to intergenerational effects of education. Parents with good educational background encourage their children's schooling by allocating time at home for study. They support their children's educational aspirations in achieving quality education by supervising their homework or engaging teachers for their private teaching.

The study therefore found it necessary to assess the levels of education of parents of children in both private and public schools. For the purpose of this study, the levels of parents' education were classified into five (5) categories, namely (i) tertiary level, (ii) post secondary school level, (iii) secondary school level (iv) middle school or basic school level and (v) illiterates or none, as shown in Table 3.2 below.

TABLE 3.2: LEVEL OF EDUCATION OF PARENTS

LEVEL OF EDUCATION	PRIVATE		PUBLIC		TOTAL	
	Respondent	%	Respondent	%	Respondent	%
Tertiary	14	82.4	3	17.6	17	14.2
Post Secondary	18	75.0	6	25.0	24	20.0
Secondary	15	53.6	13	46.4	28	23.3
Middle School or Basic	10	32.3	21	67.7	31	25.8
Illiterate of below Basic Level	3	15	17	85	20	16.7
Total	64	53.3	56	46.7	120	100

Source: Author's Field Survey, June, 2002

Analysis of data collected as shown in Table 3.2 indicated that parents with tertiary education accounted for just over 14.2 percent of the total sample. Eighty-two percent of this category enrolled their children in the private basic schools with only 17.6 percent having their children in the public schools. Parents who have post secondary education background constituted 20 percent. Seventy-five percent of this group had their children in private schools and 25 percent enrolled in public basic schools. It was interesting to note among those who enrolled their children in the private schools were school teachers of public schools.

The category of parents who had education up to secondary school level accounted for 23.3 percent. While 35.6 percent of them had their children enrolled in private

schools, 46.4 percent enrolled their children in public schools. Parents with middle school or basic educational level accounted for 25.8 percent of the total sample. About 32.3 percent of them enrolled their children in private schools and 67.7 percent had their children in public schools.

The illiterates or those who had less than basic education constituted about 16.7 percent. Eighty-five percent of them had their children in public schools, and only 15 percent enrolled their children in the private schools.

This trend related better levels of education of parents to enrolment of children in private schools which demand higher investment in educational input. This may be explained by the higher level of awareness and the importance they attached to quality education which can be obtained in private schools.

3.2.3 Occupation of parents

In Ghana, more urban jobs are in the informal sectors. In the urban formal sector, educational attainment and skills are important factors in determining access to the relatively high-paying jobs. Access to quality education and training has increasingly become one of the most important determinants of access to formal sectors jobs. Parents in the urban formal sector and private formal and informal sectors being aware of this fact invest in their children's education. Their relatively high-paying jobs make them afford to invest in their children's education.

Household demand for children's labour is associated with occupations that do not give enough income to the household. Household demand for children's labour is one of the most important reasons why children drop out of school or perform poorly in school. The study therefore analysed parents' occupations.

The occupations of the parents were classified as;

- (i) Public/Civil Service
- (ii) Business/Trading
- (iii) Self employed (non-farming)
- (iv) Self employed (agriculture)

The Public/Civil Servants constituted 43.3 percent of the total respondents. Out of this 76.9 percent had their children enrolled in private schools and 23.1 percent had their children in public schools.

The Business/Trading category constituted 14.2 percent, 59 percent of them enrolled their children in private schools and 41 percent had their children in public schools. The self employed (non-farming) category constituted 23.3 percent. Whereas 64.3 percent had their children in private schools. About 35.7 percent enrolled their children in public schools. The self-employed (agriculture) group had 78.3 percent of their children in public schools and 21.7 percent had their children in private schools as illustrated in Table 3.3.

TABLE 3.3: PARENTS OCCUPATION

OCCUPATION	PRIVATE		PUBLIC		TOTAL	
	Number	%	Number	%	Number	%
Public/Civil Service	40	76.9	12	23.1	52	43.3
Self Employed (non-farm)	18	64.3	10	35.7	28	23.3
Business/Trading	10	58.8	7	41.2	17	14.2
Self employed (Agriculture)	5	21.7	18	78.3	23	19.2
Total	63	52.5	57	47.5	120	100

Source: Author's Survey, June 2002.

The trend indicates that most parents in regular or relatively high paid jobs like public/civil services, self employed (non-farm) and business/trading enrol their children in private schools where they could achieve quality educational performance. The main reasons probably may be that such categories of occupations ensure regular and reliable income which make payment of fees in private schools easier, whereas the other occupations do not ensure regular income and are mainly on subsistence levels.

3.2.4 Social Status of Parents

The social status of parents was analysed by using the type of residence occupied by parents in the survey as an indicator of status. The residences of parents were classified as: first class, second class and third class as illustrated in Table 3.4.

Analysis of the residence showed that 25 percent of the respondents lived in first class residences; 40.8 percent lived in second class residence and 34.2 percent lived in third class residence.

Seventy-three percent of parents living in first and second class residence enrolled their children in private schools whereas 70 percent of those in the third class residence enrolled their children in public schools.

Perhaps the main reason is the level of poverty, and the social status of people living in that type of residence. This creates a class influence which determines their level of investments in their children's education.

TABLE 3.4: CLASS OF RESIDENCE OF PARENTS

CLASS OF RESIDENCE	PRIVATE		PUBLIC		TOTAL	
	Number	%	Number	%	Number	%
1 st	22	73.3	8	26.7	30	25
2 nd	36	73.5	13	26.5	49	40.8
3 rd	12	29.3	29	70.7	41	34.2
TOTAL	70	58.3	50	41.7	120	100

Source: Author's Construct, June 2002

3.3 Demand Inputs

The Demand Side inputs determine the household inputs in children's education and parents' interest in Parent-Teacher Association (PTA) (Shukla et al, 1994). An investigation was therefore conducted into the socio-economic background of the parents of children in public and private schools to determine their levels of investment. The indicators used were income, education, occupation and residential status. Parents' support to the educational aspiration of their children and wards was examined. The indicators were regular attendance of Parent-Teacher Association (PTA) meetings, visits to the school, and engagement of private teachers to teach children at home.

3.3.1 Household Support for Children's Aspiration in Education

Parents' engagement of private teachers to teach their children is an indicator of support of children's aspiration in education. This increases instructional time for

children and thus enhance children's learning achievements. Analysis of data on engagement of private teacher at home (as illustrated in Table 3.5) indicated that 83.9 percent of parents of children in private schools engaged private teachers to teach their children but only 16.1 percent of parents of children in public schools did same.

The indications are that most parents of children in private schools are aware of the need to supplement children's study time and supervise their homework. Probably this is due to their awareness and their income level which make it affordable for them. Lack of awareness and poverty might be the major reasons for the low investments particularly for low income earning and poorly educated parents.

TABLE 3.5: ENGAGEMENT OF PRIVATE TEACHER

ENGAGEMENT OF PRIVATE TEACHER	PRIVATE		PUBLIC		TOTAL	
	Number	%	Number	%	Number	%
Yes	47	78.3	9	16.1	56	46.7
No	13	20.3	51	79.7	64	53.3
TOTAL	60		60		120	100

Source: Author's Survey June 2002

3.3.2 Supply Of Textbooks and Other School Materials to Children by Parents

Supply of textbooks, stationery and other school materials constitute an important investment to raise achievement and retention rates.

Data analyses as illustrated in Table 3.6 showed that 95 percent of parents of children in private schools provide adequate textbooks and school materials for their children and in public schools only 5 percent adequately supply such inputs. The main reason is the inadequate supply of textbooks by government. The responsibility for buying textbooks is increasingly being transferred to families which adds to other school materials becoming a burden on the family's budget more particularly the relatively poorer parents whose children are in public schools.

TABLE 3.6: SUPPLY OF TEXTBOOKS AND OTHER SCHOOL MATERIALS TO CHILDREN BY PARENTS

LEVEL OF SUPPLY	PRIVATE		PUBLIC		TOTAL	
	Number	%	Number	%	Number	%
Adequate	57	95	3	5	60	50
Average	3	5	22	36.7	25	20.8
Low	-	-	35	58.3	35	29.2
TOTAL	60		60		120	100

Source: Author's Survey, June 2002.

3.4 Supply Inputs

The supply inputs which include the physical facilities, teacher quality, instructional materials, opportunity to learn, and school policy and management are determinants of access to quality basic education.

3.4.1 Physical Inputs

Quality physical facilities create favourable learning environment, which is important to achieving quality education performance for pupils. The study examined the quality of school buildings and classrooms with the following as indicators.

- i. Quality of building materials used in construction.
- ii. State of buildings and classrooms in terms of light and ventilation.
- iii. Availability of adequate chairs and tables for pupils and teachers.
- iv. Availability of potable drinking water.
- v. Availability of adequate sanitary facilities for both sexes.
- vi. The level of maintenance of buildings.

With these indicators, the study classified the quality of physical facilities as good, fair and poor. Tables 3.7 illustrates the level of quality of physical infrastructure in schools. The data collected are illustrated in Tables 3.7 and 3.8.

TABLE 3.7: QUALITY OF PHYSICAL FACILITIES

Ownership (Items)	PUBLIC						PRIVATE						
	No Good	%	No fair	%	No Poor	%	No Good	%	No Fair	%	No Poor	%	Total
Quality of building materials	8	100					5	100					
Ventilation and light	5	62.5	2	37.5			5	100					
Level of maintenance of buildings	1	12.5	1	12.5	4	75.0	4	80.0	1	20.0			
Availability of water	8	100					5	100					
Availability of sanitary facilities	8	100					5	100					
Adequate chairs and tables for pupils	2	25	6	75.0			5	100					
Adequate tables and chairs for teachers	8	100					5	100					
Average			Fair				Good						

Source: Based on author's Field Survey June 2002

Analysis of data on physical facilities in the two towns which are made up of eight (8) public schools and five (5) private schools are illustrated in Table 3.7

3.4.2 Quality of Building Materials

Data collected on the field indicates that all the schools were built with good building materials.

