

**UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE**

**FACTORS INFLUENCING QUALITY EDUCATION IN BASIC SCHOOLS IN  
NANDOM DISTRICT OF UPPER WEST REGION OF GHANA**

**LAZARUS DERKONG-DERY**

UNIVERSITY FOR DEVELOPMENT STUDIES



**2018**

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**BY**

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**UDS/MSA/0089/14**

UNIVERSITY FOR DEVELOPMENT STUDIES

**THIS THESIS IS SUBMITTED TO THE DEPARTMENT OF SOCIAL, POLITICAL  
AND HISTORICAL STUDIES, FACULTY OF INTEGRATED DEVELOPMENT  
STUDIES, UNIVERSITY FOR DEVELOPMENT STUDIES, IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF  
PHILOSOPHY SOCIAL ADMINISTRATION DEGREE**



**MARCH, 2018**

## DECLARATION

### Student

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere with the exception of references to other people's works, which have been duly acknowledged.

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I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University for Development Studies.

Supervisor's signature: ..... Date: .....

Name: DR. GIDEON K. AGBLEY



## **DEDICATION**

I dedicate this work to my mother madam Imelda Kuuyelleh for her patience and all troubles she went through to bring me up since the demise of my father.

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## ACKNOWLEDGEMENTS

My profound gratitude goes to my supervisor Dr. Gideon K. Agbley for his time, patience guidance and his immense contributions leading to the successful completion of this work.

My heartfelt thanks also go to my mentor Dr. Africanus L. Diedong for his immense and immeasurable contributions, inspiration and encouragement.

I also wish to express my sincerest thanks to Madam Rose C. Kaata the District Director of Education of Nandom for granting me the permission to conduct this study in Nandom district.

I owe a debt of gratitude to Mr. Christopher Kuualle, Mr. Robert Kuuyelleh and Madam Prospera Dankana for their support which contributed to the successful completion of this study.

Also, my profound gratitude goes to my family Madam Cynthia Baghr, Justice Lincoln Derkong-Dery, Jennifer Derkong-Dery and Joseph Derkong-Dery for their support and prayers.



## ABSTRACT

Quality education worldwide is a solid platform for development. In recent times students in basic schools in Nandom district are witnessing low quality learning and poor academic performance. It is against this background that this study seeks to examine the factors influencing low quality learning and strategies for improving quality education delivery in the Nandom district. The study was guided by input-process-output and human capital theories. The study employed the cross-sectional design. The study used the cluster sampling, simple random sampling and purposive sampling techniques to select 227 participants as the sample size for the study. Questionnaires were used to collect the quantitative data while semi-structured interviews and observation were also used to collect qualitative data. The quantitative data was analyzed using the SPSS 16.0 programme and presented in frequency tables, graphs and percentages. The qualitative data was used to support the quantitative data. The study found that inadequate infrastructural facilities, instructional materials, low commitment of teachers and parents' low educational status and income level were major factors affecting quality education delivery. The study again found that improvement of working conditions, social amenities and community participation and empowerment are key strategies for improving quality education in basic schools in Nandom district. The study concludes that the fight for quality education, the FCUBE, UPE, SDG and EFA goals would be a mirage if the working conditions for teaching and status of teachers are not improved and if parents and community members are not empowered to actively take part in school management. The study recommends that government and NGOs should provide adequate school facilities and improve the working conditions of teaching particularly in deprived communities and enhance parents and community participation in education.

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## LIST OF ABBREVIATIONS

BECE	Basic Education Certificate Examination
CRC	Convention of the Right of the Child
DCE	District Chief Executive
DDE	District Director of Education
DFA	Dakar Framework for Action
EFA	Education For All
FCUBE	Free, Compulsory Universal Basic Education
GES	Ghana Education Service
GSS	Ghana Statistical Service
JHS	Junior High School
ICT	Information and Computer Technology
KG	Kindergarten
MDGs	Millennium Development Goals
MoE	Ministry of Education
OECD	Organization for Economic Co-operation and Development
PAC	Performance Assessment Chart
PTA	Parents Teachers Association
PFR	Pupil Furniture Ratio
SSA	Sub-Saharan Africa
TTPR	Trained Teacher Pupil Ratio
PTR	Pupil Teacher Ratio
PCTBR	Pupil Core Text Book Ratio



PWCTB	Pupil Without Core Text Books
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Service Solution
SSSCE	Senior Secondary School Certificate Examination
TLA	Teaching and Learning Aids
TLMs	Teaching and Learning Materials
UBE	Universal Basic Education
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organizations
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education
WAEC	West African Examination Council
WASSCE	West Africa Senior School Certificate Examination



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Globally, quality education has numerous benefits for nations, families and individuals and has become a solid platform for development. According to UNESCO (2014), quality education creates a well-balanced and well-informed societies and individuals with the relevant knowledge, skills, attitude and values that enable them to live and contribute effectively to national development; socially, politically and economically. UNICEF (2015) has also pointed out that quality education is the most powerful tool for producing efficient workforce, eliminating illiteracy, breaking generational poverty, promoting national identity, building healthy individuals and creating a solid platform for democracy. To achieve this, the provision of quality education for all children must be focused on ensuring adequate educational inputs, efficient processes and good educational outcomes for all irrespective of one nationality and geographical location and must also be a collective concern and responsibility for all stakeholders.



The provision of quality education for all has attracted the world attention and has formally been recognized as a human right issue since 1948. The United Nations under the Universal Declaration of Human Rights (UDHR) (1948) and other global human rights conventions such as the Convention against Discrimination in Education (CADE) in 1960 and the Convention of the Rights of the Child (CRC) have all affirmed and emphasized on the right of every child to quality education in terms of access, quality school environment, quality learning processes and quality learning outcomes. In fulfillment of this, all nations were therefore required to provide Free, Compulsory Universal Basic Education (FCUBE) for all and also ensure that education



leads to the full development of every child's potentials for decent and healthy-living (UNESCO and UNICEF, 2007).

Additionally, the World Conference on Education For All in Jomtien, Thailand in 1990 and World Education Forum/Dakar Framework for Action in Senegal in 2000 both called for formulation of goals that would act as a framework for providing universal quality basic education for all. Under the Goal six (6) of the Dakar Framework for Action, the framework strongly calls for greater attention to "improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills" (UNESCO and UNICEF, 2012 :12). At these conferences it was noted that poor quality education is an impediment to social and economic development especially for developing countries and emphasized that quality should be at the heart of education (UNESCO and UNICEF, 2012:12). The agreement in these International Conferences was that quality learning was very fundamental element to expansion of access and high enrolments, suggesting that both quantitative and qualitative aspects of education are important ingredients and highly interconnected, and must therefore go side-by-side (Baadeen, 2002).

Notwithstanding these directives, it was also noted that many developing countries including Ghana still focus on only expansion and enrolment to the neglect of quality learning processes aspect. The increase in access and enrolments do not tally with learning achievements of students (UNESCO, 2014). Available statistics, however, has shown that globally 57 million of students are out of school of which 31 million of this figure are girls, who have discontinued schooling not only due to financial and physical factors, but also due to poor quality learning. It adds that low quality learning in schools in Sub-Saharan Africa has been a major factor that deters many



children from attending school (UNESCO, 2014). UNICEF (2015) indicated that despite that many children are in school, millions of the students do not learn the basics and over 250 million of students out of 650 million in school either do not reach primary four or complete without knowing how to read, write or do simple calculations in mathematics.

Ghana as a nation has recognized that quality education is the most fundamental building block in producing the workforce of the country (Ghana MDGs, 2015). Ghana has undergone several educational policy reforms, infrastructure expansion and rolled out some education intervention programmes in order to improve access and quality learning. Even though there is evidence that Ghana has achieved significant progress in education in terms of access and enrolment rates at the basic level from 45.2% in 1990 to 89.3% in 2014 and high completion rates of 86.3% in 2009, to 97.5% in 2014, (Ghana MDGs Report, 2015), these achievements are not enough for celebration since majority of students continue to receive low quality learning and perform poorly in examinations and as a result cannot further their education. The high completion rates do not correspond with what students learn and what they achieve in examinations.



According to Etsey et al. (2009: 37), enrolment in basic education has made significant progress in Ghana but learning achievements appear to have been stagnated. The assessment and quantification of quality education should not focus on access and completion rates, but most importantly resources, processes and outcome should be the prime focus and the key indicators. The use of enrolment and completion rates as indicators for assessing quality education is very deceptive and does not measure education quality. This is because it is one thing to achieve 100% in enrolment and another to achieve quality in education. If children attend school but do not get quality tuition or learn nothing and eventually fail their examinations it means they have not received quality education. Perhaps that is why Koichiro (2007) argues that while increasing

access in basic schools is an important step, ensuring that students receive quality learning and progress successfully from one level to another is the most important aspect. Watkin (2000) also upholds this view by arguing that the expansion of access to education will only be relevant if only it translates to the acquisition of requisite knowledge and skills that benefit the individual and the society at large.

In the provision of quality education for all, the government, parents, teachers, learners and NGOs are the principal stakeholders and therefore have diverse and critical roles to play in ensuring quality education. The different roles performed by these stakeholders show the multiplicity, interdependence and multidimensional nature of quality education and appropriately place quality education in the input-process-output system theory and human capital theory which this study employs. The issue of low quality education or poor quality learning of students and the question of why many students receive low quality learning or perform poorly in their examinations have raised a lot of concerns and has become an area of interest for government and researchers both nationally and internationally to explore. The education sector variables such as teacher motivation, absenteeism, educational materials and teacher qualification (Adu-Agyem and Osei-Poku, 2012 and Casely-Hayford et.al., 2013) and non-education sector variables such as parents educational background and family socio-economic status (Abdallah et al., 2014) were attributed to be the causes of low quality education and yet the issue of poor quality education still persists. The investment of educational resources and how instructional processes are utilized to bring quality learning is problematic.

## **1.2 Statement of the Problem**

The issue of low quality education in basic schools has become a perennial problem and long standing one in Northern Ghana (Abdallah, 2014). According to UNICEF-Ghana (2013), many



children are in school but learning nothing or very little and over 84% and 65% of students in primary six in Northern Ghana including Nandom district are not proficient in Mathematics and English respectively. Empirical evidence has indicated that Nandom District for some time now has been experiencing low quality learning with high failure of 88.3% in the BECE in 2014. Again, in 2015, the Nandom recorded 87% failure and was placed on 179<sup>th</sup> position out of 182 districts ranked nationwide with the district average performance of 13.9% far below the regional average performance of 31.7% and the national average performance of 46.9% (GES BECE Performance Analysis Report, 2015). This poor performance of students at the basic level is a manifestation that many students are not benefiting from quality education which is seen as a thread to social, economic, political and human capital development.

Despite several policy reforms, best teacher and student award, capitation grants and school feeding programme being provided by government to improve quality learning in basic schools, unfortunately the issue of low quality learning in basic schools still exists. The most fundamental question is: why the low quality education achievements in Nandom district despite several interventions? To understand the factors affecting quality education, this study therefore examines the influences of educational inputs of resources, teaching processes, family socio-economic background factors and strategies for improving quality education in Nandom district.

### **1.3 Main Research Question**

What are the inhibitors and promoters of quality education in basic schools in Nandom district?

#### **1.3.1 Specific Research Questions**

1. What are the state (government) factors that influence low quality education in basic schools in Nandom district?



2. What are the teacher characteristics that influence low quality education in basic schools in Nandom district?
3. How do family socio-economic background factors that influence low quality education in basic schools in Nandom district?
4. What are the strategies for improving quality education in basic schools in Nandom district?

#### **1.4 Main Research Objective**

To examine the inhibitors and promoters of quality education in basic schools in Nandom district.

##### **1.4.1 Specific Objectives of the Study**

1. To examine the state (government) factors that influence low quality education in basic schools in Nandom district.
2. To examine the teacher characteristics that influence low quality education in basic schools in Nandom district.
3. To examine the family socio-economic background factors that influence low quality education in basic schools in Nandom district.
4. To identify strategies for improving quality learning in basic schools in Nandom district.



#### **1.5 Significance of the Study**

The provision and acquisition of quality basic education is a fundamental human right for every person in the world. Additionally, in the world of work acquiring quality basic education is key to socio-economic and political development of Ghana. The provision of quality basic education for all children is the prime responsibility and is at the heart of both parents and Ghana

government. The Nandom district has a very high youthful age of 37.3% under 15, illiteracy rate of 61.0%, 52% unemployed rate, (GSS, 2014), and high failures of 88.3% of JHS leavers in the BECE. An empirical study is therefore necessary to examine factors that influence low quality education and strategies for enhancing quality education in Nandom district.

The study generated data giving an insight into ongoing discussions on how basic education would be improved in Ghana particularly in Nandom district.

The study served as a wake-up call to parents, teachers, government and other educational stakeholders about their responsibilities of providing quality education for students in basic schools in Nandom district.

The study will assist NGOs with facts and figures to put in more investment on basic education to ensure that quality education is provided for all particularly students in deprived communities.

The study created a platform and served as a reference document for researchers in education.

The findings from this study will add to the existing literature on factors influencing quality education and the strategies for improving quality education in basic schools in Ghana particularly in Nandom district.

### **1.6 Delimitation of the Study**

The scope of the study covers the geographical areas of Nandom District in the Upper West Region of Ghana. The study covered the input-process-outputs system theory by Ludwig Von Bertalanffy and human capital theory. GES officials, teachers, students and PTA were the main participations. This study was limited primarily to the assessment of factors influencing quality education delivery and strategies for improving quality education in Nandom District.



For the purpose of this study, quality education is viewed solely from Ghana Education Service at the three basic schools levels. Thus, it involves only the educational stakeholders in the Nandom District. The study delved much into school resources availability, instructional time utilization and family socio-economic factors and strategies for improving quality education. The study is limited to only public basic schools in Nandom District.

### **1.7 Limitations of the Study**

The major limitation of this study was the difficulty of retrieving questionnaires from respondents. The researcher had to travel several times to the field to search for respondents for questionnaires. Another major challenge the researcher faced was the difficulty of obtaining information from education directorate.