3.4.3 Ventilation and Light

In the public schools 62.5 percent of the schools have good ventilation and adequate light penetrating into the classrooms. All the private schools have good ventilation and adequate light penetration in the classrooms. This indicate poor ventilation and illumination in a third of the public school.

3.4.4 Level of Maintenance of Buildings.

Data on the level of maintenance showed that out of the public schools, 75.0 percent of the buildings had poor rate of maintenance twelve and a half percent needed fair amount of maintenance and 12.5 percent did not need major repairs.

In the private schools 75.0 percent did not need repairs and 25.0 percent needed a fair amount of repairs. There is therefore inadequate maintenance of the public schools.

3.4.5 Availability of Water and Sanitation Facilities.

Analysis of data from the field indicate that all the public and private schools have adequate supply of potable water and sanitary facilities for both sexes (Table 3.7).

3.4.6 Tables and Chairs

Tables and chairs for teachers in both public and private schools are generally adequate. The data indicates that whereas tables and chairs for pupils were adequate in private schools, they were adequate for only 25.0 percent of the public schools. The remaining 75.0 percent had fair amount of stock of tables and chairs which were not adequate for all pupils.

On the average, the public schools were rated to a fair amount of stock of physical facilities whilst the private schools had a good stock of physical facilities conducive for teaching and learning.

The main reasons for the inadequacies in the public sector schools were that the District Assemblies which were responsible for the supply of furniture and maintenance of the public buildings had not focused on maintenance of old stock of buildings but rather the construction of new buildings to score political points as expressed by some head teachers. Another reason is that participation in P.T.A. activities was not strong in the public sector schools and also there was lack of community ownership for the public schools.

3.4.7 Instructional Materials

Instructional materials include the entire range of teaching tools from chalk to computers. Relatively modest teaching tools such as textbooks, libraries, and

classroom instructional materials are significant determinants of pupils' learning performance achievement. Where there is a shortage of books and materials achievement is low.

The study examined the availability of instructional materials in both public and private schools to determine their effects on pupils' performances. This is illustrated in table 3.8.

The indicators used were:

- (i) the level of adequacy of textbooks and stationery for pupils
- (ii) Availability of good blackboards
- (iii) Library books
- (iv) Maps and charts
- (v) Teachers' handbooks and stationery
- (vi) Chalk

Table 3.8 illustrates the supply of instructional materials in both public and private schools in Berekum and Sunyani.

TABLE 3.8: SUPPLY OF INSTRUCTIONAL MATERIALS IN SUNYANI AND BEREKUM

ITEM	PUBLIC						PRIVATE					
	Good		Fair		Poor		Good		Fair		Poor	
	No	%	No	%	No	%	No	%	No	%	No	%
Library books			4	62.5	3	37.5	3	60	2	40	-	
Maps and charts			5	100	-	-	4	80	1	20		
Teachers handbooks and stationery	8	100			-	-	5	100	-	-	-	
Chalk	8	100					5	100				
Quality of black boards	8	100					5	100				

Source: Author's field survey, June 2002

3.4.7.1 Library books

The supply of library books in 62.5 percent of the public schools are rated fair and 37.5 percent as poor.

In the private schools 60 percent of the schools are rated to have a good stock of library books and another 40 percent as having a fair amount of stock of library books. Access to these books is however limited in the public schools. Pupils are in most cases not allowed to borrow the books home whereas in the private school, library books are given to pupils to read at home.

The main reason for the limited access to library books in the public schools is that children do not take good care of the books when they send them home. On the average only about 5 percent of the pupils are allowed to send books home as indicated by the headteachers in an interview.

3.4.7.2 Maps and Charts

All the public schools had a fair stock of maps and charts. In the private schools, 80 percent of the schools were rated to have a good stock of maps and charts and 20 percent with a fair amount of stock. The reason here is that these schools purchase their own instructional materials and do not depend on free supply from government which is inadequate and unreliable with respect to time.

3.4.7.3 Adequacy of Textbooks and Stationery for Pupils.

Analysis of data collected from the field as illustrated in Table 3.9 shows the pupil – textbook ratio in the three (3) major subjects of English, Mathematics and Science at both primary and Junior Secondary School.

In the public schools 62.5 percent of the pupils would not have English textbooks to themselves if the books are shared amongst the pupils. In the private schools, however, each pupil has a book to himself or herself.

In the case of the Science, only 25 percent would have books to themselves in the public school. The situation is not different at the Junior Secondary School level.

Fifty percent of the pupils would have English and Mathematics books to themselves and 33.3 percent would have Science books if the stock is shared individually.

The main reason is that there is always a shortfall of supply of textbooks to the school and parents also do not supplement the efforts of government. There is therefore insufficient textbooks for pupils in public schools which is a great disadvantage. In the private schools, however, the parents are made to purchase the textbooks and stationery for their children.

TABLE 3.9: TEXTBOOKS PER CHILD IN SUNYANI AND BEREKUM DISTRICT PUBLIC AND PRIVATE SCHOOLS 2000

PRIMARY SUBJECTS	PUBLIC		PRIVATE	
	Ratio	%	Ratio	%
English	1.3	33.3	1.1	100
Mathematics	1.1	100	1.1	100
Science	1.4	25	1.1	100
JUNIOR SECONDARY SCHOOL SUBJECTS				
English	1.2	50	1.1	100
Mathematics	1.2	50	1.1	100
Science	1.3	33.3	1.1	100

Source: Author's Data from District Education offices, Sunyani and Berekum, June 2002.

3.4.7.4 Teacher Quality

The teacher is a key element in the teaching and learning process, and the main agent of transmission of knowledge in schools. The survey therefore examined the quality of teachers in public and private schools. The indicators used are: (i) Teachers' Certification and (ii) Teaching experience.

The analysis of the data collected from the survey is illustrated in Table 3.10.

TABLE 3.10: QUALITY OF TEACHERS IN SUNYANI AND BEREKUM

TYPE OF SCHOOL TEACHER	SUNYANI				BEREKUM			
	PUBLIC		PRIVATE		PUBLIC		PRIVATE	
	No	%	No	%	No	%	No	%
Trained	415	97.4	36	16.5	286	96.6	18	11.07
Untrained	11	2.6	182	83.5	10	3.4	136	88.03
Total	426	100.0	218	100.0	296	100.0	154	100.0

Source: Data from District Education Offices, Sunyani and Berekum, June 2002

Sunyani

In Sunyani, analysis of trained teachers' shows a very high proportion of trained teachers in the public schools. About ninety five percent of all teachers in public schools are trained. In the private schools only 16.5 percent of the teachers are trained (Table 3.15).

The situation is not different from Berekum. Public schools have 96.6 per cent of trained teachers. The high proportion of trained teachers in public schools indicates a great disparity in quality of teaching staff between the public and the private sector schools. The main reason for low proportion of trained teachers in the private sector is that most proprietors cannot afford the high salaries paid to trained teachers.

3.4.7.5 Teachers' Teaching Experience

Analysis of the data on teachers' teaching experience indicate a mean number of years of teaching experience of 8.4 years for Public Schools in Sunyani and 9.3 years for Berekum. In the private schools the mean experience for teachers is 4.3 years in Sunyani and 4.0 years in Berekum. This means that the public schools are staffed with far more experienced teachers than private schools.

There is an indication of low experience among teachers in private school. The main reason for this situation is that the teachers in the private schools are mostly graduates of senior secondary schools who seek temporary work whilst preparing to improve their grades for admission into tertiary institutions.

3.4.7.6 Opportunity to learn

The most consistently significant school-level characteristics are related to opportunity to learn. School must operate regularly and teachers must attend to school, teach and cover the syllabus. The amount of time devoted to learning is consistently related to achievement (Stevenson and Baker, 1991).

The study found it necessary to examine the level of opportunity to learn in public and private schools. The indicators used in the study are:

- i. The number of class exercises and homework per week.

- ii. The amount of time the teacher is able to spend on each child which is determined by the size of the class, and the period allocated for subject teaching in the school.

Table 3.11 compares the average periods allocated for English, Mathematics and Science in public and private schools in a week.

TABLE 3.11: WEEKLY ALLOCATION OF PERIODS FOR TEACHING OF ENGLISH, MATHEMATICS AND SCIENCE IN PUBLIC AND PRIVATE SCHOOLS IN BEREKUM AND SUNYANI AND BEREKUM

SUBJECT	PUBLIC NO. OF PERIODS PER WEEK	PRIVATE NO. OF PERIODS PER WEEK	PERIODS OF PUBLIC SCHOOL AS A PERCENTAGE OF PERIOD OF PRIVATE
ENGLISH	18	32	56
MATHEMATICS	17	32	53
SCIENCE	12	33	36

Source: Author's Field Survey, June 2002-09-10

The analysis of data in Table 3.11 indicates that private schools allocated more time to the teaching of English, Mathematics and science than the public schools. In the public schools, the time allocated to the teaching of English constituted only 56 percent of the time allocated by private schools for the same subject. In mathematics and science, the time allocated by public schools constituted 53 percent and 36 percent respectively of the private schools' time.

TABLE 3.12: FREQUENCY OF HOMEWORK IN ENGLISH, MATHEMATICS AND SCIENCE IN PUBLIC AND PRIVATE SCHOOLS

SUBJECT	PUBLIC	PRIVATE	NUMBER OF EXERCISES GIVEN BY PUBLIC SCHOOLS AS A PERCENTAGE OF PRIVATE SCHOOL
	NUMBER OF EXERCISES PER WEEK	NUMBER OF EXERCISES PER WEEK	
English	2	4	50
Mathematics	2	4	50
Science	2	4	50

Source: Author's Field Survey, June 2002

Data on frequency of homework given by public and private schools to pupils as illustrated in Table 3.12 indicates that the frequency of homework given in private schools was twice as much as those in the public schools.

The main reasons for these were that the public schools worked strictly according to the time table, whereas the private schools do extra classes and more homework to cover the syllabuses for the year.

3.5 School Policies and Management

School policies and management relate to the level of autonomy of the school. It is internal autonomy enjoyed by the headmaster with the full support and active participation from the management committee or Parent-Teacher Association. School policies and management help to improve the quality of education because they give the headteachers strong supervisory role and initiative in managing the schools.

The study found it necessary to examine school policies and management in the public and private schools.

The indicators used are:

- (i) Level of co-operation between the PTAs and the Schools
- (ii) Headmasters supervision and leadership

Analysis of data collected in the field is illustrated in Table 3.13. Analysis of parents' interest in PTAS showed 90.9 percent of parents with high interest in PTA in private schools as compared to 9.10 percent in public schools. This situation is an indication that there is a better co-operation of PTAs with school management in private schools, which helps the headteachers of private schools to take quicker decisions affecting pupils for implementation than the public schools.

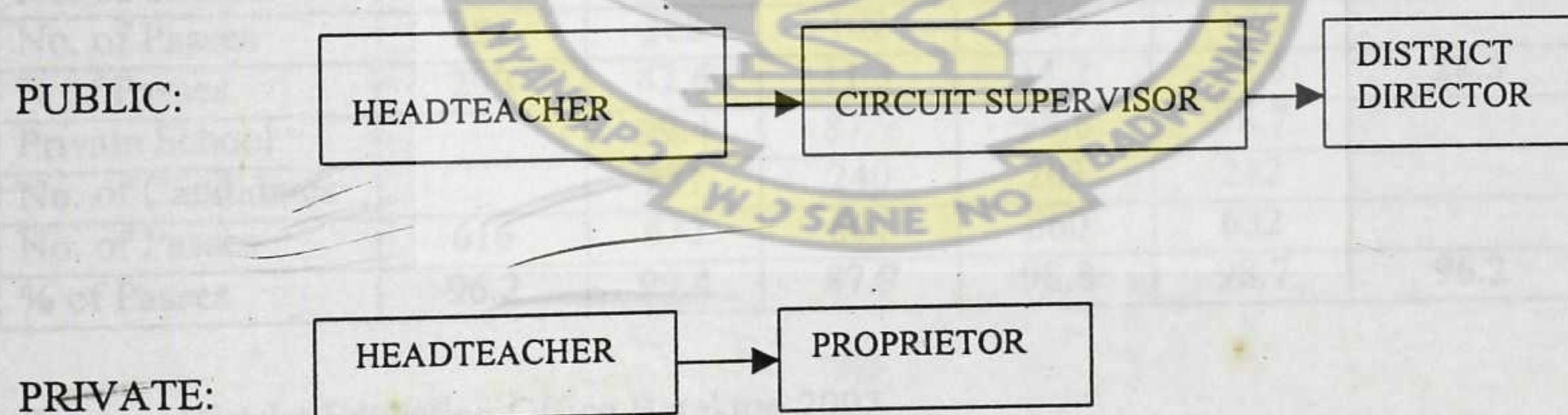
TABLE 3.13: THE LEVEL OF COOPERATION OF PTAs IN PUBLIC AND PRIVATE SCHOOLS

ATTENDANCE OF MEETINGS AND VISITS	PRIVATE		PUBLIC		TOTAL	
	No.	%	No.	%	No.	%
High	50	90.9	5	9.1	55	45.8
Average	10	37.0	17	63.0	27	22.5
Low	-	0	38	100	38	31.7
Total	60	-	60	-	120	100

Source: Author's Field Survey, June 2002

From the interview, it was found that the scope of the supervisory activities of the headteachers in the private schools are between headteachers and proprietors. On the other hand in the public schools it is among the headteacher, the circuit supervisor and the district director. This increases the chain of command in the public schools leading to slower action whereas in the private schools it is only a one step activity (Figure 3.2). The level of autonomy of the private schools is also higher than in the public schools since the headteacher is only directly responsible to the proprietor and is solely responsible for the management of the school without any long chain of command as indicated in Figure 3.2.

FIGURE 3.2: CHAIN OF COMMAND IN SCHOOL MANAGEMENT PUBLIC AND PRIVATE SCHOOL



Source; Author's construct, June-2002

3.6 Educational Output

3.6.1 Results of Basic Education Certificate Examination (BECE) in Berekum and Sunyani 1996 to 2000

It is one thing to enrol and keep children in school, but they learn is another. All school systems have the aim of ensuring that the children enrolled acquire at least basic literacy and numeracy. It is important to be able to measure how much they learn and how their level of achievement compares with others in terms of examination results.

The study found it necessary to examine the BECE results of private and public schools in the two towns from 1996 to 2000 for comparison. Table 3.14 illustrate the data from the field studies. Analysis of data from the field showed that the average passes for private schools in Berekum was 96.2 percent as compared to 28.5 percent in public schools.

In Sunyani the average of the public schools was 88.3 percent and that of private schools was 99.6 percent.

TABLE 3.14: RESULTS OF BECE (1996 – 2000) PERCENTAGE PASSES
(AGGREGATE 6 – 30) BEREKUM

TYPE OF SCHOOL	YEAR 1996	YEAR 1997	YEAR 1998	YEAR 1999	YEAR 2000	AVERAGE PERCENT PASS (%)
Public School						
No. of Candidates	840	844	906	887	849	
No. of Passes	251	368	102	119	174	
% of Passes	299	43.6	11.3	34.2	23.5	28.5
Private School						
No. of Candidates		231	240	203	212	
No. of Passes	616	632	601	660	632	
% of Passes	96.2	99.4	87.9	98.8	98.7	96.2

Source: District Education Office Berekum 2002

TABLE 3.15: RESULTS OF BECE (1996 – 2000) PERCENTAGE PASSES
(AGGREGATE 6 – 30) SUNYANI

TYPE OF SCHOOL	1 996	1997	1998	1999	2000	AVERAGE PASS (%)
Public School						
No. of Candidates	960	1049	1086	1021	1068	
No of Passes	941	870	990	896	870	88.3
% of Losses	98.0	82.9	91.2	87.8	81.5	
Private School						
No. of Candidates	347	405	424	525	679	
No. of Passes	345	405	424	525	678	
% of Passes	98.0	100	100	100	100	99.6

Source: District Education Office Sunyani 2002

3.6.2 Categories of Passes

This was classified into five categories based on passes in six (6) subjects including English and Mathematics as follows:

- (1) Excellent - Aggregate of 6 to 12
- (2) Very good - Aggregate of 13 to 18
- (3) Good - Aggregate of 19 – 25
- (4) Fair - Aggregate 26 to 30
- (5) Fail - Aggregate 31+

The data over a five year period indicated a higher performance of private schools in both towns as indicated in Tables 3.16 and 3.17.

Analysis of data on candidates who had a total aggregate of between 6 and 12 (Excellent) in the two urban centres over the period of five years showed that in Sunyani 11.5 percent of the candidates were from public schools and 56.2 percent were from private schools as shown in Table 3.18.

In Berekum, 1.0 percent were from Public schools and 10.5 percent from private schools had aggregate passes of between 6 to 12. A comparative assessment of general passes based on aggregates between aggregate 6 and 30 for both public and private schools also showed higher percentage passes in private schools. This conformed to earlier studies by Simons (1989) and Madona (1996) in their comparison of examination results in public and private schools in Kumasi.

TABLE 3.16: AGGREGATE SCORES OF 6-12 IN BECE RESULTS
FROM 1996-2000 IN SUNYANI

TYPE OF SCHOOL	1996	1997	1998	1999	2000	TOTAL	AVERAGE (%)
PUBLIC: No. of Passes	104	216	55	126	96	597	11.5
Total No. of Candidates	960	1049	1086	1021	1068	5184	
PRIVATE No. of Passes	127	240	272	312	385	1336	56.1
Total No. of Candidates.	347	405	424	425	679	2380	

Source: Derived from Data from District Education Office, Sunyani. June 2002

TABLE 3.17 AGGREGATE SCORES OF 6 to 12 IN BECE RESULTS
FROM 1996-2000 IN BEREKUM

TYPE OF SCHOOL	1996	1997	1998	1999	2000	TOTAL	AVERAGE (%)
PUBLIC: No. of Passes	9	11	5	6	12	43	1.0
Total No. of Candidates	840	844	906	887	849	4326	
PRIVATE No. of Passes	21	21	44	73	112	27	10.5
Total No. of Candidates	640	636	684	668	640	2584	

Source: Derived from Data from District Education Office, Berekum, June 2002

TABLE 3.18: CANDIDATES OBTAINED EXCELLENT (AGGREGATE 6-12) IN
SUNYANI AND BEREKUM IN BOTH PUBLIC AND PRIVATE
BASIC SCHOOL BETWEEN 1996-2000

Type of School Management	SUNYANI (1996 – 2000)			BEREKUM (1997-2000)		
	Candidate with Excellent	Total No of candidate	% Excellent Passes	Candidate with Excellent	Total No of candidate	% Excellent Passes
Public	597	5184	11.5	43	4326	1.0
Private	1336	2380	56.1	271	2584	10.5