Another major challenge the researcher faced during fieldwork was the difficulty of getting PTA executives. The researcher had to trace PTA executives some to the farm, funerals and market to administer interview questions and that consumed a lot of time of the researcher.

Another challenge faced was teacher-respondents' perceptions about the administration of questionnaires. Some respondents demanded that the researcher should sit down and pose questions/items for them to answer for the researcher to write.

### **1.8 Organization of the Study**

The study is systematically organized into five main chapters. In chapter one, the background defined quality education and explained the importance of quality basic education. It further explained the global, regional and national perspectives and international organizations views about quality education. The chapter further outlined the problem statement, research questions and research objectives which directions and what the study is aimed to achieve. It justified why



the study is relevant to government, GES, teachers and parents. The scope of the study showed the boundaries of the study while the limitation indicated the challenges the researcher faced in conducting the study and eventually ends with the organization of the student.

Chapter two dealt with the literature review. Literature was reviewed from books, journals, published thesis, reports and relevant websites. This chapter reviewed literature on concepts of quality education, input-process-output theory and human capital theory. It also reviewed literature on the relevance of quality education, factors affecting quality education and strategies for improving quality education. The review of literature was done on both promoters and inhibitors of quality education. Literature review informed the researcher what has been done and what is left to be filled.

Chapter three presents research methodology. The methodology outlined the study area the Nandom district, district background, poverty level, educational background and health of the people in the district. It explained the research design, the research methods, population, sample and sampling techniques, data collection procedure, data analysis and ethical considerations.

Chapter four focuses on data presentations, analysis and interpretations of the findings of the study. The findings were presented, analyzed and interpreted in accordance with each stated objective.

Chapter five dealt with summary, conclusion and recommendations. The summary of study was done in relation to each stated objective. Conclusion was drawn based the major findings of the study. The recommendations were given as strategies to meliorate quality education delivery in Nandom district and in the nation as a whole.





## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents the conceptual definitions of terms, theoretical review, conceptual framework and review of relevant literature of both scholarly and non-scholarly work that are related to the study. It reviewed factors that influence quality education relating to the state, teacher, learner family and strategies for improving quality education.

#### 2.1 Conceptual Definitions of Terms

The key terms and concepts in this study include education, basic education and quality education.

##### 2.1.1 Concept of Education

The word education has been defined differently by different scholars. According to Schofield (1982) the word education origins from the Latin word “educare” which means to “form or train” somebody. The author explained that education is associated with training, learning, schooling and instructions. According to Curry and Schwirian (2008) education is the transfer of knowledge, values and beliefs of a society from one generation to the next generation. Farrant (1980) defines education as the process of human learning by which knowledge is imparted, faculties trained and skills developed. According to Haralambos et al. (2004) education is an aspect of socialization; it involves the acquisition of knowledge and the learning of skills. In this study, education is a process of human learning in which an individual acquires relevant permanent knowledge, skills, values and attitudes that make him/her a well-balanced individual in society.



### **2.1.2 Basic Education**

Basic education generally refers to the minimum period of schooling needed to ensure that children within ages 4 to 15 acquire basic literacy, numeracy and problem solving skills as well as skills for creativity and healthy living (Head-teachers' handbook, 2010). Basic education is the most fundamental form or level of formal education in the sense that it lays the foundation of education and determines what a child would grow up to be in future. It equips the individual students with the requisite basic knowledge, skills and values in the society. It is at this level of education that the learner is supposed to acquire the basics of literacy and numeracy skills and develop interest in learning. The basic education prepares the child for the secondary and tertiary education.

Basic education in Ghana comprises three main levels: the kindergarten, the primary and junior high school. The kindergarten is 2 years, primary school education is 6 years whereas the junior high school education has 3 years. At the end of the junior high school education, students are expected to write the Basic Education Certificate Examination (BECE) usually organized by the West African Examination Council (WAEC) to assess students' mastery of knowledge and skills and to determine which students qualify to attend senior secondary schools.

### **2.1.3 Concept of Quality of Education**

The Dakar framework for action has identified quality to be at the heart of education. The term quality though very important in education is very complex, very elusive and very controversial one to describe, define and measure (Sifuna and Sawamura, 2010). The authors strongly argued that the constituents that come together to form quality of education are strongly interwoven to the extent that the removal of one component will undermine quality. The authors further explained that globally, there is no universally one acceptable definition or a consensus on the



definition of quality or quality of education because of its evasiveness and complexity. Arguably, what is quality to someone might be inferior to another person. This shows how problematic and how relative the concept of quality is.

However, Vroeijienstijn (1995, cited in Odonkor, 2012) puts it simply that “quality is a matter of negotiation between all parties concerned”. According to Adams (1993) and Ankomah et.al. (2005), quality is usually defined as inputs, processes, outputs and outcomes of education.

Adams (1993) states that, some scholars define quality as inputs or outputs while others also define quality as process or change in conditions. According to Adams (1993), scholars such as Bergquit and Armstrong (1986) and Mingat and Ping-Tan (1988) define quality as inputs and outputs. Mingat and Ping-Tan (1988, cited in Adams,1993) said that the term quality can either be defined as inputs or outputs. According to Mingat and Ping-Tan (1988, cited in Adams,1993), quality of education is said to be high when inputs such as school facilities, instructional materials, trained teachers, class-size and curriculum are adequate and are of standard. Besides, quality is also said to be high when students’ academic achievements of the curriculum objectives and perspectives of its internal objectives are high. However, Bergquit and Armstrong

(1986 cited in Odonkor, 2012) move beyond looking at quality as either inputs or outputs, but rather define quality as interrelationship between inputs, outputs and values added measures which are assessed on desirable outcomes. Adams (1993) explains that the concept quality is often defined synonymously with effectiveness, as the degree to which objectives are met or desired levels of accomplishment achieved.

Adams (1993) also identifies six common views that are generally accepted by educators and researchers which he terms them as dimensions of quality. These dimensions of quality include:



reputation, resource and inputs, process, content, outputs and outcomes. He explains that quality as reputation is used at the higher education level but not at the basic education level.

- Quality as resource and inputs deal with the fiscal resources, the number and level of teacher and students characteristics, curriculum, facilities and materials available.
- Quality as a process also deals with the intra-institutional interactions between teachers, students, administrators, materials and technology in the teaching and learning activities.
- Quality of content also deals with the body of knowledge and skills or information a body has ascribed to and level or degree of richness of the curriculum content.
- Quality as outputs refers to students' achievements, completion rates, certificates, attitudes and values acquired while outcomes reflects on the degree of achievements in occupation and income status and changes overtime in terms of attitudes and values.
- Quality as value-added also looks the impacts, influences or the effects of educational programmes on students, how students changed after they have gone through the programme.



UNICEF perspectives on quality of dimensions generally concur with Adams (1993) in the context of content, process and outcomes. UNICEF however identifies five dimensions of quality including healthy learner, healthy environment, content, process and outcomes. UNICEF explains that:

- Learners who are healthy, well-nourished and ready to participate and learn and are supported in learning by parents and community members.
- Environment that is healthy, safe, protective, gender sensitive, conducive, well resourced, learner and teacher friendly.

- Content that reflects on the relevant curricula and materials for acquisition of relevant knowledge, skills and values particularly in literacy and numeracy including health, nutrition and HIV/AIDs preventions.
- Process through which qualified teachers use appropriate varied child-centred methodologies to actively involve students to learn and skilful assessment to facilitate learning and eliminate all forms of discriminations.
- Outcome that encompasses relevant knowledge, skills and good attitudes that are linked to national goals of education for active participation in governance and national development.

Considering all these definitions of quality, it is evident that despite the fact that quality has varied meanings, inputs, process and outcomes are common in all the definitions. This implied that quality of education has multiple dimensions and these dimensions are interwoven to extent that quality will be in danger or totally eliminated if any of the components is not taken into consideration.

UNESCO (2015) defines quality education as the development of knowledge, skills, values and attitudes that enable the individual to live healthy and decent lives, make informed decisions and respond appropriately to local and global challenges in society. Quality education therefore refers to the availability of adequate educational resources, active participation of stakeholders, effective teaching and learning processes and high academic performance.



## **2.2 Theoretical Review**

The study employed the input-process-output system theory and human capital theory as a guide to examine factors influencing quality education and strategies for improving quality education in basic schools in Nandom district of the upper west region of Ghana. Zainul-Deen (2011), Ivanko (2013) and Haque and Rehman (2014) employed these theories in their studies. According to Ivanko (2013) the input-process-output system theory and human capital theory are more appropriate guides to employ when examining the inputs, processes and the outputs of an organization. The theories envisage that when adequate educational resources are invested with efficient teaching and learning processes, high educational outcomes will be produced. The input-processes-output and the human capital theories are crucial and appropriate for this study because the study also focuses on investment in education for human capital development.

### **2.2.1 Input-Processes-Output Theory**

The inputs-processes-outputs theory states that an organized organization or an enterprise does not exist in vacuum but a dependant on the external environment for resources for its function therefore, the inputs and processes are directly proportional to the outputs (Haque and Rehman 2014). The inputs-processes-output links resources investment and utilization of instructional time to the achievements of education of children. Education is an investment and therefore, parents, teachers, government and NGOs must invest resources on children's education. The perspective of this theory of production is that in every organization, inputs of resources such as human capital, finance, technology, time and other material resources from the environment and the processing are what determine the quantity and quality of productivity or outcome. In other words, the various components or subsystems are interwoven in a very complex manner that



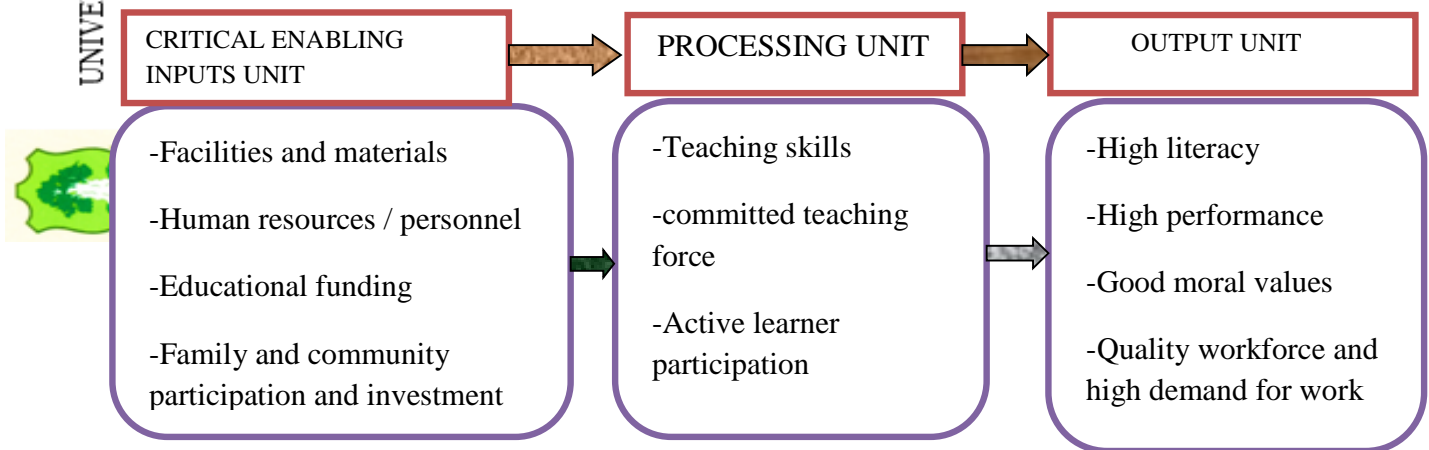
everything in the organization depends on everything. The various multiple-dimensional of quality education are interdependence and interlocking.

Haque and Rehman (2014) also explained that the organization as a system is composed of interconnected and mutually depends on sub-systems and these sub-systems also composed of different components which work differently to ensure the survival of the organization. The authors identified five basic interconnected components in this theory. These include: individual, formal and informal organization, pattern of behavior, role comprehension of the individual and physical environment of organization.

The input-process-output system theory is depicted in a rectangular form consisting of three interconnected units. These include the inputs unit, the processing unit and the output unit.

Figure 2.1 shows the input-process-output system theoretical framework.

**Figure 2.1 Theoretical Framework of Input-Process-Output System Theory**



**Source: Adopted from Weirich, 1993**

From Figure 2.1, the first unit of the theoretical framework is the critical enabling input unit. The critical enabling inputs are the resources available to achieve the goals of education. The critical

enabling inputs are emanated from the environment. The environment encompasses the government, the family, NGOs and society. The government, family, NGOs and the society have the responsibility for providing educational resources such as infrastructural facilities, finances, teachers, incentives and instructional materials. These resources constitute the most fundamental starting point of providing quality education for all in any school in any society including schools in Nandom district. Therefore shortages of these resources will diminish access to quality education.

The second unit of theoretical framework is the transformation or processing unit. The processing unit is the engine of production and entails all actions and steps taken to achieve the educational goals. In this unit, the critical enabling inputs of resources received from the environment are processed into finished goods. The teacher who is seen as the processor in the production unit uses the inputs such as the instructional materials, time and students to transform them into desirable goods. The teachers and learners are key elements in education and must therefore come in with certain expertise and qualities to ensure effective teaching and learning.

To this end, teacher must have and exhibit high proficiency, professionalism and commitment.

Thus, the teacher who is the processor must have the teaching skills more of child-centred, optimum understanding and mastery of subject matter content of the curriculum. In a similar way, the learner must be healthy, show readiness and also expend more effort on learner tasks.

The third level which is the last unit is the output unit. The output unit shows the outcomes of the products. The outputs of quality education include indicators such as acquisition of knowledge skills and values, high literacy, quality workforce and high demand for work. The outcomes from the system inform investors whether they are making gains or losses from education.