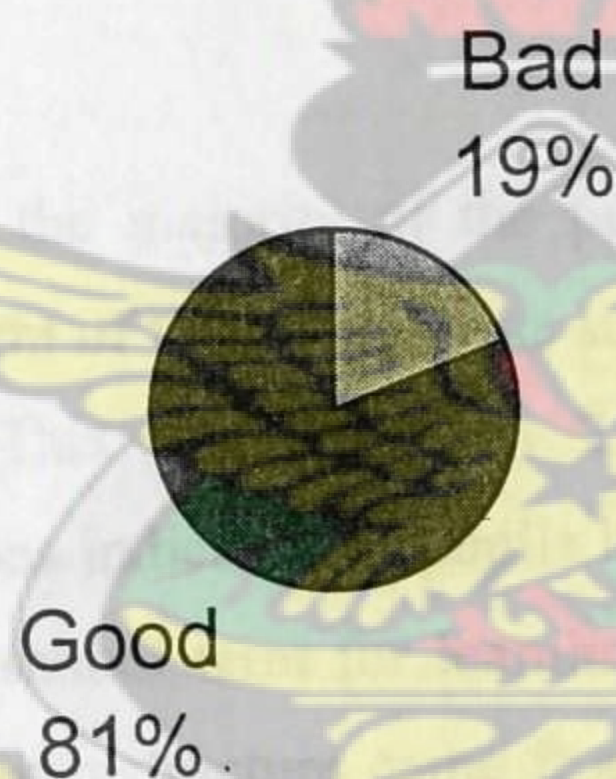
Source: Derived from Data from District Education Offices – Sunyani and Berekum
June, 2002.

3.7 Pupils' Perception of the Present Educational System

Pupils are recipients of the education offered under the present educational system. The study therefore found it necessary to find their views on whether the present system is good or bad. Data was collected from one hundred and twenty (120) pupils made up of sixty (60) from public schools and sixty (60) from private schools.

Analysis indicated that twenty three (23) pupils constituting 19.0 percent were of the view that the present system is bad, whereas 97 pupils constituting 81.0 percent indicated that the present system is good. In all sixty pupils from public schools and another sixty pupils in private schools were interviewed.

FIGURE 3.2: PERCEPTION OF PRESENT EDUCATIONAL SYSTEM.



Source: Author's Construct. Data based on Field Survey, June 2002.

This is an indication that majority of pupils consider the present educational system as good to be retained.

3.7.1 Pupils' Suggestion for Improvement of the Quality of Education in Schools.

Table 3.19 below illustrates pupils' rating of suggestions for improvement of quality of education in schools.

TABLE 3.19 PUPILS SUGGESTIONS FOR IMPROVEMENT OF EDUCATION SYSTEM

SUGGESTIONS	PUBLIC			PRIVATE			Rank
	No.	%	Rank	No.	%	Rank	
Improvement of infrastructure	11	13.3	4	31	21.7	3	3
Increase of Homework	5	8.3	5	-	-	-	6
Increase Practical work	3	6.7	6	-	-	-	4
Books to be supplied to pupils to study at home	21	35	1	-	-	-	4
Extra Classes	8	16.7	3	17	28.3	2	2
Length of school term increase	12	20	2	30	50.6	1	1
Total	160	100		60	100		

Source: Author's construct, June 2002.

From the views expressed, the majority of the pupils in both public and private schools constituting 35 percent of the respondents suggested that the length of school term should be increased. This is followed by 21.0 percent who favoured extra classes. These two suggestions indicate that pupils in both public and private schools think that the length of the school term for learning is not enough. Suggestion for improvement of the school infrastructure came from 20.0 percent of pupils and the need for children to take textbooks home followed by 17.5 percent which mainly came from public schools pupils. The public school pupils strongly suggested that textbooks should be given to them.

From the views expressed, the majority of pupils in both public and private schools suggested strongly that the length of school time needed to be increased. Majority of the public schools ranked the need to be supplied with textbooks which they could send home. This is an indication of the need for textbooks to be supplied to public schools pupils. The length of school term and textbooks was found to be the felt need of the public school pupils.

3.7.2 Pupils Perception of Quality Education

Pupils perception sought on quality of education during the interview indicated teaching in school for pupils to understand what is being taught. This should result in very good passes in examination for entry into Senior Secondary Schools. The physical facilities in the schools should be improved to make them attractive.

3.7.3 Parents and Teachers Perception of the Present Education System

Analysis of data on both parents and teachers' views about the present educational system is illustrated in the Table 3.20 below. 70 percent of both teachers and parents were of the view that the system is good whilst 30 percent believed it is bad. Table 3.20 illustrates suggestions of respondents for improvement of the educational system.

Table 3.20: PERCEPTIONS OF PARENTS AND TEACHERS ABOUT THE PRESENT EDUCATION SYSTEM

	GOOD		BAD		TOTAL	
	No	%	No	%	No	%
Parents	84	70	36	30	120	100
Teachers	55	70.5	23	29.5	78	100

Source: Authors Construct, June 2002.

The analysis of data collected from the respondents as illustrated in Table 3.21 indicates that improvement of infrastructure ranked first with 29.1 percent followed by adequate supply of teaching and learning materials with 21.7 percent and the strengthening of Parents-Teacher Association with 20.0 percent.

TABLE 3.21: PARENTS AND TEACHERS SUGGESTIONS FOR IMPROVING PRESENT EDUCATIONAL SYSTEM

SUGGESTIONS	No	%	Rank
Improvement of infrastructure	35	29.1	1
Adequate supply of teaching and learning materials	26	21.7	2
Improvement of teacher's conditions of service	15	12.5	5
Parents contribution to children's education	20	16.7	4
Parent-Teacher Association strengthened	24	20	3
Total		120	100

Source: Author's construct, June 2002.

3.7.4. Teachers and Parents Perception of Quality Education.

3.7.4.1 Parents' Perception of Quality Education.

The perceptions of quality education by parents was that there must be high levels of attainment of literacy and numeracy as a basis for children's development and the education should let them attain higher levels of passes in their examination to qualify them to enter the established Senior Secondary Schools.

3.7.4.2 Teachers' Perception of Quality Education

On the part of teachers, their perception was that quality educational calls for good development of the child's personality, talents, mental and physical abilities to the fullest potential in a conducive environment.

3.8 **Ownership of Schools**

The study looked at the ownership of schools classified as public and private. Public schools are the schools in which infrastructure is provided by local governments, sometimes with assistance from the community or donors and with the central government providing management services including teachers and teaching materials.

The private schools are those which the entrepreneurs provide infrastructure, teaching materials and services for which they charge approved fees.

3.8.1 Pre-School (Kindergarten)

At the pre-school level 58.3 percent of the kindergartens or nurseries are privately owned and about 42 percent are publicly owned in Berekum. In Sunyani about 73.6 percent are owned by the private sector with the public sector owing 24 percent (Table 3.22). There is therefore a private sector dominance in ownership at this level.

The main reason is that the private schools, unlike the public schools, have kindergartens attached to their primary schools to predispose the children to the conditions of formal education. Another reason is that, pre-school education is a shared responsibility of Ministries of Education, Employment and Social Welfare, and Local Government and Rural Development. The Ministry of Education provides only

about 10 percent of Basic Education budget for payment of staff salaries. The ministry's focus on pre-school education therefore, is not much as expected.

TABLE 3.22: OWNERSHIP OF SCHOOLS IN BEREKUM AND SUNYANI

OWNERSHIP OF SCHOOLS IN BEREKUM						OWNERSHIP OF SCHOOLS IN SUNYANI				
Type of school	Public		Private		Total	Public		Private		Total
	No	%	No	%		No	%	No	%	
Pre-school	10	41.7	14	58.3	24	14	26.4	39	73.6	53
Primary	16	53.3	46.7	30	26	49.0	27	27	51.0	53
J.S.S.	13	56.5	10	43.5	23	23	60.5	15	39.5	38

Source: District Education Offices Sunyani and Berekum, June 2002

3.8.2 Primary Schools

Analysis of data collected from the field indicates that 53.3 percent of the primary schools in Berekum belongs to the public sector and the remaining 46.7 percent are privately owned (Table 3.22).

In Sunyani, public schools constitute 49 percent of the schools leaving a slight majority of 51 percent to the private sector. There is a near parity of ownership between the public and private sectors at primary school level in both areas.

3.8.3 Junior Secondary School

The situation at the junior secondary school level is different. The data from the field indicate that 56.5 percent are public schools as against 43.5 percent private schools in Berekum and 60.5 percent are public schools and 39.5 percent are private schools in Sunyani. This trend shows a clear majority of public schools in both study areas.

The lower participation of the private sector at this level may be due to the fact that the initial capital investment in establishing a junior secondary school with a workshop is beyond what the proprietors of private schools could afford.

From the analysis it may be concluded that the private sector's contribution to the provision of basic education services in the urban centres is appreciable.

A comparison of public and private sector schools in the two (2) towns as illustrated in Table 3.23 shows a close parity of ownership of schools in the primary school level. The private and public schools constituting 49.0 percent and 51.0 percent respectively. At the junior secondary school level public schools have a majority of 59.0 percent as against 41.0 percent private schools. This conforms with similar studies conducted by Simon (1986) and Madona (1994). It is only at the pre-school level that the private sector dominates with a wide majority of 68.8 percent as against 31.2 percent public schools.

TABLE 3.23: OWNERSHIP OF PUBLIC AND PRIVATE SCHOOLS IN SUNYANI AND BEREKUM

Level of School	Public		Private		Total
	No.	%	No.	%	
Primary	24	31.2	53	68.8	77
J.S.S.	42	50.6	41	49.4	83
Total	36	59.0	25	41.0	61

Source: District Education Offices Sunyani and Berekum, June 2002

3.9 Enrolment

The study looked at enrolment to determine the proportion of pupils in both public and private schools. Enrolment determines the class size and pupil-teacher ratio which are determinants of learning achievement and performance of pupils. This is illustrated in Tables 3.24 and 3.25.

TABLE 3.24: ENROLMENT IN PUBLIC AND PRIVATE SCHOOLS IN BEREKUM AND SUNYANI

Type of school	BEREKUM					SUNYANI				
	Public		Private		Total	Public		Private		Total
	No	%	No	%		No	%	No	%	
Primary	4336	51.1	4155	48.9	8491	8369	63.8	4750	32.2	13,119
J.S.S.	1587	42.7	2133	57.3	3720	3445	64.9	1862	35.1	5307

Source: District Education Offices, Sunyani and Berekum, June 2002

TABLE 3.25: ENROLMENT OF PUPILS IN PUBLIC AND PRIVATE BASIC SCHOOL IN SUNYANI AND BEREKUM.

Level of School	Total	Public		Private	
		No.	%	No	%
Primary	21,610	12,705	58.8	8,905	41.2
J.S.S.	9,027	5,032	55.7	3,995	44.3

Source: District Education Offices Sunyan and Berekum, June 2002

3.9.1 Primary School

Analysis of data collected from the field showed that 51.1 percent and 48.9 percent of primary school pupils are in public and private schools respectively in Berekum (Table 3.10). In Sunyani 63.8 percent of the pupils are in public schools as against 36.2 percent in private schools (Table 3.11). Comparing enrolment to the number of schools in Berekum. It is clear that the public schools which constituted 53.3 percent enrol 51.1 percent of the pupils whereas the private schools which constituted 46.7 percent enrolled 48.9 percent of the pupils. This indicates a higher enrolment in the private schools in Berekum in the primary schools (Table 3.10).

Sunyani on the contrary has a higher enrolment ratio in the public schools. In the public primary schools, which constituted 49.0 percent, enrolment is 63.8 percent of the total pupils in school (Table 3.10). The high enrolment ratio may be due to the fact that the public schools exceed their enrolments resulting in the large class sizes.

3.9.2 Junior Secondary School

In the junior secondary schools, the public sector dominates in the enrolment of students. In Sunyani, 64.9 percent of the students in junior secondary schools enrolled in public schools with only 35.1 percent in private schools (Table 3.10). The situation is not different from Berekum where the public sector enrolled 57.3 percent and the private sector enrolls 42.7 percent.

In Sunyani where the public schools constituted 60.5 percent they enrolled 64.9 percent of the students, whereas the private sector schools which accounted for 39.5 percent of the schools enrolled 36.2 percent of the total students population. The lower enrolment ratio of the private school resulted in a lower class sizes, which in

terms of revenue to the proprietors were compensated for by the high fees they charged.

In the public schools the total fees charged including P.T.A. and other fees totalled forty-five thousand cedis, whereas St. Mary's Preparatory School charged over two hundred thousand cedis per student per term. The average for the private schools was two hundred thousand cedis in Sunyani and one hundred and ninety thousand cedis in Berekum per term.



CHAPTER FOUR

SUMMARY OF THE MAIN FINDINGS, RECOMMENDATIONS AND CONCLUSION

4.1 Introduction

This chapter attempts to summarise the main findings and issues that have come out of the study. These findings are basically the socio-economic factors that influence household investments in children's education and the part played by Parent-Teacher Associations. It also looks at the physical school facilities, teacher quality, learning and teaching materials, opportunity to learn, and school policies and management which form the supply-inputs. Comparison of learning achievement of pupils, using the B.E.C.E. results as well as ownership and enrolment in both public and private schools were made.

4.2 Summary of Findings.

The income, level of education, occupation, and status of parents were found to be factors which influence the level of parents' inputs in children's education. Most parents with average or high incomes, good occupation, high education and high social status in their community were found to invest heavily in their children's education. They enrolled their children in Private schools, which charged comparatively higher fees. Most parents, who enrolled their children in Public schools were, however, found to invest low in their children's education. They were also found to be mostly in the low income bracket with low levels of education, and low social status in the community. Parents who enrolled their children in Private schools were found to show interest in P.T.A. activities and visited the schools of their wards. In the Public schools parents were found to be inactive in the participation of P.T.A activities and they did not support the schools' development projects.

4.2.1 Physical Inputs

The quality of building materials used in the construction of both public and private schools in the urban centres were found to be good, however, due to lack of maintenance of the public schools, about 67 percent of the structures were in need of repair. The private schools, on the other hand, were regularly maintained.

4.2.2 Ventilation and Lighting

The study revealed that thirty-three percent of the public schools had poor ventilation and lighting. This was as a result of using perforated blocks as windows instead of the standard windows. In the private schools, standard windows were provided in all the class rooms which allowed better air circulation and enough light penetration into the classrooms.

4.2.3 Furniture

The supply of furniture to pupils was not adequate in the public schools, only about 17 percent of the public schools had adequate chairs and tables for their pupils. All the private schools had enough furniture for all pupils. Water and sanitation facilities were, however, adequate in all the public and private schools.

4.2.4 Instructional Materials

Textbooks supply to the public schools were in short supply for key subjects such as English, Mathematics and Science. The ratio of pupil to textbooks in English was 2:1 and 3:1 in Mathematics at the Junior Secondary School level. In the Private schools, all pupils had textbooks each to himself, this was due to the fact that parents bought their children's textbooks even though it was the policy of the Government to supply textbooks free to both public and private basic schools (Ministry of Education, 2000).

The study also revealed that pupils in Public schools were not allowed to send textbooks or library books home for fear of not taking proper care of them, only about 5 percent of the pupils were permitted to take books home. This practice in the public schools affected learning achievement.

4.2.5 Teacher Quality

In terms of trained teachers and teaching experience Public schools had better and more trained teachers on their staff than the private schools. The public schools in urban centre did not have untrained teachers except for vocational subjects. The trained teachers in private schools constituted about 17.0 percent of their teaching staff, yet their pupils performed better in the B.E.C.E. than the public schools.

4.2.6 Libraries

None of the public schools had library facilities. The stock of library books was found to be fair in about 67 percent of the schools. In the private schools they had rooms stocked with books but they were not spacious for reading. They however, had good stocks of library books which children borrowed for reading.

4.2.7 Maps and Charts and other Instructional Materials

The study found a fair amount of maps and charts in the Public schools but the Private schools had good stock of maps and charts. All the schools had enough teachers' handbooks, sufficient stock of chalk and good blackboards.

4.2.8 Class Size

Public schools had larger class sizes than the private schools at the basic level which resulted in higher pupil teacher ratio in the public schools.

4.2.9 Opportunity to learn

The study revealed that the private schools allocated more instructional time in teaching and learning than in the public schools. In general, the more time children study, other things being equal the better they will perform academically. In the private schools children therefore learnt more than the Public school children because they have more time to study.

Public schools stuck strictly to their school hours which was not enough to cover the syllabuses. The private schools spent more than one and a half times the time the public school spent in teaching English, Mathematics and Science. They also gave more class exercises and homework to pupils than public schools did.

4.2.10 School Policies and Management

Supervision in private schools was better than that of the public schools because the Headteacher of the private school was responsible to the proprietor alone who was always in close contact. The public schools had a longer chain of command from the Headteacher to the Circuit Supervisor and then the District Director who are remote from the school. Circuit Supervisors were in charge of between twenty and twenty-five schools.

The autonomy of the headteacher of the private school was more than that of the public schools. The headteacher of the private school could exercise great control over his/her members of staff than those in the public schools.

4.2.11 Basic Education Certificate Examination (BECE) Results

Public schools scored lower passes in the BECE whilst private school children scored better grades which gave their pupils better chances for admission into reputable senior secondary schools. Percentage of students with total aggregate between 6 – 12 in Private schools was by far higher in Private schools than in Public schools.

4.3 **Recommendations**

4.3.1. Household Inputs

The major causes of low investment in children's education is poverty, low level of awareness and commitment. Government should, in line with the Ghana Poverty Reduction Strategy (GPRS), create enabling environment for the urban poor by providing loans for small scale industries to absorb the unemployed, to reduce the level of poverty so that parents can support their children's education. Public educational campaigns should be mounted to educate parents on the importance of P.T.A. by the District Assemblies, Churches, Ghana Muslim Council and the Ghana Television and Traditional Councils.

4.3.2. Physical facilities

District Assemblies should embark on rehabilitation of the old basic educational structures and provide furniture to the schools. These could be done through their own resources and funds from external or internal donor such as the European Union, World Vision International, Department for International Development (DFID) etc.

District Assemblies should embark on school projects in consultation with the Ghana Education Service for judicious use of their scarce resources. They must be guided by technical advice rather than political expediency especially in the location of school projects to avoid "white elephants" projects.

4.3.3 Ventilation and Lighting

District Assemblies or Communities putting up schools must be guided by proper architectural advice. They must provide proper and standard windows. All existing

school buildings perforated block windows must be fitted with standard windows by District Assemblies to ensure adequate ventilation and lighting.

4.3.4 Instructional Materials

Government must increase supply of textbooks and instructional materials to schools, and on time. To efficiency, the supply of textbooks should be privatised with the Ghana Education Service playing monitoring and evaluation roles at the circuit level. The quality of the textbooks must be improved by the Ghana Education Service to ensure durability and pupils should be allowed to take their books home. District Assemblies should support public schools in the replacements of textbooks. District Assemblies should also solicit help from Community Based Organisations (CBOs), Non-Government Organisations (NGOs) and donors and other philanthropists to support education. There must also be an option to buy textbooks at subsidised prices to make them affordable to parents of both private and public schools. Stock of books for school libraries should be increased and pupils should be allowed to take them home.