The feedback from the society enables the GES as organization to modify itself in order to ensure quality learning for all. The products from the organization GES are exported back into society for consumption. The organization needs a feedback from the environment which will serve as a guide or an indicator to enable it closely monitors its progress, successes and challenges. A negative feedback informs the system that part of it is not functioning properly as expected. In this sense, a shift or a malfunctioning of one element will adversely affect and destroy the entire organization.

#### **2.2.1.1 Strengths of Inputs-Processes-Output Theory**

One of the strengths of the inputs-processes-output system theory is that it informs stakeholders to put more investment in education. Putting more investment in education has direct relationship with quality learning outcomes.

The theory provides framework for policymakers to make policies that ensure adequate investment and effective teaching and learning processes in education.

#### **2.2.1.2 Weaknesses of Inputs-Processes-Output theory**



The input-processes-output theory fails to inform how the inputs, processes and output are interconnected and how one stage translates to another. According to Moreland (1996) the claim that knowledge, attitudes and behaviours are output is not accurate because knowledge, attitudes and behaviours can equally be inputs and processes. The input-processes-outputs theory also fails to capture the emerging consensus about teams as complex and adaptive systems. The inputs-processes-outputs framework is deficient for summarizing recent research and constrains thinking teams. The inputs-processes-outputs framework is not sufficient for characterizing teams. The meditational factors that intervene and transmit the influence of inputs to outputs are

not processes but emergent cognitive and affective states. The theory also limits research by implying a single-cycle linear path from inputs through outputs and tends to suggest a linear progression of main effect influences proceeding from one category to the next.

### **2.2.2 Human Capital Theory**

The human capital theory is a framework that basically examines the relationships between education, economic growth and social well-being. Schultz (1971) defines human capital theory as knowledge and skills people obtained as capital through the process of education. Olaniyan and Okemakinde (2008) explained that the human capital theory basically considers education as key and also as form of investment to enhance people lives economically. The development of any society largely depends on how the people are educated and how resources are invested in education of the people. The theory posits that expenditure on education, job training and health are capital investments that will produce economic and social returns at the individual and national levels. Education and training are assumed to lead to greater productivity, which also translated into economic returns such as wages and increased in GDP. Supporting the relevant of human capital theory Zainul-Deen (2011) noted that educated persons have strong linkages with other factors of production such as capital, land and entrepreneur to increase productivity in society. Samuel (2012) concurs with Olaniyan and Okemakinde (2008) assertion that an educated nation is a productive nation. The author maintains that the human resources constitute the wealth of every nation but not the natural resources. The assumption of this theory is that through the investment in education, efficient workforce is produced to man the nation and improve lives in society. Babalola (2003) argues that the reason behind investment in human capital is based on three key factors: these include: (a) the new generation must be given the appropriate parts of the knowledge, skills and values which have already been accumulated by



the previous generations; (b) new generation should be taught how existing knowledge and skills should be used to develop new products, to introduce new processes and production methods and special services and (c) people must be encouraged to develop complete new ideas, products, processes and methods through creative approaches.

### **2.2.2.1 Strengths of Human Capital Theory**

The major strength of human capital theory is that it aids policymakers and researchers to examine, evaluate and or assess the relationship between education and training as inputs and economic and social benefits as outputs. Olaniyan and Okemakinde (2008) noted that the human capital theory framework also suggests that the increase in the investment on individuals' education or schooling goes with higher wages, GDP growth, lower crime rates and better health outcomes.

The human capital theory framework also helps policymakers to understand the amounts and characteristics of quality education and training that are needed for achieving good outcomes of quality education such as high literacy rate, high demand workforce, economic growth and participation in civic roles.

Another strength of human capital theory is that it provides a useful lens and awareness for individuals to invest more in their education. It guides individuals, families and government to be aware that pursuing education at any level involves costs and benefits.

### **2.2.2.2 Weaknesses of Human Capital Theory**

The major weakness of human capital theory is that it assumes that acquiring education automatically increases the salaries and wages of individuals. However, it fails to provide an insight into the processes through which education and training lead to high wages.



Another weakness of human capital theory is that the application of the framework at the upper or the national does not address educational challenges because different communities have different perspectives, needs and challenges. This nationalistic application is wrong as different communities and districts have different educational challenges. The methods of achieving quality education are not universal because urban areas may require different strategies as compare to sub-urban and villages which the theory fails to address.



### **2.3 State Factors Influencing Quality Education in Basic Schools**

This encompasses school environment and infrastructural facilities, instructional materials and teacher availability.

#### **2.3.1 School Environment and Infrastructural Facilities**

There is more evidence that a conducive school environment is an important contributory factor to quality education. According to Korir and Kipkemboi (2014), a health learning environment or a learner friendly environment contributes to quality learning and high academic achievements of students in schools. The author noted that a good learning environment should have adequate infrastructure, furniture, material resources, football field, water and toilet facilities and peace, harmony and cordiality among teachers. The authors further noted that students who attend well-endowed schools are influenced and performed better in their academic work than those who attend poor schools.

In a similar way, Barry (2013) also noted that students' academic performance and success in education is influenced by the kind of school that they attend. The author observed that students

who attend schools that have bad composition, bad structures and poor school climate perform poorly than those who attended well-endowed school adequate learning students facilities. This argument is inconclusive since there a lot people attended less endowed schools and yet they performed better than some students who attended well-endowed schools.

Abudu and Fuseini (2013) noted that school infrastructure, furniture and material resources are key factors for promoting quality education and academic performance in basic schools. The authors also noted that students perform poorly in schools due to poor school environment they



have found themselves. The authors explained that inadequate school infrastructure compelled students to study in unhealthy environment and in overcrowded classrooms.

Patrick (2012) who conducted a study to examine the motivational packages and their effects on performance in Ghana Education Service in Asante Akyem Senior High Schools noted that inadequate inputs of educational resources both human and material resources and inequitable distribution these resources among districts are key factors affecting quality education outcomes in senior high schools. The author was of the view that the performance of any job largely depends on the environment, equipment, resources, motivation and ability of employees. This suggests that quality learning greatly depends on the amount of inputs of resources that are invested in education by stakeholders. The author indicated that school environment, instructional materials and incentives for teachers are crucial for the quality learning outcomes of students in schools. However, the author did not examine how the educational processes could promote or inhibit quality learning in schools. This is because the mere availability of educational inputs to a larger extent does not guarantee quality education and or quality learning outcomes.



A study conducted by Nzabihimana (2010) on the nature of schools and academic performance of pupils in primary schools in the Gasabo District revealed that lack of basic school facilities such as classroom, furniture, library and toilet and urinal facilities in public schools accounted for the poor quality learning of students. In comparing the facilities in public and private schools the author noted that there were more facilities and more discipline in the private schools than that of the public schools. The author therefore argued that the lack of educational facilities and resources in schools have led to low motivation in the teaching and learning and poor performance of pupils.

Korir et al. (2014) argued that school factors such as the school structure, school composition and school climate are some of the main factors that influence students' academic performance in schools. The author maintained that schools that have good facilities, infrastructure and materials aid students to perform well in their academic work than those schools without these resources. In a similar way, Ramatu (2014) who conducted her study in Tamale on the effects of school infrastructure on the academic performance of students also came to the realization that school facilities such classrooms, water and toilet facilities are very crucial for improving quality education and academic performance of students.

According to UNESCO (2015), many children attend school in conditions that are not conducive for learning. The report indicated that many schools in SSA lack potable water, handwashing facilities, toilets and urinals. Poor school infrastructural facilities and lack of maintenance are the major challenges facing many schools particularly in developing countries. It indicated that in Philippines for instance, only 32% of schools were in good physical condition without broken windows or peeling paint whilst 68% of the schools were found to be in deplorable state.

According to UNESCO (2014), due to classrooms shortages many school children in SSA are squeezed into overcrowded classrooms and some are compelled to sit either in dilapidated structures. In Togo, Ghana, Malawi, Tanzania and many other countries for example some classes contained students over 130 students.

### **2.3.2 Instructional Materials for Improving Quality Education**

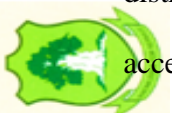
Another significant state factor that influences quality education outcomes is instructional materials. The Dakar Framework identified the availability of textbooks and other instructional materials as very crucial to the improvement of quality education for all. UNESCO (2015) indicated that the availability of textbooks in basic schools has remained major challenge in most



African countries. It explained that in 2012, Cameroon had only 1 mathematics textbook for every 12 grade 2 students. In an analysis of 19 SSA countries it was only Botswana that had adequate textbooks close to 1:1 for all subjects for all grades. The other 18 countries were having severe shortages of textbooks including Lesotho, Mozambique and Zambia. However, Liberia in 2013, the PTR in Margibi county was 7:1 and in South Sudan, PTR was 2:1 in Central Equatoria state and Unity state was 11:1. In many countries especially SSA countries the issue of textbooks shortages has become a chronic one citing that in Kenya, Malawi, Namibia and Zimbabwe had no textbook and in some cases had to pair 12 to 15 students per one textbook. According to UNESCO (2014), report in Tanzania for instance only 3.5% of all grade 6 pupils had sole of a reading textbook.

UNESCO (2015) however argued that the availability of textbooks does not necessarily means they are effectively utilized in the classrooms. It noted that in most countries textbooks are kept in storage units for fear of being damaged or lost if they are given out to students to use. It noted that in Malawi and Ghana for example teachers were unwilling to let children use textbooks or distribute textbooks to students for fear of misplacement and damage. This shows denial of access to quality education.

Ghana Education Sector Report (2013) noted that textbooks are important educational resources and must be increased in ratio 3:1 by 2012 and 1:1 by 2015. Unfortunately, these targets were not met as there are still several schools in Ghana particularly the Northern Ghana that do not have textbooks for learning. Adu-Agyem and Osei-Poku (2012) noted that many schools in Ghana lack learning materials including textbooks. The authors explained that textbooks shortages in schools affect quality education delivery in Ghana. Ramatu (2014) in her study also





noted that the shortages of teaching and learning materials such as textbooks and library books affect students' academic performance in school.

Etesy (2005) concluded that many students in the public basic schools who wrote the BECE performed poorly due to lack of instructional materials. According to the author, inadequate teaching and learning materials deny students the opportunity of having access to quality education because students are not able to observe, touch and manipulate materials that will help them to grasp the concept and able to remember all the facts they have learnt. The author maintained that the absence of teaching aids make lessons boring, abstract and unpractical.

According to UNESCO (2005), the achievement of quality education is greatly influenced and determined by the availability of teaching and learning resources in school and how well these resources are effectively and efficiently utilized in the teaching learning processes. It maintained that schools that do not have instructional materials and well equipped library cannot do effective and teaching and learning. This assertion was supported by Adu-Agyem and Osei-Poku (2012) that the unavailability of teaching and learning materials and infrastructural facilities lowered quality education outcomes.

Adeyink et al. (2013) said that the availability of teaching / learning resource is key catalyst that enhance quality teaching / learning in school. The author maintained that the availability of instructional materials such as the syllabuses and textbooks in schools equally promote learning. The author added that schools do not have appropriate adequate textbooks find it difficult to enforce effective learning. When textbooks are lacking or are inadequate in supply, students find it difficult do their assignments both at home and in school.



Okyerefo et al. (2011) noted that the provision of appropriate teaching and learning materials for lessons delivery is very vital for high academic performance of students in schools. The author further noted that schools that ensure the use of teaching aids perform better than those who do not use teaching aids.

According to Oduro (2007), inadequate instructional materials and lack of teaching and learning materials affect quality education. Similarly, Casely-Hayford et al. (2013) also indicated that teaching and learning processes in basic schools in three northern regions of Ghana have shown low level of learning effectiveness and efficiency. The author added that inappropriate language of instruction, lack of textbooks, syllabuses, writing materials, seating places, high teacher and pupil lateness and absenteeism, inadequate teacher preparation, large class-sizes, misuse of instructional time and lack of parental supports are key factors affecting education quality in basic schools in northern Ghana.

### **2.3.3 Teacher Recruitment, Availability and School Enrolment**

According to UNESCO and UNICEF (2012) the inadequate number of teachers in the system and the high enrolment figures in schools compelled government to employ many untrained teachers into the system. It maintained that quality education does not take place by simply packing students into large, small classes. It explained that teachers are usually more efficient and able to attend to individual learning problems if the class size of students is less than 25. In contrast, Etsey (2005) suggested that a class of 40 students maximum is ideal for effective teaching and learning but agreed that smaller class size enables the teacher to take into consideration about the individual difference during lessons delivery.



Similarly, Raychaudhuri et al. (2010) said that low teacher-pupil ratio has positive influence on the academic performance of students than those schools that have high pupil-teacher-ratio. The author explained that that the small class-size enables teachers to attend to individual students learning needs than when the class-size is large.

Frempong (2011) also observed that overcrowded classes was one of the key factors that accounted for the poor academic performance of students in schools. It explained that high enrolment in schools make it impossible for teachers to attend to the individual students learning needs in class. The author explained that in schools where the class sizes are large, teachers find it difficult to control the class, perform group activities in class, give adequate exercises and mark them.

A study by UNESCO (2014) showed that the PTR was high in SSA countries exceeding 40:1. It noted that globally out of 161 countries observed 29 countries had the highest PTR of which 24 of these countries are from SSA with Central African Republic 80:1 PTR. This implied that there is a huge teacher gap to be filled. The report also indicated that between 2012 and 2015, 4

million primary teachers would be needed to be recruited of which 2.6 million to be replaced teachers on retirement, changed job, died or left field due to illness; and 1.4 million to make up shortfalls, address expanding enrolment rates and underwrite quality by keeping PTR below 40:1. The study added that over 450, 000 more teachers would be required each year to keep teachers sufficient by 2015. The study also indicated that the region facing the biggest challenges of teacher deficit with wider margin is the SSA and therefore requires 63% of the additional teachers needed to attain UPE by 2015. In Central African Republic, Chad, Guinea-Bissau and South Sudan as reported by UNESCO (2014) the PTR was 100:1



Abudu and Fuseini (2013) noted that shortage of teachers is the factor that increased pupil-teacher-ratio. The authors explained that environment in schools are increasing at a faster rate while teacher recruiting is increasing at a very slow pace.