4.3.5 Teacher Quality

Improving teachers' performance is the most important challenge for basic education. The government must raise entry general education requirements for training colleges and increase the in-service training. The old teachers who generally have less education than their younger counterparts should be given short courses in pedagogy and continuous programmes of in-service education which should be funded by Ghana Education Service and Ghana National Association of Teachers.

Particular care should be given to developing and implementing in-service teacher training programmes that are effective in improving the quality of classroom teaching. The government should post trained teachers to private schools and institute cost sharing arrangements with the private sector reduce their fees to make them more accessible to parents.

Private school teachers should enjoy the same facilities and motivation as public school teachers and they should be considered for Best Teachers' awards.

4.3.6 School Libraries

Public schools should be stocked with adequate and relevant library books through the mobile library systems and children should be allowed to borrow the books. The books should be provided by Ghana Education Service, Ghana Book Trust, Valco Fund, Ghana Muslim Council, Christian Council and Traditional Councils.

4.3.7 Opportunity to Learn

Instructional time for basic schools should be increased by the Ghana Education Service for teachers to cover their syllabuses. This could be placed on the highest priority but must go side by side with providing appropriate instructional materials to teachers. Cost effectiveness analysis should be made to select package interventions that would improve learning achievement in both public and private schools.

4.3.8 School Policies and Management

For effective management, public schools should adopt the management structure of private schools. The school managers must be at the door steps of the schools for effective supervision. Management of schools of religious bodies should be reverted to them so that they act as proprietors with the Ghana Education Service playing supervisory role. This would ensure effective control and management of the school than the present system where the District Directors and their Circuit Supervisors are far remove from the schools. Headteachers should undergo in-service training on their appointment. The cost of the training should be borne by Ghana Education Service and Ghana National Association of Teachers.

In urban areas, it is possible to increase school size without detrimental effects on achievement but headteachers and teachers should be trained in the management of larger schools. Some of the contents of such courses should include working with parents, making the school an integral and positive force within the community. The cost of the training should be borne by the Ghana Education Service.

4.3.9 Performances of Public and Private School at the B.E.C.E.

With the improvement of both the socio-economic background of parents especially through public education and awareness creation, parents of public school children would make a little sacrifice to invest in the children's education. This, however, should be complemented by the supply side interventions of creating a good

environment for learning as mentioned above by the District Assemblies, Churches, and the traditional authorities. With these, the public schools would be more up and doing. There must be a monitoring unit in each district with trained and retrained staff to sustain it. The unit should be created by the Ghana Education Service and be located at the offices of the District Education Directors.

4.4 Conclusion

The research set out to compare the public and private schools in the provision of quality education at the basic level in urban centres in Ghana and were assessed through their performances at the Basic Education Certificate Examination (B.E.C.E.) level. The analysis showed that both the home and school investments are important in enhancing children's learning achievement.

The demand side interventions were found to be dependent on parents' income, level of education, occupation and social status, which among others, create interests, and awareness of the need to invest in children's education. It was found that in the private schools parents investments were very high. They supported and co-operated with the schools through their Parent-Teacher Associations (PTAs). Parents showed support for children's aspirations for learning at home. The lack of these support by most parents of public schools put the pupils and the schools at a disadvantage.

At the supply-side (school level), the physical facilities in public schools especially buildings, lacked the needed maintenance. Above all, there were insufficient supply of teaching and learning materials to both teachers and pupils. Since such poor conditions prevailed in public schools there was not much motivation for the teachers who are mostly trained to put up their best hence the poor performances at the Basic Education Certificate Examination.

It is believed that careful implementation of the recommendations made would enhance the provision of quality education in public and private schools at the basic school level in the urban centres of Ghana for the realisation of the government objective of providing quality education for all at the basic level.

BIBLIOGRAPHY

- Botti M., M.D. Corelli, M. Saliba (1978) Basic Education in the Sahel Countries. UNESCO Institute for Education. Hamburg, Page 5.
- Brain J. A., Harry Cohen, Roy. G. Slatter (1971). An Introduction to the Sociology of Education. Macmillan and Co. Ltd. London and Basingstoke Page 98-104.
- Carron, G and A. Bordia. Editors (1985) Issues in Planning and Implementing National Literacy Programmes. UNESCO, Paris, Page 327-329.
- Dave R.H. (1975) Reflections on Life Long Education and the School. UNESCO Institute for Education, Hamburg, Page 61-62.
- Deblé Isabelle (1980) The School Education of Girls. UNESCO. Imprimerie Réunion de Chambéry, Page 61.
- Demographic and Health Services Survey (1993), Macro-International Inc. Calverton, Maryland, U.S.A, Page 14-17.
- Djamgmah J.S. (1999) Local Government Information Digest Vol. 12 No.4. 1999.
- Ghana Common Country Assessment 1999, 2000. UNICEF, Accra.
- Ghana Statistical Service (1994), Page 64.
- Ghana – Vision 2020 (1997) Worldwide Press Ltd. Accra, Page 32-34.
- Ghana Statistical Service, (1995), Pattern of Poverty in Ghana. 1988-1992.
- Govinda, R. and N.V. Varghesse (1993) Quality of Primary Schooling in India - A Case Study of Madhya Pradesh. Paris International Institute for Educational Planning. New Delhi, Page 42..
- Hallak, Jaques (1990) Investing in the Future. Setting Education Priorities in Developing World. International Institute for Education Planning. Pergaman Press. Oxford, England, Page 33-40.
- Hardiman, Margaret and Midgley (1982) Social Dimensions of Development. Social Policy and Planning in the Third World, John Wiley and Sons Ltd.
- Kessey, Kweku D. (1995) Financing Local Development in Ghana. SPRING Research Series No. 12. Dortmund., Page 22.
- Kotâsek Ji i (1992) The School and Continuing Education. UNESCO, Paris, page 210-211.
- Local Government Digest Vol.12, No.4. 1999.

Madona, Sampson (1994) The Role of the Private Schools in Basic Education. A Special Study Submitted to the Department of Planning, Faculty of Environmental and Development Studies, KNUST, Kumasi, Page 42.

Ministry of Education (1996) 5-Year Development Plan.

Ministry of Education (2001) Policies and Strategic Plans for the Education Sector.

Moser C.A. and G. Kalton (1979). Survey Methods in Social Investigation. The English Language Book. Society and Heinemann Educational Books, London, Page 42

Mugenda Olive M. and Abel G. Mugenda (1999) Research Methods Quantitative and Qualitative Approaches African Centre for Technology Studies Nairobi, Kenya, Page 45-47.

Rondinelli Denis A. (1983). Secondary Cities in Developing Countries. Policies for Diffusing Urbanisation. SAGE Publications. Beverly Hills/London/New Delhi, Page 118.

Ross, Kenneth N. and Lars Mahlck (1990). Planning the Quality Education. The Collection and use of Data for Informed Decision-Making. UNESCO International Institute for Education. Pergamon Press. Oxford, England, Page 60-78

Shukla et. al. (1994) Attainments of Primary School Children in Various States. New Delhi National Council for Education Research and Planning.

Simon Kwasi J. (1986). An Assessment of First Cycle Education Standard. Case Study of Kumasi Dissertation the Department of Planning, KNUST, Kumasi.

Smith, Peter F. (1974) Dynamics of Urbanisation. The Anchor Press Ltd., London, Page 14.

Spio-Garbrah Ekow (2000) Local Government Information Digest Vol. 13 No.2 2000.

Todaro, Micheal P. (1997) Economic Development. Longman, London, New York.

Ward W.E. (1974). Short History of Ghana. Longman Green and Co. London, Page 187.

(b) If bad give your reasons:

.....

(c) If bad what do you think are the problems with the system?

.....

(d) What do you suggest can be done to solve the problems?.....

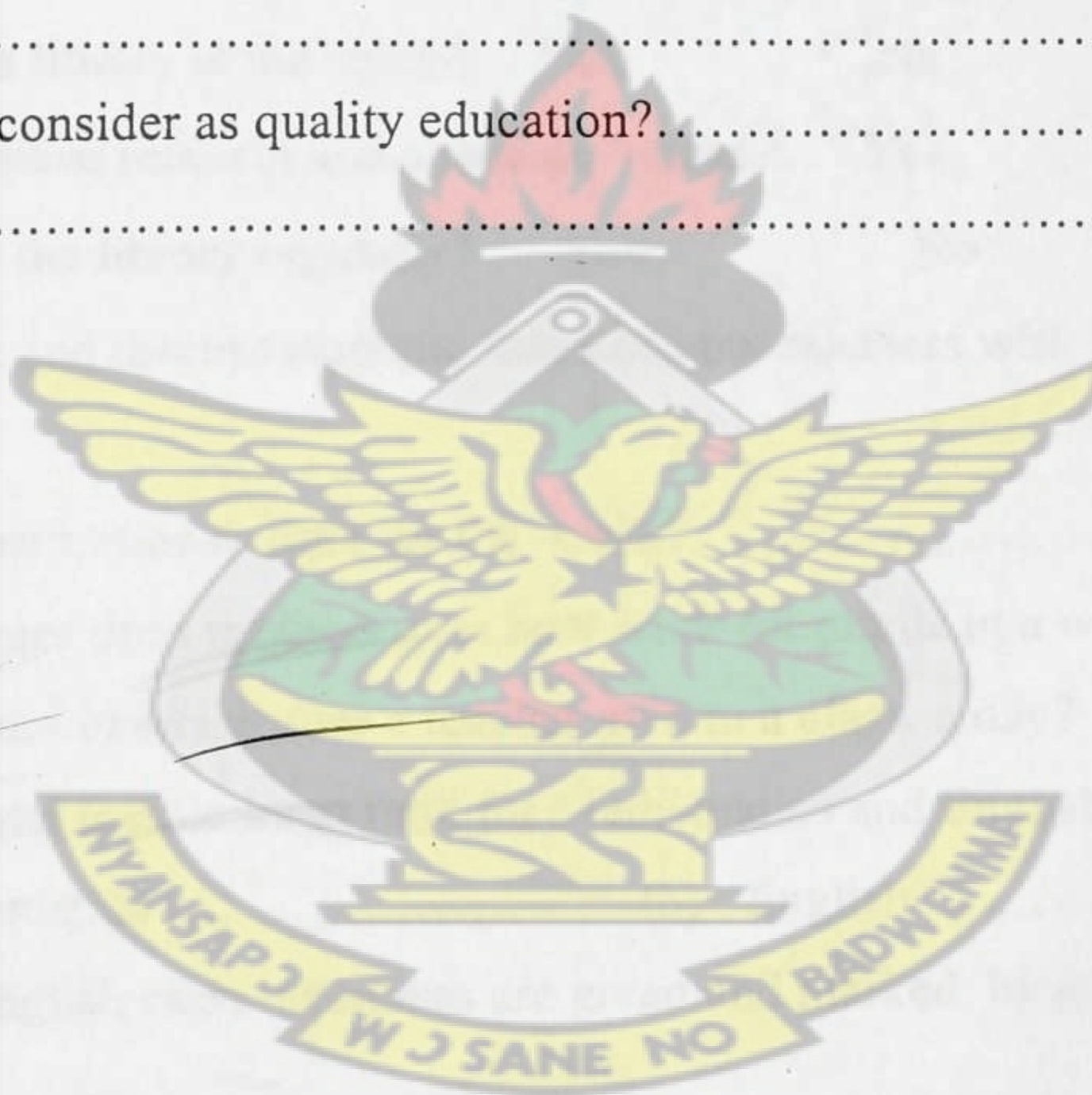
.....

14. Who do you think are responsible for solving the problems?

.....

15. What do you consider as quality education?.....

.....



APPENDIX 1B

QUESTIONNAIRE FOR HEADTEACHERS

Name of the school:.....

Type: Public Private

1. Do you have a library at the school. Yes No
2. If yes do you have relevant and adequate books? Yes No
3. Do pupils use the library regularly? Yes No
4. Do you check and discuss teaching notes of your teachers with them?
Yes No.
5. What is the instructional time for the week?.....
6. How many times does teachers give homework for pupils in a week.....
7. How many class exercise does a teacher give to a class a day?
8. What is the total instructional time for Mathematics and English in a week?
(a) Mathematics (b) English
9. How many English class exercises are given and marked by class teachers a week?
.....
10. How many Mathematics class exercises are given and marked by class teachers a week.....
11. Do you have enough basic instructional materials for teaching? Yes No
12. Do you have enough textbooks for each pupil? Yes No
13. Do your teachers have enough textbooks? Yes No.
14. Do the pupils have enough exercise books and stationery? Yes No
15. Do you have enough exercise books and stationery for your teachers? Yes No
16. Do you have supplementary readers for your pupils? Yes No
17. What is the pupil-teacher ratio of each class?

18. What do consider to be quality education?.....
19. What do you think facilitates quality education.....
.....
20. What has been the performances of your school for the period 1996 to 2000?
Good Fair Bad
21. If not good what are some of the causes?
.....
22. What has been the dropout rates for boys and girls in the period 1996-2000? Please
State in numbers.
- 23 What are the causes of the drop out rate amongst girls?.....
.....
- 24 What are the causes of the drop out rate amongst boys?
.....
- 25 Are your teachers able to cover the syllabuses for the year? Yes No
26. If No, how do you make up for the difference?.....
.....
27. What do you think are some of the outcomes of bad quality education?
.....
28. What do you think should be the yardstick for measuring quality education?
.....
29. What are your suggestions for the improvement of quality education?
.....

APPENDIX 1C

QUESTIONNAIRE FOR TEACHERS

TEACHER QUALITY

Name of the teacher.....

Sex: Female Male

1 Type of Certificate (Pre-Service)

Senior Sec. School Certificate Diploma Degree

2.	Teachers Professional Status	(a)	Trained	Untrained
----	------------------------------	-----	---------	-----------

3. Teacher's knowledge of subject taught

Good	Fair	Poor
1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
40	41	42
43	44	45
46	47	48
49	50	51
52	53	54
55	56	57
58	59	60
61	62	63
64	65	66
67	68	69
70	71	72
73	74	75
76	77	78
79	80	81
82	83	84
85	86	87
88	89	90
91	92	93
94	95	96
97	98	99
100	101	102
103	104	105
106	107	108
109	110	111
112	113	114
115	116	117
118	119	120
121	122	123
124	125	126
127	128	129
130	131	132
133	134	135
136	137	138
139	140	141
142	143	144
145	146	147
148	149	150
151	152	153
154	155	156
157	158	159
160	161	162
163	164	165
166	167	168
169	170	171
172	173	174
175	176	177
178	179	180
181	182	183
184	185	186
187	188	189
190	191	192
193	194	195
196	197	198
199	200	201
202	203	204
205	206	207
208	209	210
211	212	213
214	215	216
217	218	219
220	221	222
223	224	225
226	227	228
229	230	231
232	233	234
235	236	237
238	239	240
241	242	243
244	245	246
247	248	249
250	251	252
253	254	255
256	257	258
259	260	261
262	263	264
265	266	267
268	269	270
271	272	273
274	275	276
277	278	279
280	281	282
283	284	285
286	287	288
289	290	291
292	293	294
295	296	297
298	299	300
301	302	303
304	305	306
307	308	309
310	311	312
313	314	315
316	317	318
319	320	321
322	323	324
325	326	327
328	329	330
331	332	333
334	335	336
337	338	339
340	341	342
343	344	345
346	347	348
349	350	351
352	353	354
355	356	357
358	359	360
361	362	363
364	365	366
367		

4. Method of teaching: (a) Role learning (b) Practical

5. Do you supervise all the pupils' work in class: Yes No

6. Do you mark and let pupils do their corrections? Yes No

7. Do you first explain new concepts of every new lesson? Yes No

8. How frequent do you use the blackboard?

Very often Often Less often not at all

9 Do you review previous lessons before you start a new lesson? Yes No

10. How frequent do you monitor the progress of work of your students

Very often Often Less often Less often not at all

11. Do you group your class into small groups for learning? Yes No

12. How many times a week do you give class work. In English and Mathematics

13. How many times a week do you give home work?

14. How do you find the present system of education?

Good Bad Indifferent

15. (a) If bad what are some of the problems with it?

(b) What are your suggestions to solve the problems?

16. (a) Who do you suggest are responsible for improving the system of education in Ghana.
- (b) What should the stakeholders of education do to improve the system of education?

16. What do you consider to be quality education.

KNUST



LEARNING ULTIMATE

1. Does your teacher come to school every day? Yes No
1. When does he/she come to school?
- Before 1st lesson During 1st lesson After 1st lesson

APPENDIX 1D

QUESTIONNAIRE FOR PUPILS

Name of the pupil:

Sex: Male Female

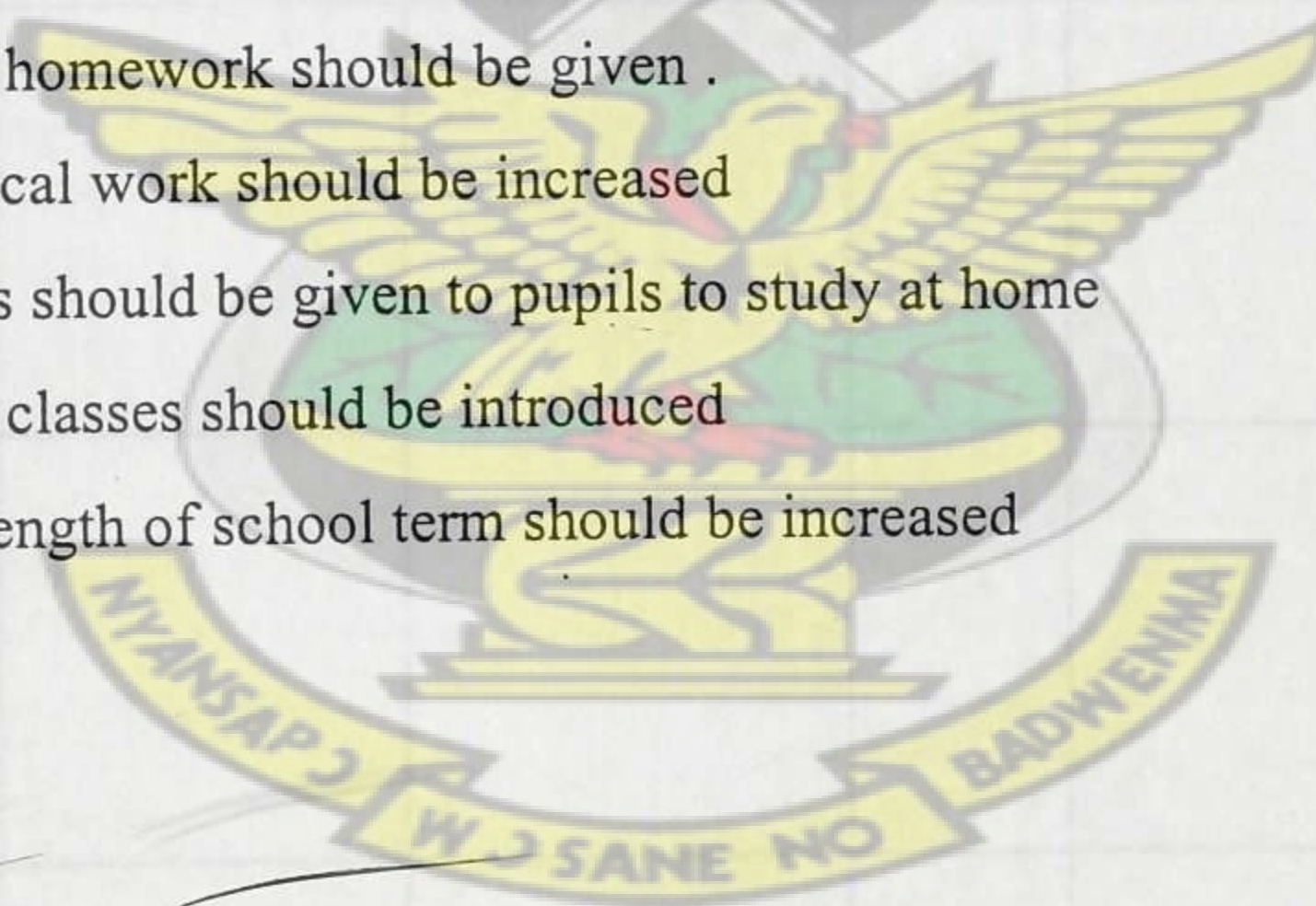
Class:..... Age:.....