UNESCO (2004) said that the increase in number of schools and enrolment figures require more trained teachers but many unprofessional teachers are employed to teach resulting in poor quality teaching and learning in schools. This situation according to UNESCO (2004) is due to lack of comprehensive teacher development policy and programme to address teacher shortages. Petrovich (2008) reaffirmed that the provision of quality education has remained a bigger challenge in public schools because they lack well qualified teachers, modern buildings, adequate funding, effective leadership and comprehensive curriculum.

Poor recruitment and deployment of teachers is another factor that inhibited quality education outcomes in basic schools. According to UNESCO (2015) recruitment and equitable deployment of teachers has remained a serious and a hindrance to the attainment of quality education. It explained that people with weak grades are admitted into teacher training colleges and others too are employed into the teaching without education training. The recruitment of untrained people into teaching service who do not have right teaching skills and the right varied methodologies.

UNESCO (2014) report also noted that in SSA, teacher recruitment is lagging behind growth in enrolment which results to recruitment of untrained teachers in SSA. Even though the recruitment of untrained teachers may enhance teacher population, it may seriously jeopardize education quality.

Inequitable distribution and or deployment of teachers between town and village schools, south and north and endowed districts and less endowed districts lowers quality education. According



to UNESCO (2015) the imbalances of teacher deployment is a key factor that disables quality education. It explained that inequitable distribution of teachers, school type, geographical locations, training and social amenities are educational imbalances that affect quality education delivery. The report indicated that the issue of teacher deployment can be resolved through decentralization of deployment, enhance incentives like accommodation, allowances and accelerated promotion and encourage local recruitment of teachers.

Ineffective schools supervision and bad school leadership styles are another factors affecting quality in education. According to UNESCO (2010) global monitoring report on EFA, poor school management and bad school leadership styles greatly influence students' poor quality learning. The report indicated that schools that are well managed and supervised produced more results than those that not well managed and supervised. According to Atey and Arthur (2013) low school supervision and monitoring and lack of supports from school managers affect the academic performance of students in schools. The authors observed that private schools perform better than public institutions not because they have abundant resources but because of intensive school management and supervision. This implied that supervision and monitoring in public schools must be intensified to ensure quality teaching and learning processes.

According to Tesema (2014), supervision is key element in education and must therefore be directed towards promoting the teacher professional growth. The author explained that school-supervision should be focused on teamwork, assistance and creating good atmosphere for teachers to work. The author noted that schools that are under serious intelligent supervision do perform better than those schools that have weak or no supervision.



Apenteng (2012) who conducted her study in Ghana on the effect of supervision on staff performance in Ga South Municipal Education Directorate came to conclusion that the supervision is very important and much attention must be paid to it. The author emphasized that internal supervision should be given the greatest attention it deserves so as to improve the commitment of teachers and academic performance of students. The author noted that supervisors are non-performing because they lack the needed logistics that they needed to use to perform their duties. The author also noted that supervisors in GES should be seen as administrators, managers, problems-solvers, peace-makers, motivators, correction-makers and curriculum leaders.

In a similar vein, Tesema (2014) who carried out his research in Jimma University on the practices and challenges of school-based supervision came to conclusion that until supervision is given the serious attention it deserves, and teachers, circuit supervisors and headmasters see themselves as partners in child development in education, the performance of students will continue to be low. The authors noted that intensive supervision of schools is the main strategy for attaining quality education outcomes. However, the authors failed to discuss how effective supervision can be done and superiority complex that many circuit supervisors often exhibit which take them away from the core function and are seen as fault finders and trouble makers.

King (2013) explained that poor school supervision of teachers shackle the academic performance of students in schools. Shafiwu et al. (2013) noted that lack of teacher supervision and close monitoring build up the poor professional attitude and behavior of teachers in schools. The authors strongly argued that low supervision and monitoring account for the poor professional behavior of teachers which also compromise quality teaching and learning. The authors further noted that poor teacher management and lack of accountability by non-



performing teachers for the poor academic performance of students in basic schools is a factor affecting quality education. The authors were quick to add that the teacher can only be accountable to society for students' poor performance if teacher salary, teaching resources and working conditions in general are enhanced to benefit the teacher status in society.

Okyerefo, et al. (2011) who conducted their study on factors prompting pupils' academic performance in privately owned Junior High Schools in Accra found that the effective strategy that could be employed to enhance academic performance in schools is supervision. For them, effective supervision ensures all teachers and students are present and do what is expected of them. The authors pointed out that, intensive supervision of schools improve quality education. The authors believed that when school managers consistently supervise the activities and offer the needed assistance quality education would be achieved.



## **2.4 Teacher Characteristics Affecting Quality Education**

This entails teacher professional qualifications and teacher attitude.

### **2.4.1 Teacher Qualifications and Professional Development**

According to UNESCO and UNICEF (2012), low teacher qualifications accounted for the low quality in education in SSA. This implied that quality education cannot be achieved without quality teachers.

Nzabihimana (2010) said that teacher qualities in terms of methodology and content of the subject matter are key characteristics that every good teacher should possess. The author explained that teachers that do not have the right teaching methodologies and the mastery of the subject matter content to teach pollute students and lower the performance of students. The author argued the issue of quality education does not depend on school building and facilities, but most important the presence of well-motivated and skilful teachers. The author advanced his argument that teachers who are professionally trained need to have an in-depth knowledge in the subject matter content of the curriculum, child-centred varied methodologies, be approachable and show commitment towards work. Teachers must also continue updating their skills and knowledge in order to broaden their horizons and to keep on functioning more effectively and efficiently so as to avoid being overtaken by events and time in their profession. This therefore calls for regular professional development of teachers.

According to Adedeji and Olaniyan (2011) teacher quality comprises of a wider range of skills, competences, motivation and commitment. The authors explained that effective training of teachers equips teachers with teaching skills which also able them to give quality services to students. It is well established that quality education produces excellent outcomes, and initial





professional training and in-service training given to teachers contributes significantly to students learning outcomes.

According to Manning and Patterson (2005), the academic qualification, the subject matter knowledge, the pedagogy, commitments, techniques and skills of a teacher are important factors in determining teachers' professionalism and competency. The authors however warned that, a competent and knowledgeable teacher without appropriate motivation, conducive environment, and suitable teaching and learning materials may not be able to accomplish high academic performance. The author assertion is true because skilful teacher without the right environment cannot work.

According to UNESCO (2010), effective use of varied learner-centred methodologies promotes quality education and academic performance. It explained that, teachers after the basic training at the colleges still need ongoing in-service technical training, development and growth throughout their career. The authors explained that achieving a professional level of mastery of the complex skills and knowledge required of a profession is a prolonged and a continuous process of

learning. Kwok-Wai (2006) argued that it is important for teachers to keep on upgrading and continuously updating their skills and knowledge by furthering their education and attending in-service training programmes so as to equip them with certain new changes in education. Unfortunately, teachers in Ghana do not in-service training as they come out from teacher training college.


Etsey (2005) noted that teacher qualification is an important factor that determines quality education delivery. The author argued that teachers with high professional qualifications perform better than teachers who are untrained. This argument is hard to concede as the evidence of this



has shown itself in the private schools where untrained teachers are employed to teach and yet their students pass more than those handled by professional teachers in public schools.

Kosgei, et al. (2013) had contrary view to this. According to Kosgei, et al. (2013), high teacher qualifications do not improve students' academic performance in school. The authors in their study found that there was no significant difference between teachers who hold master degrees, first degrees, diploma, HND and those who hold WASSCE in terms of performance. The authors argued that teacher higher qualification does not increase students' performance but rather students who are handled by experience teachers. However the authors did not explain why high teacher qualifications do not increase students' performance in school.

According to Adedeji and Olaniyan (2011), continuous professional development programmes assist teachers to abreast themselves and overcome their shortcomings in teaching. Various studies from Bangladesh, Botswana, Guatemala, Namibia and Pakistan have provided empirical evidence that continuous professional development have contributed significantly to students learning and retention (UNESCO, 2014).

 In explaining the important role of teachers in education Korir and Kipkemboi (2014) said the important role of the teachers in the teaching and learning process in basic schools is an unquestionable one. They explained that teachers are seen as the banks of knowledge, possessors of skills and knowledge. Muzenda (2013) remarked that teachers are seen as the most important school based factor that greatly influences the academic performance of students in schools. He explained that it is the teacher who interprets the curriculum, plans the content to be learned, facilitates and evaluates the learner in the teaching and learning process.

Kosgyei, et.al (2013) reaffirmed that how well students are taught and how much they learn generally depend on teacher teaching ability and attitudes towards students. The author maintained that poor quality teaching and learning compel students to develop negative attitudes towards schooling.

According to the New Jersey Advisory Committee report (2010), what teachers know and do is the most important influential factor that determines what students learn in school. It added that teacher quality, not class size, nor curriculum, nor facilities is the most important school-based factor that influent students' academic achievements. The authors strongly argued that the effect of unqualified and incompetent teachers teaching students is quite disastrous and far greater than lack of materials, large family size, and low educational status or any epidemic. The report found that lack of effective and well-motivated teachers in schools is an important element that denies students quality education which eventually results in poor academic achievements in school.

MolokoMphale et al. (2014) viewed teachers as the driving force and the most important resource in social and economic development as well as the academic growth and success as they

are the main source of knowledge and the most powerful agents of change. The authors noted that, the effectiveness of a teacher is usually determined or measured by the students' academic

performance in both internal and external examination. Akiri and Ugborugbo (2009) stated that both teaching and learning depends on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher. This statement is supported by many authors argument that teacher classroom efficiency and effectiveness is measured directly in the reflection of students' academic achievements (AL-Mutair, 2011). Therefore, the poor results of students is a manifestation of poor teacher quality.

Kang'ahi, et al. (2012) strongly argued out in their studies that the teacher competence in terms



of knowledge on subject matter content and methodology is the most fundamental factor in students' academic performance. However, some authors do not support this view and have contrary views to the motion that students' poor academic performance is as a result of classroom ineffectiveness of teachers. Darling-Hammond (cited in Abd-Hamid et al., 2012) noted that the assessment of teacher quality and effectiveness is very complex and cumbersome one since it covers several areas such as lesson preparation, confidence, methodology and subject matter content, working conditions and incentives. This is because the competency and effectiveness of a teacher depends on the environment and conditions under which the teacher works. Therefore teacher quality cannot be judged by teacher qualifications and students' academic performance.

Adunola (2011) and Ganyaupfu (2013) noted in their studies that teaching is a teamwork and collaborative effort which includes both teacher and the learner. The authors held the view that students' results should not be used to quantify and determine the classroom inputs of teachers. This is so because teachers' efficiency and effectiveness in teaching largely depends on a number of factors. An effective teacher in school "A" may found wanting and non-performing in school "B". A study conducted in Nigeria by Akiri and Uborugbo (2009) to determine the teachers' effectiveness and students' academic performance in schools found that teachers' teaching effectiveness has a negligible and insignificant influence on the academic performance of students in schools. The authors strongly argued that the teacher effectiveness is not the sole factor or indicator of students' academic performance. According to the authors, students' associated factors such as the intelligence, home related and school environmental factors do have greater influence on students' performance.



Akiri and Ugborugbo (2009) in a similar vein pointed out that the effectiveness of a teacher is a multidimensional concept because it has interrelated aspects such as the level of mastery of the subject matter content, commitment/attitudes, motivation, methodology and communication as well as other internal and external factors.

#### **2.4.2 Teacher Attitude and Commitment to Work**

Poor teacher attitude and low commitment towards work is another equally negative teacher linked factor that affects quality education outcomes. According to Korir, et al. (2014), the teacher attitude, character, commitment, action and inaction heavily influence the academic performance of students in school. The authors held the view that teachers cannot dissociate themselves from the academic performance of students because teachers are employed purposely to teach, guide and to prepare students towards their examination.

Etsey (2005) who conducted his study in Ghana on the causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama-Ahanta East found that teacher related factors such as regular lateness to school, absenteeism, the common usage of vernacular during instructional hours and lack of commitment to work are some of the teacher associated factors

that adversely affect students' academic performance in school. The author maintained that teachers' absenteeism and lateness to school drastically reduce the contact hours of students.

Adedeji and Bamidele (2003) noted that poor quality of education is shown in the rate of absenteeism and the inability for children to read and write.

Oduro and Fertig (2010) who examined on School level Initiative to Improve Education Quality for Disadvantaged Learners, Equal; A Research Programme Consortium on implementing Education Quality in low and middle income countries institutes of Education found that



rampant absenteeism, lack of community support and lack of child readiness are factors accounted for poor academic performance in basic schools.


Choi and Tang (2011) conducted a study on satisfied and dissatisfied commitment of teachers in three generations to explore the self-appraisal of teacher commitment and their associated emotional experiences in the first ten years of teaching among three generations of Hong Kong teachers. The authors found that some teachers experienced satisfied commitment while others were trapped in dissatisfied commitment. The authors also found that many teachers show negative emotions and attitudes towards teaching, making the relationship between teacher commitment level, time investment in work and psychological attachment to teaching uncertain. Many teachers were found to exhibit dissatisfied commitment were trapped by negative emotion and behaviours such as weariness, doubt and stress.

Kwok-wai (2006) conducted a research on in-service teachers' motives and commitment in teaching purposely to examine teachers' motives to choose teaching as a career and their commitment in teaching. The study indicates that, teachers' efficiency, effort, passion and commitment to their job decrease and begin to fade out due to the difficulties and the low-

esteem, low motivation and other environmental and personal factors that teachers face daily in their career. The study therefore suggested the formulation life-work balance, job training, good leadership styles and motivation for teachers in order to restore and boost teachers' passion and commitment in teaching for higher productivity is very important. The study further supported the need for effective collaborations, and cordial relationship between parents and teachers, students and teachers since one cannot exist without the other.