1. How many brothers have you?.....
2. How many sisters have you?.....
3. Are you living with your parents? Yes No
If yes indicate (a) mother (b) father
4. Are you living with only one of your parents? Yes No
5. What type of accommodation are you living in
(a) Flat Bungalow Compound house
6. In which part of the town do you live? One room 1st class residential area
Compound house single room 2nd class. Third class
7. How do you go to school?
(a) walk bus by parent car Taxi
8. When do you usually arrive at school?
(a) Before classes start (b) during 1st lesson (c) After first lesson.
9. How many days in the week do you absent yourself from school?
1 day 2 days 3 days 4 days and more
10. Why do you absent yourself from school?
(a) Because of illness (b) Working for parents at home (c) looking after
younger brother or sister (d) lateness

LEARNING CLIMATE

1. Does your teacher come to school every day? Yes No
2. When does he/she come to school?
Before 1st lesson During 1st lesson After 1st lesson

3. Do your parents provide you with books other than the school textbooks?
Yes No
4. Do your parents attend PTA meeting? Yes No
5. Do your parents supervise your home work? Yes No
6. How long do you study in your home everyday
1-2 hours 2-3 hours Nil
7. Have your parents engaged a teacher for you? Yes No
8. If yes how many days in a week do you meet the teacher?
1 – 2 days 3-4 days 5– 6 days
9. Do you like the present education system?. Yes No
10. How do you find the quality of education given to you at school.?
Good Bad
11. If bad, what do you think should be done? [Tick the appropriate answer]
 - (a) Additional time should be added to class periods.
 - (b) More homework should be given .
 - (c) Practical work should be increased
 - (d) Books should be given to pupils to study at home
 - (e) Extra classes should be introduced
 - (f) The length of school term should be increased



APPENDIX 1E

INTERVIEW GUIDE

QUESTIONNAIRE TO THE EDUCATIONAL DIRECTOR OF G.E.S. OF SUNYANI AND BEREKUM DISTRICT

Kindly provide the following information in Sunyani town on Basic Education.

Type of School	Number of Public	Number of Private	Total	% (Public)	% (Private)
Pre-School					
Primary School					
Junior Sec. School					
2. Enrolment					
Type of School	Public	Private	Total	% Public	% Private
Primary					
Junior Sec. School					
3. Physical Facilities					
School Buildings	Public	Private	Total	% Public	% Private
(i) Complete Primary School building with (6 class rooms) with furniture for one stream.					
(ii) School building for primary school with less than 6 class room with furniture					
(i) Complete Primary School building with (6 class rooms) without furniture for one stream.					
(ii) School building for primary school with less than 6					

class room without furniture					
. Complete Junior Sec. School building with three (3) classrooms for each stream					
Incomplete Junior Sec. School building with less than 3 classrooms for each stream.					

4. School with Potable Drinking Water

Type of School	Public		Private		Total	% Public	% Private
	With	Without	With	Without			
Primary							
Junior Sec. School							

5. Separate Sanitary facilities for both sexes (Toilets & urinals)

Type of School	Public		Private		Total	% Public	% Private
	With	Without	With	Without			
Primary							
Junior Sec. School							

6. Single Sanitary facility for both sexes

Type of School	Public		Private		Total;	%Public	% Private
	With	Without	With	Without			
Primary							
Junior Sec. School							

7. Good quality of school buildings

	Public		Private		Total	% Public	% Private
Fair							
Poor							

8 Availability of School Library

Type of School	Public		Private		Total	% Public	% Private
	With	without	With	without			
Primary							
Junior Sec. School							

9. Workshop

Type of School	Public		Private		Total	% Public	% Private
	With	Without	With	without			
Primary							

Junior Sec. School					
Laboratory					
10. Type of School	Public	Private	Total	% Public	% Private
Junior Sec. School	With Without	With Without			
11. Teaching Staff					
Type of School	Public	Private	Total	% Public	% Private
	Trained Untrained	Trained Untrained			
Primary					
Junior Sec. School					
12. Teachers by Sex (Male)					
Type of School	Public	Private	Total	% Public	% Private
Primary					
Junior Sec. School					
13. Female Teachers					
Type of School	Public	Private	Total	% Public	% Private
Primary					
Junior Sec. School					

B.E.C.E. RESULT FOR SUNYANI IN BEST 6 SUBJECTS 1996

No. of Candidate	Public	Private	Total	Grade	Scale
1				6 – 12	Excellent
2				13 - 18	Very Good
3				19 – 25	Good
4				26 – 32	Fair
5				36 -	Poor
Total					

B.E.C.E. RESULT FOR SUNYANI IN BEST 6 SUBJECTS 1997

No. of Candidate	Public	Private	Total	Grade	Scale
1				6 – 12	Excellent
2				13 - 18	Very Good
3				19 – 25	Good
4				26 – 32	Fair
5				36 -	Poor
Total					

B.E.C.E. RESULT FOR SUNYANI IN BEST 6 SUBJECTS 1998

No. of Candidate	Public	Private	Total	Grade	Scale
1				6 – 12	Excellent
2				13 - 18	Very Good
3				19 – 25	Good
4				26 – 32	Fair
5				36 -	Poor
Total					

B.E.C.E. RESULT FOR SUNYANI IN BEST 6 SUBJECTS 1999

No. of Candidate	Public	Private	Total	Grade	Scale
1				6 – 12	Excellent
2				13 - 18	Very Good
3				19 – 25	Good
4				26 – 32	Fair
5				36 -	Poor
Total					

B.E.C.E. RESULT FOR SUNYANI IN BEST 6 SUBJECTS 2000

No. of Candidate	Public	Private	Total	Grade	Scale
1				6 – 12	Excellent
2				13 - 18	Very Good
3				19 – 25	Good
4				26 – 32	Fair
5				36 -	Poor
Total					

B.E.C.E. RESULT FOR BEREKUM IN BEST 6 SUBJECTS 1996

No. of Candidate	Public	Private	Total	Grade	Scale
1				6 – 12	Excellent
2				13 - 18	Very Good
3				19 – 25	Good
4				26 – 32	Fair
5				36 -	Poor
Total					

B.E.C.E. RESULT FOR BEREKUM IN BEST 6 SUBJECTS 1997

No. of Candidate	Public	Private	Total	Grade	Scale
1				6 – 12	Excellent
2				13 - 18	Very Good
3				19 – 25	Good
4				26 – 32	Fair
5				36 -	Poor
Total					

B.E.C.E. RESULT FOR BEREKUM IN BEST 6 SUBJECTS 1998

No. of Candidate	Public	Private	Total	Grade	Scale
1				6 – 12	Excellent
2				13 - 18	Very Good
3				19 – 25	Good
4				26 – 32	Fair
5				36 -	Poor
Total					

B.E.C.E. RESULT FOR BEREKUM IN BEST 6 SUBJECTS 1999

No. of Candidate	Public	Private	Total	Grade	Scale
1				6 – 12	Excellent
2				13 - 18	Very Good
3				19 – 25	Good
4				26 – 32	Fair
5				36 -	Poor
Total					

B.E.C.E. RESULT FOR BEREKUM IN BEST 6 SUBJECTS 2000

No. of Candidate	Public	Private	Total	Grade	Scale
1				6 – 12	Excellent
2				13 - 18	Very Good
3				19 – 25	Good
4				26 – 32	Fair
5				36 -	Poor
Total					

RESULTS OF CRITERIA REQUISITE TEXT (CRT)

Type	Public % Passed		Private % Passes	
	English	Mathematics	English	Mathematics
1996				
1997				
1998				
1999				
2000				

OBSERVATION

QUALITY OF SCHOOL BUILDING

1. Ventilation of Classrooms:
2. Number of pupils per classroom:
3. Quality of school building
mud wooden sand crete bricks.
4. Appearance of school compound:
Excellent ~~Very good~~ Good Fair Poor
5. Sanitation:
Excellent Very good Good Far Poor