Mart (2013) admitted that the most important teacher factor that can improve students' learning achievements is teacher commitment and dedication to work. The author explained that passionate teachers as teachers who constantly devote their time, energy and sacrifice themselves to their work and inspire their students to be studious. The author saw teachers' commitment to be very vital since the strength of any professional organization largely depends on the degree of commitment of its human resource.

According to Mart (2013), there are several factors that dictate teachers' commitment and dedication to work. Regular interaction between teachers, teacher-student relationship, the quality of the work teachers do at school and the compatibility of school administration are some of the factors that greatly influence the commitment of teachers in the promotion of students' academic performance. Frempong (2011) also noted that low teacher commitment and poor attitude of teachers towards work is a key factor that lowers the performance of students. The author added that because of teacher poor attitude towards work, many teachers fail to complete the syllabus and this greatly affect the performance of students.



Abdallah et al. (2014) who wanted to know about pupils perceptions about school based factors that accounted for the poor academic performance of students in Wa in Upper West Region came to realize that inadequate preparations of teachers to deliver lessons, low commitment of teachers towards work and absenteeism and lack of subject matter content were the key factors accounted for low quality education. Furthermore, Adane (2013) in his study also found that low qualification of teachers and poor teacher attitude towards work were found to be a major setback in achieving quality education. This confirmed Dunnes and Leach (2010) finding that low teacher professionalism which characterized by lateness and absenteeism are found to be impediments to quality education and academic performance.

GES Sector Performance (2010) indicated that the contact hours lost through teacher absenteeism in public schools in Ghana was 20%. It further indicated that in 2003, the southern sector of Ghana, (Greater Accra, Volta region, Central and Eastern regions 27% of the contact hours were lost only through teacher absenteeism. While in the middle belt (Ashanti region and B/A) teacher absenteeism was 16% and 22% for head teacher. In 2008, the teacher absenteeism in the country stood at 37%. It also indicated that teachers who absent themselves from school most often are unable to complete their syllabuses and prepare the candidates adequately for examination which results the failure of students.

According to the UNESCO (2015), teacher absenteeism reduces the contact hours of students. In Ethiopia, it was observed that two-third of primary students were not actively engaged in learning. Loss of instructional time and its insufficient use are strong indications of poor education quality, much make private schools more attractive to parents than public schools. Quality education can be improved by improving supervision, giving training to teachers and empowering communities to involve in supervision and monitoring of activities of teachers.

Abadzi (2007) asserted that effective utilization of instructional time in schools is a key factor that ensures deep learning. The author however noted that many instructional times are lost due to teacher lateness and absenteeism from school, delay in posting teachers, funerals, in-service training, strikes and conflicts. The author cited that in Brazil, Ghana, Morocco and Tunisia, instructional time losses were high ranging from 39% to 78% of the official instructional time which affect students' academic performance in schools.





A study conducted by Casely-Hayford et al. (2013) found that the major contributory factor for the misuse of instructional time was purely poor teacher attitude towards work. The author observed that little time is spent on learning tasks in school resulting low achievements in school.

According to Casely-Hayford (2011), teacher absenteeism and low time on task is a factor that inhibits quality education and high academic performance in Ghana. This phenomenon according to the author is more serious especially in rural areas. Abadzi (2007) also attributed teacher absenteeism in Ghana to poor school management, monitoring and supervision, funerals attendance, far distance, lack of banking service in rural areas and regular visit to education offices.

According to Alhassan and Adzahlie-Mensah (2010), the attitude and behavior of teachers are key factors of students' school attendance and learning. The author further argued that if the learner is ready to learn and teacher is absent or present in school and unwilling to teach, it demoralizes the learner and as a result yields low academic achievements.

Hellriegal and Slocum (2011) clearly stated that many students in Sub-Saharan African drop out from school due to corporal punishment and undue bullies. The authors urged that corporal punishments considering its negative effects must be abolished.



## 2.5 Family Socio-Economic Background Factors Affecting Quality Education

Family socio-economic background factors are focused on parents' educational status, occupation and income level. Family socio-economic background factors heavily influence quality education outcomes of children in school.

According to Obeta (2014), the home is the foundation of every society because children are born into homes and therefore whatever that happens at home has direct effects on the child health and education. The author noted that children who are from low socio-economic family background do not perform well in school because their parents cannot afford the educational cost. However, the author failed to discuss how parents or family socio-economic background factors affect children quality learning. The author assertion that children from financially sound homes usually perform better in school is not always the case. This is so because there are equally children from poor homes who perform better in school.

Similarly, Rammala (2009) noted that home characteristics such as parents and siblings' educational status and socio-economic status/employment status of parents put indelible marks

on students' academic work and progress in school. The author maintained that poor socio-economic factors prevent parents from providing quality education for their wards. The author maintained that students whose parents and elder siblings are well educated perform better in school than those whose parents and elder siblings are illiterates. The author explained that students who come from a strong educational background receive the necessary assistance and as a result perform in school.

According to Obeta (2014), parents with higher academic background and qualifications tend to motivate their wards to develop more interest in their academic work resulting in higher



performance than those whose parents are illiterates. The author also explained that parents who are well educated occupied high positions and receiving high salaries and for that reason stand a better chance of educating their wards.

Adane (2013) explained that the failure of parents to provide relevant books and other learning materials has been the cause of students' low quality learning and poor academic performance. The author further argued that parents' failure to visit schools regularly to interact with teachers to find out the problems that their students are facing in schools is a factor that causes students failure in school.

Krashen (2005) stated that educated parents communicate more effectively with their children with regarding to the school work, activities and information being taught at school. This assertion was supported by UNESCO (2014). According to UNESCO (2014), parents level of education does not only influence parent-students interaction in relation to what they study in school but also affects parents income status and ability to provide learning resources for their wards to study.

Rammala (2009) noted that poor socio-economic background of students has created bad social environmental condition at home making homes unfavourable for students learning. The author maintained that the high unemployment which also results to low income rate of parents has made parents incapable of providing learning materials for students, and this as a result makes such students unable to learning in school.

Estey (2005) also argued that parents who refuse to feed their children before they go to school make them inactive in class. The author explained when children are not given breakfast at home and allow to go to school with empty stomach they find it difficult to concentrate on the



lessons. The author further argued that parents failure to procure textbooks, pamphlets, exercise books and other relevant material also contribute to the poor academic performance of students. This concurred with Obeta (2014) assertion that the non-provision of adequate educational materials for students by parents and poor monitoring of students' progress in their academic work at home is a major cause of poor academic performance of students. The author further indicated that home environmental factors such as constant provision of adequate educational materials for students, constant supervision of students' home work at home by parents, cordial relationships between children and parents and enrolment of children in well endowed schools and showing care and love for children are key factors that can contribute significantly towards quality learning achievement of students. Casely-Hayford et. al. (2013) also observed that insufficient food and poor quality food reduce the nutrients level of students and make children very vulnerable to diseases and as a result inhibit their cognitive development and learning capability.

Erlendsdottir (2010) who conducted his study on the effects of parental involvement in education in Namibia found that parental participation in children has positive impact on students' performance. The author maintained that parents involvement in children's academic work affect them both academically and emotionally. The author argued that successful students are those who come from supportive and wealthy families. The author further argued that students' academic performance does not matter whether a child comes from a rich or poor family. This suggested that a student who has the determination and a high self-efficacy no matter circumstances will be able to perform well in school. The author added that parents who provide basic learning materials, financial support, guidance and counseling services positively affect the academic performance of their children in school. When family members participate in their

children's education, they are able to assess and closely monitor the progress of their children and give them all necessary attention they need.

Abdallah et al. (2014) noted that parents who engage children in economic activities deny them from having access to quality education. However, the author did not explain how parents' engagement of students' income generating activities affect children academically. In connection with the house chores the author noted that parents who over burden children with household chores make them exhausted and as a result prevent them from concentrating on their books. The author added that negative peer group influence leading to students' involvement in social vices and other criminal activities start at home. The author noted parents who give freedom for children to Television, movies/movies take students away from their studies and let them also and practice things that are dangerous to their health and education.

According to Rammala (2009) certain inevitable family factors such death of parents, chronic diseases, accidents, divorce, sudden and rampant transfers, separation, and substance abuse are issues that often disintegrated family members thereby creating unsuitable homes for children in

their effort to climb their educational ladder. Abudu and Fuseini (2013) noted that children naturally drive the maximum care and love and study hard when they live with both parents. The

author explained that when there is a problem at home where the child would have to live with a single parent or another relative creates a vacuum where the child misses that fatherly and motherly love and support. The author observed that students who stay with both parents perform better than those their counterparts who live with single parents and other relatives.

## 2.6 Strategies for Improving Quality Education

This section reviews literature on strategies for improving quality education in basic schools. It focuses on working and living conditions of teachers, social amenities and community participation, extension of instructional and recruitment and postings of teachers to their own communities.

According to Abadzi (2010), teachers in SSA are teaching in very poor working condition which encompasses poor working environment, poor social amenities, no working instruments / materials, earn low pay, no incentives, low status and recognition in society. The author noted that despite the unbearable conditions of teachers, teachers are still expected to perform magic to provide quality teaching for all children.

This position is upheld by Hirsch et al. (2006) who argued that the teacher working conditions are students learning conditions. By implication, the challenges that teachers face have impact on students learning outcomes. The authors made the argument that when educational leaders and policy-makers empower teachers, create safe school environment and develop supportive, trusting climates quality education would be improved. The authors explained that providing good working conditions for teachers is the best measure for attracting and retaining teachers and improving students learning.

A study by UNESCO (2014) indicated that the working conditions of teachers affect teachers' ability to provide quality teaching and learning for children. It noted that school facilities and incentives are important factors for improving quality learning in schools. It explained that conditions of infrastructure, availability of instructional materials and class sizes are key factors that greatly influence quality education delivery. It further explained that teachers' salaries and

incentives are crucial factors in ensuring quality education delivery. It was found that in many countries such as Bangladesh, Nepal and Uganda for instance teachers receive low salaries and in some cases teachers are not paid on time. Low and late payment of remunerations for teachers compel many teachers to take on extra jobs which negatively affect students' performance in school.

According to Adedeji and Olaniyan (2011), the problem of attracting and keeping qualified teachers in rural schools are many. The authors noted that poor funding in rural schools, poor teacher status, lack of career opportunities, poor infrastructural facilities and administrative bottlenecks are major challenges facing quality education especially in rural areas.

UNESCO (2015) noted that various governments need to enhance teaching status and teaching environments. It maintained that to be able to attract and retain experienced and qualified teachers in the teaching field, policy makers need to improve teacher education, deploy teachers more fairly, provide incentives and create attractive career paths. The Dakar framework for action also identified teacher remuneration, access to training and professional development, and participation in decision-making processes as crucial for improving quality education.

Adedeji and Olaniyan (2011) asserted that improving teachers' conditions of service through career and professional development opportunities, improving teachers subject knowledge through adequate training, linking teacher training to rural schools, providing incentives packages both monetary and non-monetary; encourage community participation in rural schools, offering cost effective distance learning programmes to keep rural teachers in rural schools, arranging legislative provision for adequate financing for development of teachers and teaching in rural areas, among others are key strategies for improving quality specially in rural areas.



A study by UNESCO (2015) indicated that in China, Egypt, the Republic of Korea, Singapore and Turkey when teachers working condition and status were enhanced, many families encouraged their children to go into teaching.

Ampofo (2012) observed that the absence of teacher motivation in public schools coupled with the merger salaries pay to teachers compelled many teachers to either abandon GES completely for better job somewhere else or to look for an additional job or business attach to so that they can get some income to complement their salaries in order to meet their financial obligation. This implied that the double work engaged some teachers would bring in division of time, effort and instability. The person suffers most in this case is the child in the classroom.

According to Ampofo (2012), teachers who have found themselves in developing countries teaching in public schools are poorly motivated. The author noted that motivation for teachers in public schools in Ghana is very low and in most cases completely absent.

Ampofo (2012) noted that poor human resource management in GES is another contributory factor that de-motivates many teachers. The author noted that there are situations where directors and managers take bribes before posting teachers to certain schools. When teachers give bribes to their superiors before they are posted or transferred to schools or post their favourites and relatives to certain schools they want have the highest potential of reducing the commitment and give such teachers the opportunity to misbehave which eventually undermine education quality.

Patrick (2012) noted that poor motivation for teachers such as allowances, accommodations and materials has led many teachers developed negative attitude towards teaching. In GES, the issue of motivation has always be a bone of contention between government and employees.





In 2012, the government of Ghana in recognition of the crucial roles that teachers play in ensuring the delivering of quality education for all came out with a scheme for teachers who work in villages and deprived/remote areas (GES Sector Development Report, 2010). Teachers in Ghana were to benefit from the following motivational packages for accepting postings to deprived areas. The package encompasses 20% of their basic salary as inducement allowance, free accommodation with solar electricity, potable water supply in the form of boreholes and study leave with pay after two years of initial service. Unfortunately, these incentives promised could not materialize because it was a mere political talk.

According to Re'em (2011) well motivated employees show more commitment and work hard towards the achievement of the organizational goals than the less motivated employees. The author further explained that to be able to perform well, employees need adequate and appropriate resources. This presupposes that teachers' motivation does not depend on only salary but also their working tools and professional development as well.

Shafiwu et al. (2013) were of the view that poor teacher motivation and inadequate incentives have negative effect on teachers' performance. The authors explained that in Ghana the inequitable distribution of teachers and other educational facilities are factors that influence poor academic performance of students at the basic level. Tella (2007) was also of the view that teacher motivation is a necessary ingredient for ensuring quality learning because satisfactory results cannot be achieved without sufficient motivation.

Zvavahera (2010) established that most teachers refuse to accept postings to certain areas and schools simply because the conditions of living in those areas are very bad. The author noted that



lack of teacher accommodation, poor school facilities, lack of recreational activities/centers and other social amenities are factors that prevent teachers from accepting postings into villages.

According to Monk (2007) the absence of social amenities such as tarred roads, market, hospital, public transport, water, electricity and recreational centres in villages and sub-urban areas make them unattractive for teachers to accept postings.

According to Lyons (2009) the posting of teachers must be taken into consideration of the location of the family of the teacher so that they are not separated from their parents, spouse and children. The author explained that transferring teachers away separating them their families increases teacher absenteeism and as a result low students' academic performance in schools.

Sharplin (2009) reaffirmed that teachers will always want to be with their family. Therefore taking into account teachers' families location posting does not only reduce absenteeism but take away the psychological trauma that teacher would have gone through.

UNESCO (2015) observed that in Chile where the government increased the instructional time of schools, high achievements were recorded in mathematics and language. Again in Ethiopia, a longer school day of 6 hours also recorded a tremendous improvement in writing and in mathematics. It was therefore recommended that primary schools should operate between 850 and 1000 hours per year or about 200 days. It was observed that in regions such as North America and Western Europe, Latin America and the Caribbean, East Asia, the Pacific, South and West Asia have longer schooling hours, but drastically reduced in Arab States, Central Asia, and further lowered in Sub-Saharan Africa.

UNESCO and UNICEF (2012) explained that inappropriate and overloaded curriculum affects quality in education. It further explained that in China when students' performance was low, it



was recommended that the government should redesign the curriculum to focus much on science and mathematics for students to acquire and develop inquiry, creativity, problem-solving, critical thinking for solving real-life problems. This measure has improved educational quality in China.

According to UNESCO report (2015), communities and districts participation in school management and investment in education are measures that can improve performance in schools.

It explained that full participation and engagement of civil society in the formulation, implementation and monitoring of schools, creating safe and very resourceful learning environment, improving the working and living conditions help improve performance in schools.

Oduro and Fertig (2010) also noted that community support is key promoter of quality education.

World Bank (2007) report indicated that in SSA, parents have realized the importance of education and are actively participating in school matters through various committees such as PTA and SMC. This assertion cannot be generalized as there are a lot PTA/SMC that are vibrant and do not participate in school matters including Nandom district.

In conclusion, it can be noted that all the variables discussed in the literature review are relevant

to this study. The literature basically explained the school based and home based factors affecting academic performance of students. Despite the fact that the literature discussed several factors affecting academic performance of students in schools how these factors influence low quality education was not fully examined by the authors. For instance, how state based factors, teacher linked factors and family socio-economic background factors influence quality education and strategies for improving quality education were not discussed in the literature. Nevertheless the literature has given a roadmap on which this study should be built.

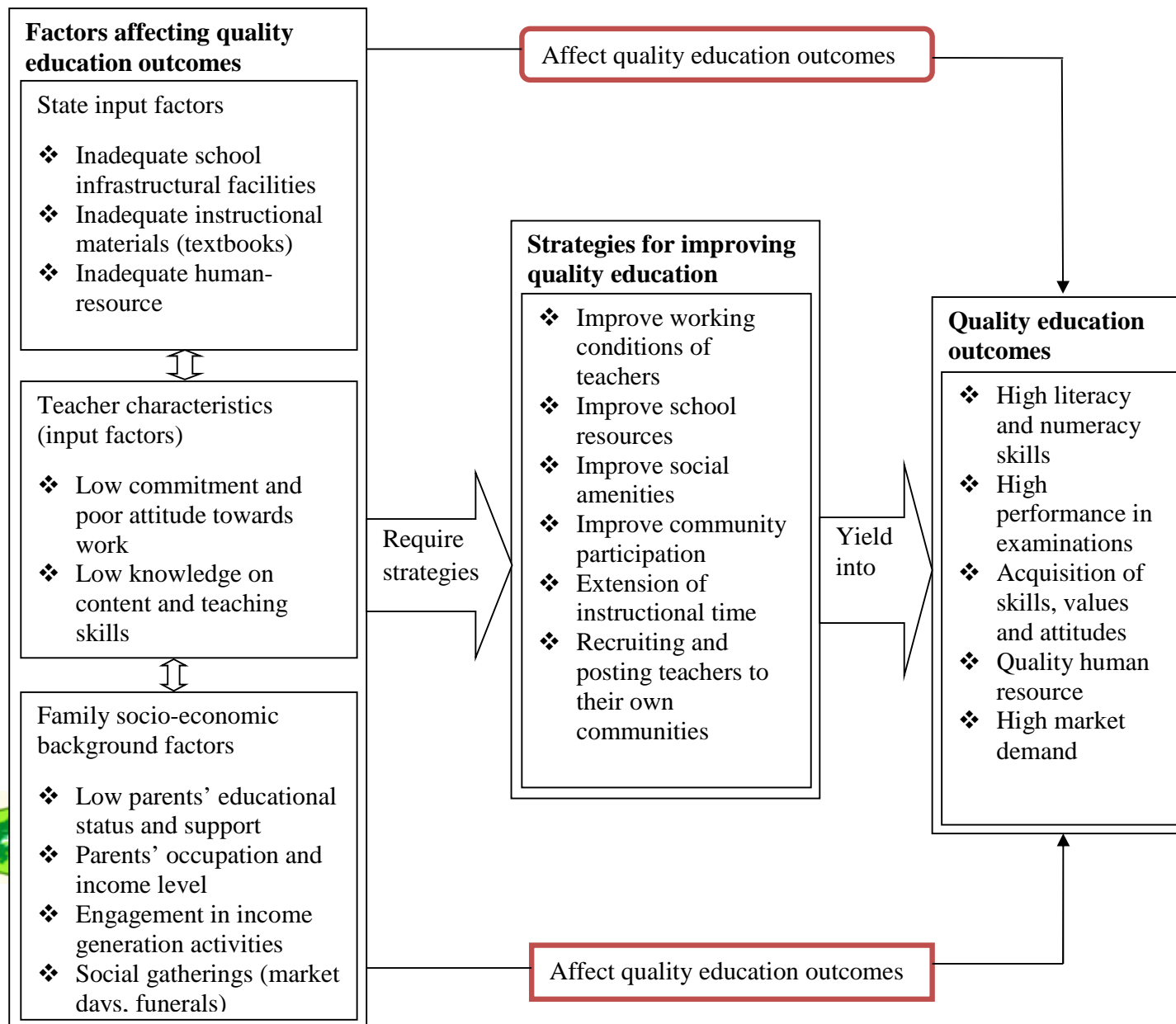


## 2.7 Conceptual Framework

The conceptual framework is the researcher's roadmap of territory being investigated. The conceptual framework in Figure 2.2 indicates that quality education is underpinned by inputs of resources, effective teaching and learning processes and high academic outputs.



Figure 2.2 Conceptual Framework Relating to the Key Variables of the Study



Source: Author's construct

From Fable 2.2, the conceptual framework shows that the state (government), teacher and the learner family background factors are the major factors that affect quality education outcomes. It shows that the state (government), teacher and parents are the fundamental building blocks for

the provision of quality education. The variables in the framework are interrelated and interdependent on one another. The interdependence nature of the framework variables means that each variable has effects on the other variables.

From the conceptual framework in table 2.2 indicated that inadequate infrastructural facilities, instructional materials, teaching and learning materials, qualified teachers, low remunerations and poor working conditions for teachers are key factors that cause low quality education in basic schools. The arrows from the state inputs block showed that the absence of state inputs also affect teacher inputs in terms of teaching skills, class organizations, commitment and attitudes towards work resulting in low quality outcomes. UNESCO and UNICEF (2012) indicated that poor teaching and learning occur in schools as a result of government failure to provide adequate classrooms, furniture, textbooks and adequate qualified teachers.

The second block also showed teacher linked factors. The framework has showed that teacher characteristics such as teacher poor attitude and low commitment towards work in terms of lateness and absenteeism negatively affect quality education outcomes. Teacher effectiveness in ensuring quality education outcomes does not depend on the teacher ability but also depend on the teacher attitude and working conditions. The framework has shown that teacher characteristics affect the state inputs, family inputs and quality education outcomes.

The third block is the family socio-economic background factors. Parents and families are the first educators and teachers of children at home. The conceptual framework has shown that parents' socio-economic background factors such as low parents' education status, occupation, income level, has resulted to students attending market days, engage in farming and economic activities and indulge in negative peer group influence which caused low quality education.



Children from low-educated homes and low-income families find it difficult to get quality education. The arrows from the parents socio-economic background block indicated that parents' socio-economic background factors influence teacher quality and also affect quality education outcomes.

The arrow from the state, teacher and parent block indicated that to achieve quality education requires the implementation of strategies such as improve school physical infrastructure facilities and learning resources (classrooms, furniture, textbooks, writing materials), improve teacher quality and quantity, improve working and living conditions of teachers (salaries, remunerations, allowances, accommodations, in-services training), improve social amenities in school communities (market, roads, electricity, healthcare centres, potable water and network services) and improve community participation in school management and governance, extend instructional time and recruit and post teachers to their own communities to teach.

The arrow from the strategies block showed that with the right implementation of the strategies in the basic schools in Nandom district would produce high quality education outcomes such as high literacy and numeracy rates, high performance in examinations, good attitude and values, efficient human resource and high labour market demand.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the profile of the study area, research design, target population, sample and sampling techniques, data collection techniques and procedures, reliability and validity and data analysis.

#### 3.1.0 Profile of the Study Area –Nandom District

#### 3.1.1 District Background

The Nandom District, which is the study area is one of the eleventh districts in the region that makes up the Upper West Region of Ghana. It is one of the newly created districts in the region.

The Nandom District was carved out from the then Lawra-Nandom District as part of the promotion of rapid development of the country and the interest of advancing the decentralization process in the country. The Nandom District and its District Assembly was duly established by Act LI 2102 and inaugurated on Thursday, 28<sup>th</sup> June, 2012 (GSS, 2014). The Nandom is District

Capital and the major town.

Geographically, the Nandom District lies vertically on the left uppermost part corner of Ghana. The District is located on the North-Western corridor of the Upper West Region of Ghana between Longitudes 2.25 West and 2.45 West and Latitudes 10.20 North and 11.00 North (GSS, 2014). Nandom District shares an international boundary with Burkina Faso to its North and West. Again, the district shares two political and administrative boundaries with Lawra district to the South and Lambussie-Karni District in the eastern part. The district also shares a boundary with the Black Volta to its western which extended from the Republic of Burkina Faso. The

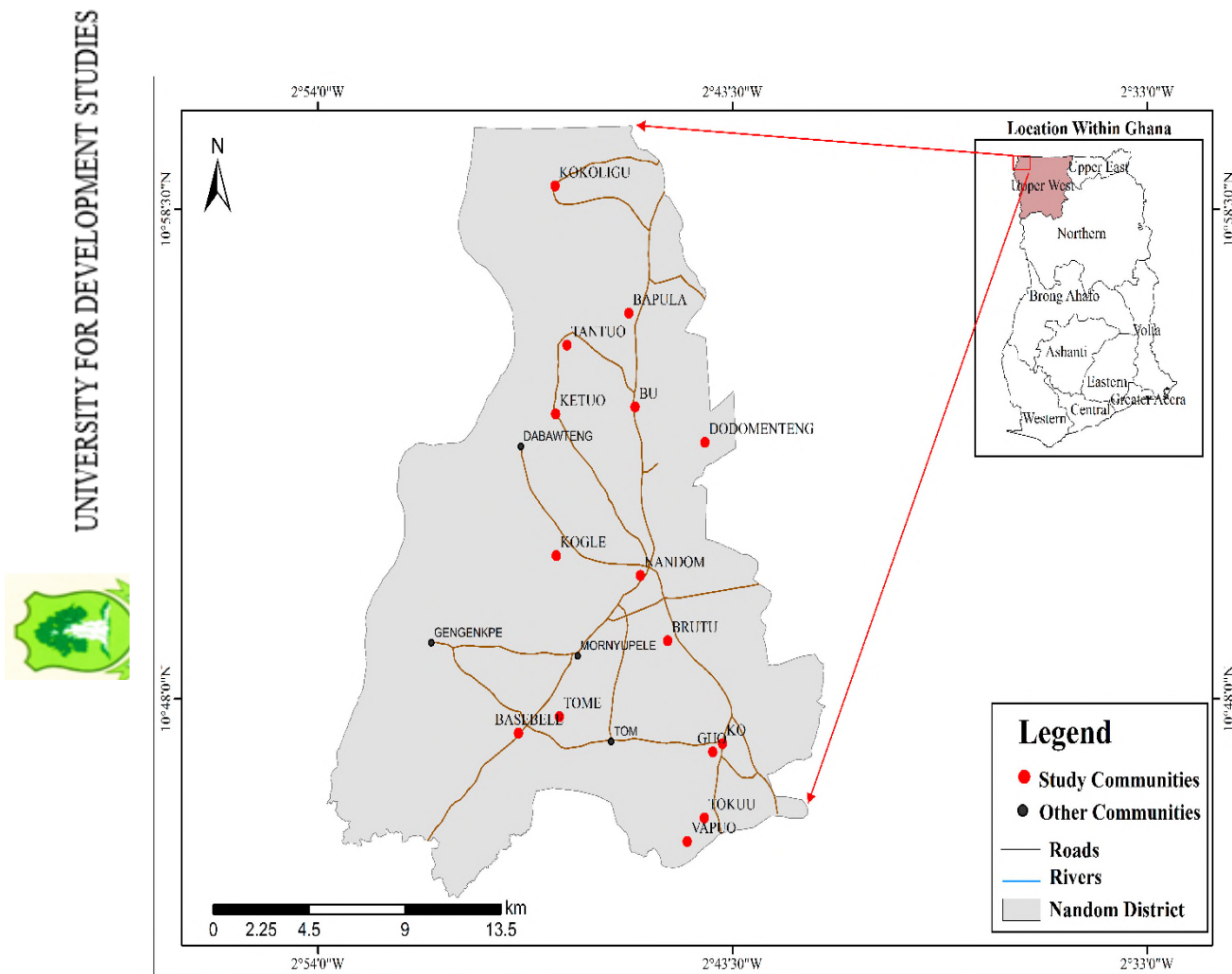




District has a total land area of 404.6 square km, representing 3.1% of the entire total land coverage for the Upper West Region of Ghana.

The Nandom district was selected purposively. The Nandom district was selected as the study area not just because of its approximation and dialectal similarity but most importantly the high failures it has been recording in BECE since the district was.

**Figure 3.1 A Map of Nandom District: Communities and Schools Visited to Collect Data**



Source: Ghana Survey Department, 2014

### 3.1.2 Demographic, Social Characteristics and Composition

The Nandom District has eight-four (84) communities and human population of 44,040 which represents 6.6% of the Upper West Region's total population (GS S, 2014). The male population is 48.4% while the female population stands at 51.6%. About 86% of the population are living in rural areas and villages while the remaining 14% of the people live in towns. The Nandom district is very youthful in the sense that people under the age 15 represent 37.3% of the total population and the elderly people from 60 and above constitute 10.7%. These statistics are therefore indications that more educational resources are needed to meet the high youthful population demand of the area. By way of population, the Nandom District is most densely populated district in the Region (GSS, 2014).

The Nandom District by its composition is heterogeneous as there is mixture of different ethnic groups. The most predominantly ethnic group in the district is the Dagaabas. The most widely and common Ghanaian language spoken by the people in the district is Dagaare. Besides the Dagaabas being the most common and popular ethnic group in the district, there other minor ethnic groups such as Mossi, Hausa and the Sissala people are also present. This makes the district a multilingual one.

The Nandom district has its people practicing all religions such as the Traditional, Christian and the Islamic religions. The majority of the people in Nandom district approximately 85.7% practice Christianity, where 97.2% of this Christians' population are Catholics (GSS, 2014). The traditional religion is believed to be the oldest and is still patronized by some sections of the district. The statistics further indicated that a smaller portion of the inhabitants numbering 6.6% are muslims and 1.0% are traditionalists. In addition, 2.0% of the population are pagans.



### **3.1.3 Administrative Structure of Nandom District**

Highest political and administrative structure for policy formulation and decision making body in the district is the District Assembly. The Nandom District Assembly is made up of thirty-eight (38) assembly persons. Besides, the 2014 Nandom District Analysis further indicates that out of the thirty-eight Assembly persons, thirty-two (32) of them are males while the remaining six (6) are females. The district has only one Town Council, three (3) Area Councils and twenty-two (22) Unit Committees.

### **3.1.4 Occupation and Poverty Level**

Perhaps, the major challenge that the people of Nandom District are seriously battling with is economic poverty. This economic poverty compels many to go into activities such as tree felling for income and other illegal mining activities that are gradually destroying the green vegetation and the very fertile land which is suitable for agriculture activities. Many parents are unable to provide basic learning materials for their wards education. This generational poverty compels many young school children to travel to Techiman, Sunyani and Kumasi during vacations to look for jobs and come back after vacation to continue their education.

Agriculture activities in the district have remained the backbone of the economic growth and social development of the area. 78% of the working population in the district are engaged in the agricultural sector and as low as 22% also engaged in public sector. Those into agriculture are engaged in both livestock production and the cultivation of crops.

### **3.1.5 Education in Nandom District**

Formal education started in the Nandom district in 1938 by the Roman White Fathers with St. Paul's primary being the first school to establish. Currently the district has 41 kindergarten, 40



public primary schools, 27 public Junior High schools, 4 Senior High /Technical/Vocational schools and 1 nursing training college. The district pupils' enrolments stand at 3,475 for KG, primary 8,986 and 3,771 students for the JHS totaling 16,232 pupils in the district. With this enrolment figure, 8,215 and 8017 are for boys and girls respectively. Teacher total population in the district stands at 435, comprising 75 for KG, 182 for primary and 128 teachers for the JHS. The teacher/pupil ratio for the KG is 1:78, for primary 1:54 and for the JHS 1:48. Out of the teacher population of 435 in the district, 237 teachers are trained and 198 teachers are untrained (GES, Statistics on teacher population and students enrolment, 2016). Statistics from GES and GSS have both shown that the educational progress and performance in the district is declining rapidly with 83% failure of students in BECE in 2013.

The literacy rate in the district stands at 49% (GSS, 2014). This therefore suggests that 49% of the district population are literates and can speak, read and write either in Dagaare or in English Language. However, the illiteracy rate according to the GSS (2014) stands at 51%. The statistics added that the literacy for only English in the district stood at 39.0% and 61% of the total population in Nandom District are illiterates who cannot speak, read and write in English Language (GSS, 2014).

### **3.1.6 Health of the People**

The Nandom district can only boast of one (1) district hospital, one (1) polyclinic, seven (7) clinics and eight (8) chip compounds. About 52% of the people in Nandom district do not have access to health facilities due to far distances, bad roads and inadequacy. The district lacks health personnel as there are only three (3) medical doctors for the entire district and 157 nurses to manage health issues (District Health Statistics, 2015). This therefore suggests that children who are very vulnerable to many diseases will not have access to quality health due to the deficiencies

in health facilities and personnel. This affects quality education and academic progress of students as sick students have to spend more schooling days seeking for healthcare. The most commonly reported disease and health issues are malaria and accident cases. The highest leading cause of death of the area is the malaria and motor accident, (GSS, 2014).

### 3.2 Research Design

This study employed cross-sectional survey design in order to examine how state factors, teacher characteristics, family socio-economic background factors influence quality education and also to identify key strategies for improving quality education in basic schools in the Nandom district of the upper region of Ghana.

Mugenda and Mugenda (1999) explained that a cross-sectional survey design is about asking a large group of respondents' relevant questions about a particular issue under investigation. This corroborated with Creswell (2003) and Salkind (2010) assertion that a cross-sectional survey design examines more than one group of people to collect data at one particular point of time without interval to describe trends, attitudes and opinions of people about a particular issue. Data

was collected within the time frame of three months through the use of both quantitative and qualitative instruments such as questionnaires, semi-structured interview guide and observation guide.

According to de Vaus (2001), a cross-sectional survey design has three main features: “no time dimension; reliance on existing differences rather than change following interventions; and groups based on existing differences rather random allocation”. The author further explained that “no time dimension” in cross-sectional survey design implied one-off-study where the data is collected at one particular point of time. This design correlated with this study as the researcher



collected the data at one particular point of time without interval from different group of respondents on promoters and inhibitors of quality education in Nandom district. de-Vaus (2001:24) also explained the “reliance on existing differences in cross-sectional design to imply that cross-sectional survey design relies on existing differences rather than examining the impact experimental interventions. The author explained that cross-sectional design relies on groups based on existing differences rather random allocation to imply that groups are constructed on the bases of existing differences in the sample. The target population is divided into natural groups and sample is selected from each category. The researcher has no control over the variables but can only report, describe or narrate what happened or what is happening. The cross-sectional design was employed in this study because it allows triangulation of both quantitative and qualitative methods and generalization of findings to the entire population.

Cross-sectional research study is relatively very simple and quick to conduct and inexpensive in terms of cost as it does not permit repetition of data collection and as data is collected at particular point in time across target population without waiting for any intervention before analyzing data collected (Salkind, 2010). de-daus (2001) also noted that a cross-sectional research is cost effective and less time consuming as compared to others since the issue of repeating data collection and consistent tracking of respondents and changes do not occur. The criticism of cross-sectional design is that does not give ample time and opportunity for repetition for data collection.

The study employed both quantitative and qualitative methods (mixed method). The use of the mixed method is appropriate for this study as it allowed the researcher to use multiple viewpoints, positions, perspectives and standpoints from both quantitative and qualitative methods. The use of the mixed method is very relevant because the study demanded both

quantitative and qualitative sampling techniques, data collection methods and data analysis for better understanding of the problem under investigation. Babbie (2006) explained that it is very advantageous to combine both quantitative and qualitative methods in research particularly when some of the research objectives can be better assessed using quantitative method and some also better assessed using qualitative method. Cresswell (2003) also argued that the use of both quantitative and qualitative methods (mixed method) are seen as complementary to each other as the two methods have different strengths and weaknesses and therefore combining them neutralizes or completely cancels the biases in any of the single method and creates room for triangulation of different types of data and generalization.

### **3.3 Variables of the Study**

The main variables included school resources /facilities, teacher characteristics, family socio-economic factors and quality education as vividly spelt out with their indicators in Table 3.1.



**Table 3.1 Key Variables and Indicators**

Key Focus Area	Key Variables	Key Indicators
School resources	School facilities	classrooms, furniture, trained teachers, textbooks, library and computers and water
Teacher characteristics	Qualifications and Attitudes	Trained, untrained, Regularity and punctuality, number of lessons in process, quantity of exercises given
Family socio-economic factors	Economic and social factors	Parents' educational status, occupation and income level, students engagement in economic activities, markets days and peer pressure etc
Strategies for improving education	working conditions Social amenities:	Remunerations, accommodation, professional development, roads, network services, electricity, potable water

Source: Author's construct, April, 2015

### 3.4 Target Population

The target population in this study comprised students, teachers (Junior High school, primary and KG), circuit supervisors, district education officers, DCE and PTA members.

### 3.5 Sample Frame and Sample Size

According to Kwame (2004), sampling is a method of carefully choosing individuals to represent the entire accessible population. The study used the sample frame of 435 basic school teachers and the sample size of 115 basic school teachers. Besides, the study also used 112 key informants which comprised 90 prefects, 5 circuit supervisors, 15 PTA executives, 1 DDE and 1 DCE.





### 3.6.1 Sample Size Determination

The study employed the Miller and Brewer (2003) sample size determination mathematical formula to calculate the sample size for teacher respondents for the study. Below is the formula:

$$n = \frac{N}{1+N}(\alpha)^2$$

Where: **n**= sample size, **N** = sample frame; **a** = the margin error, which in this study is 8%. The 92% is the confidence interval chosen for the study. Since the study involved human beings, absolute accuracy might not be possible.

$$\text{Sample size for teachers; } n = \frac{435}{1+435(0.08)^2} = \frac{435}{3.784} = 115$$

The proportionate sample size determination was used to determine the number of teachers that would be selected in each cluster since the five clusters had varied number of teachers in each cluster.

Proportionate (P) = Sample Size (n) divide by Sample Frame (F)

Where n =115 and F= 435

$$p = \frac{115}{435} = 0.26$$

The proportionate of 0.26 was then used to multiply each sample frame in each cluster to get the total distribution sample size in each cluster. Table 3.2 shows the proportionate sample distribution in each cluster.



**Table 3.2 Proportion Sample Size Determination and distribution of Teachers by Clusters**

Cluster	No of teachers	Proportion	Sample size
Nandom central	115	0.26	30
Nandom west	98	0.26	26
Nandom south	85	0.26	23
Puffien	72	0.26	19
Nandom North	65	0.26	17
<b>TOTAL</b>	<b>435</b>		<b>115</b>

Source: Author's own construct, November, 2015.

Table 3.3 below shows the summary of a sample size distribution for the various participants in each cluster.

**Table 3.3 Sample Size Distribution of Participants by Clusters**

Indicator	Nandom Central	Nandom West	Nandom South	Puffien Circuit	Nandom North	Totals
DDE	1	-	-	-	-	<b>1</b>
DCE	1	-	-	-	-	<b>1</b>
C/S	1	1	1	1	1	<b>5</b>
PTA chairpersons	3	3	3	3	3	<b>15</b>
Teachers	30	26	23	19	17	<b>115</b>
Students	18	18	18	18	18	<b>90</b>
<b>Totals</b>	<b>54</b>	<b>48</b>	<b>45</b>	<b>41</b>	<b>39</b>	<b>227</b>

Source: Author's construct, November, 2015



### 3.7 Sampling Techniques and Procedure

The study employed both probability and non-probability sampling techniques. The study therefore included the cluster sampling, simple random sampling and the purposive sampling techniques.

#### 3.7.1 Cluster Sampling and Simple Random Sampling Techniques

The cluster sampling technique was used to divide the Nandom district into five main clusters namely: Nandom Central, Nandom West, Nandom South, Nandom North and Nandom Puffien.

This was done to give accurate representation of participants. A simple random sampling was then employed to randomly select three basic schools from each cluster using the lottery method.

This was done to give accuracy and fairness in representation. The basic schools in each cluster were categorized into KG/primary and JHS. With the lottery method, all names of junior high schools in each cluster were written on pieces of paper and put in a container. Then a boy was instructed to randomly select only three junior high schools from each cluster. The rule was that any junior high school that was randomly selected in each cluster, its primary/kg school was automatically selected. This was done to allow vertical understanding of factors influencing

quality education delivery and strategies for improving quality education. In all, thirty (30) primary and junior schools were randomly selected out of one hundred and eight (108) public basic schools to be part of the study. Kindergarten schools were added to the primary schools as one because they were under the primary head teachers' authority. The simple random sampling was also used to randomly select 115 teacher respondents from the district (30 Nandom central, 26 Nandom west, 23 Nandom south, 19 Puffien cluster and 17 Nandom North) as can be seen in Table 3.2. Names of teachers in each of the selected school were written on pieces of papers and

kept in a container. A student was then asked to randomly selected up to the required number using the lottery method.

### **3.7.2 Purposive Sampling Technique**

The purposive sampling was also employed in order to include experts and people who have in-depth knowledge on the subject matter under investigation. The purposive sampling technique enabled the researcher to include smaller population whom otherwise would have been left out if a specific sampling method was used. This sampling method was employed because of its suitability for limited number of people that have expertise in the research area. This technique was most appropriate or relevant for the study as it gave the researcher the opportunity to solicit first-hand information from key technical people who were experts in GES on the issues concerning quality learning. The purposive sampling technique was used to purposively select 112 participants which comprised of 5 circuit supervisors, 15 PTA chairpersons, 1 district director, 1 DCE and 90 prefects (30 Senior Prefects, 30 Girls Prefects and 30 Library prefects) for the study.

### **3.8 Sources of Data Collection**



The study employed both primary and secondary sources of data. The primary data was carefully gathered through questionnaires, semi-structured interview and observation guide. Questionnaires were used for teacher and circuit supervisor respondents. The semi-structured interview guide was used for students, district director and PTA chairpersons and DCE. Furthermore, a camera was used to take snapshots of some infrastructure and general school environment to throw light on factors accounting for low quality education. Observation was also used to observe how instructional time was utilized.

The secondary data was also gathered from relevant materials such as books, journals, thesis, relevant websites and recorded statistics that were very relevant to the study as they helped explain the concept and the relevance of quality education for social transformation.

### **3.9 Research Instruments and Data Collection Procedure**

The study employed questionnaires, semi-structured interview guide and observation guide as the main instruments to collect data. The qualitative aspect of data was collected to augment the quantitative data. Both quantitative and qualitative data were collected concurrently.

#### **3.9.1 Questionnaire**

One set of questionnaire was set for teacher and circuit supervisor respondents. The use of questionnaires ensures that data obtained are quantified and are used to establish the factors accounting for low quality education and strategies for improving quality education. The questionnaires entailed both open and close ended questions. The questionnaires for teachers and circuit supervisors had thirty-three items.

Questionnaires were self-administered to teachers and circuit supervisors. Questionnaires were distributed to teacher and circuit supervisor's respondents to answer and the responses were collected a week later. This was done to avoid or minimize the issue of misplacement and non-return of questionnaires. About 120 (53%) of the respondents answered the questionnaires.

#### **3.9.2 Semi Structured Interview**

According to Frankel and Wallen (1996) interviews are conducted purposely to find out information from people that cannot be directly observed or noticed. This technique allowed people to express their feelings, thoughts, intentions and behavior that had happened in the past. The researcher deliberately used semi-structured interview to collect facts about people thoughts,



feelings and views about the factors that influence poor quality learning of students in the Nandom district. The interview again was used to also cater for those respondents such students, DDE, DCE and PTA chairpersons. In total 107 (47%) respondents (90 students, 15 PTA executive and 1 DDE and 1DCE) were covered with interview.

The semi-structured interview was suitable for this study because it allowed further interrogation on issues and responses given that were unclear and eradicate or minimize deviations from the subject matter under investigation. The researcher moved from community to community to conduct interview according to the interview schedules.

### **3.9.3 Observation**

Observation as a tool for gathering data was employed in this study to observe, record of issues as they happen or appear in nature without subjecting school heads into any interrogations. Observations that demanded snapshots (photographs) such as school infrastructure, furniture, and general school environment were taken. Observation list with items/statements was used as a guide.

### **3.10 Reliability and Validity**

Test-retest method was used to establish the reliability or otherwise of the research instruments. The research instruments selected were piloted/pre-test in two schools in different circuits to determine their reliability before the actual field work of data collection was done. The pre-test was carried out primarily to determine their reliability, appropriateness, trustworthiness or otherwise of the questionnaire. Through this ambiguity and unnecessary questions were detected and deleted. The piloting enabled the researcher to rightly estimate time and cost of data collection.



According to Amin (2005) the content of validity of research instruments are usually determined by experts' judgment. In order to ensure validity, questionnaires, interview and observation guides were given to two experts in research to go through to check their validity. This was done to determine the degree to which the constructed instruments measure what they were actually designed to measure.

### **3.11 Data Analysis**

According to Twumasi (2001), data analysis is a critical examination of materials in order to understand its parts and its relationships and to discover its trends. The data collected were both quantitative and qualitative data.

The quantitative data include data from questionnaires. The quantitative data collected from the field was sorted out, edited, coded and then entered into computer software Statistical Package for Social Sciences (SPSS) version 16.0. Data were presented in frequency tables, charts and graphs and then the author did the analyses.

The qualitative data from both interview and observation were put on themes based on similarities. The qualitative data was then analyzed in the form of explanatory and narrative. The qualitative data was used to support the quantitative data analysis. The qualitative data was then used to support the quantitative data analyses.

While quantitative analysis generated descriptive statistics, the qualitative analysis employed explanatory and narrative tools to give vivid explanations to the tables, figures and graphs for better understanding. The explanatory and narrative aspect dealt with content analysis and quotations in explaining the facts and figures presented.



### 3.12 Ethical Considerations

Some of the ethical standards observed included confidentiality and anonymity of participants. Informed consent forms were given to participants to endorse either to participate or otherwise. The informed consent forms spelt out the purpose of the study, reason of involvement as participants, discontinuous process and assurance of confidentiality were duly discussed with participants.

The researcher avoided the use of any instrument or equipment that could cause psychological harm, physical injuries or subjected participants to any rough treatments that could cause stress, embarrassment, dehumanizing activities, unpleasant situations or experiences that have the tendency of reminding the participants any unpleasant situation they might have gone through.

Photographs of dilapidated schools structures and children sitting under trees were taken with the consent from school authorities, PTA executive and students concerned. Besides, photographs were taken from a far distance so as to make pictures blur. Similarly, names of schools, teachers, students and other participants were not mentioned so as to hide their identities. This was done

basically to protect the rights of the human subjects since educational research by its nature is primarily aimed at the enhancement and progress of the lives of the individuals and the society at larger.





## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.0 Introduction

This chapter presents data analysis and discussions of findings gathered from the field survey based on the problem under study. The findings focused on the demographic characteristics of respondents, state factors that influence low quality education in basic schools, teacher characteristics that influence low quality learning processes, family socio-economic background factors that influence low quality education and strategies for improving quality education in basic schools in Nandom district.

#### 4.1 Demographic Characteristics of Respondents in Nandom District

This section analyzed the demographic characteristics of teachers and circuit supervisors.



**Table 4.1 Demographic Characteristics of Teachers and Circuit Supervisors**

Variables	Categories	Teachers (n=115)		Supervisors (n=5)	
		Freq	Percent (%)	Freq	Percent (%)
Sex	Male	55	47.8	4	80
	Female	60	52.2	1	20
	<b>TOTAL</b>	<b>115</b>	<b>100</b>	<b>5</b>	<b>100</b>
Age	20 years and below	10	8.7	0	0.00
	21-30 years	38	33.0	0	0.00
	31-40 years	27	23.5	0	0.00
	41-50 years	25	21.8	1	20.0
	51 years and above	15	13.0	4	80.0
	<b>TOTAL</b>	<b>115</b>	<b>100</b>	<b>5</b>	<b>100</b>
Educational qualification	SSSCE / WASSCE	39	33.9	0	0.0
	Cert. A	11	9.6	1	20.0
	Diploma	42	36.5	1	20.0
	Degree +	23	20.0	3	60.0
	<b>TOTAL</b>	<b>115</b>	<b>100</b>	<b>5</b>	<b>100</b>
Professional qualification	Trained	76	66.1	5	100.0
	Untrained	39	33.9	0	0.0
	<b>TOTAL</b>	<b>115</b>	<b>100</b>	<b>5</b>	<b>100</b>
Teaching experience	1-5 years	43	37.4	0	0.00
	6-10 years	30	26.1	0	0.00
	11-15 years	22	13.1	1	20.0
	16-20 years	13	11.3	2	40.0
	21 years +	7	6.1	2	40.0
	<b>TOTAL</b>	<b>115</b>	<b>100</b>	<b>5</b>	<b>100</b>

Source: Field Survey, July, 2016

From Fable 4.1, it showed that 47.8% of the teacher respondents were males and 52.2% were also females. The majority of teachers being female implied that many females took teaching as their preferred job than males and could serve as role models for the girl child in the rural areas.



With regard to circuit supervisor respondents, 80.0% were males while 20% of circuit supervisor was also female. The low number of female supervisors in the district suggested many female teachers had low qualifications and or are not interested in leadership roles.

From table 4.1, it showed that 8.7% of teacher respondents were below the age 20; 33% were within the age range 21-30; 23.5% were also within the age range 31-40; 21.8% were also within the age range 41- 50; 13.% of the teachers were within 50 years and above. This therefore suggested that majority of the teachers 65.2% were within the age range 20 to 40 and therefore very youthful and energetic to teach if school resources were provided. While majority of circuit supervisor respondents 80% were within between the ages 50 years and above whereas one (1) respondent represented 20% were also within the age range 41 to 50. Majority of supervisors above the age 50 implied that many supervisors were weak and did not have the strengths to do rigorous and intensive supervision and monitoring as required.

With regards to teacher educational qualifications, it was found that 36.5% of teacher respondents were Diploma holders and 33.9% were SSSCE/WASSCE certificate holders, 9.6% of them were Cert "A" teachers whilst 20% of the teachers were First Degree holders and above.

This showed that one-third of the teachers representing 33.9% were SSSCE/WASSCE holders and untrained teachers and therefore lack professional teaching skills and hence were unqualified to teach while 66.1% were trained. The high figure 33.9% of unprofessional teachers in the Nandom district suggested that many students were being handled by untrained teachers who lack teaching methodology and the subject matter of the curriculum. The effect of this is that teachers who are trained lacked the teaching skills of imparting knowledge into students. This agreed with Manning and Patterson (2005) and Adane (2013) findings that teacher qualification is an important factor in determining quality education.



Among the circuit supervisors, 60% of respondents were first degree holders, 20% was a Diploma holder and also 20% was also Certificate 'A' holder. All circuit supervisors 100% were professionally trained teachers. This implied that all the supervisors had the teaching and supervisory skills of ensuring quality education for all.



## 4.2 State Factors that Influence Low Quality Education Delivery in Basic Schools in Nandom District

This section presents analysis of state factors that influence low quality education delivery in Nandom district. These factors include school infrastructure (classrooms), furniture, trained teachers, instructional materials and water. Students, teachers, PTA executive and circuit supervisors were the respondents because they are the major stakeholders of education. The principle of input-process-output theory and human capital theory state that for children to get quality education requires adequate investment of educational resources. It is on the basis of this that respondents perspectives were sought on state (government) input factors that affect quality education delivery in Nandom district.

### 4.2.1 Availability of School Infrastructure for Quality Education

This sub-section looked at the quantity of school infrastructure (classrooms) available in basic schools in Nandom district.

**Table 4.2 Infrastructure Facilities Influencing Low Quality Education Delivery**

School levels	Enrolment	Resources	Ratio	Quantities	Deficit
	Enrolments	Classrooms available	CPR	Students with classrooms	Students without classrooms
Kindergarten	1521	15 (34.5%)	1:101	525 (34.5%)	996 (65.5%)
Primary school	4521	78 (60.4%)	1:58	2730 (60.4%)	1791 (39.6%)
JHS	2076	45 (75.9%)	1:46	1575 (75.9%)	501 (24.1%)
<b>Total</b>	<b>8118</b>	<b>138 (59.5%)</b>	<b>1:59</b>	<b>4830 (59.5%)</b>	<b>3288 (40.5%)</b>

Source: Field survey, July 2016

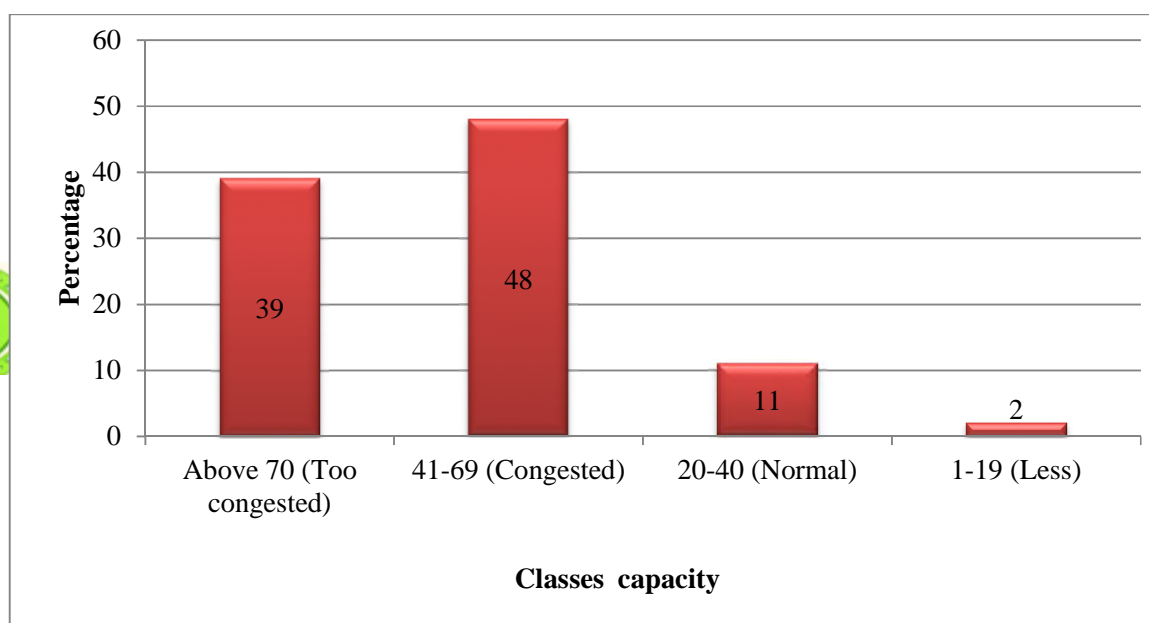
From Fable 4.2, the survey showed that in totality 138 classrooms were available for 8,118 students of the basic schools visited. The survey indicated that only 59.5% had classrooms for



studies whereas 40.5% of the students did not have classrooms or were compelled to sit in classrooms far more than the required number of 35-40 students per class. The study indicated that the overall classroom-pupil-ratio was 1:59.

The survey further indicated that 15; 78 and 45 classrooms were available for 1521; 4521 and 2076 for KG, primary and JHSs respectively. The field survey also indicated that 34.5%, 60.4% and 75.9% of the students for the KG, primary and JHSs respectively had classrooms for learning. However, 65.5%; 39.6% and 24.1% of the students for the KG, primary and JHSs respectively lack classrooms for studies or learn in dilapidated structures. The study again showed that the classroom-pupil-ratios stood at 1:101; 1:58 and 1:46 for KG, primary and JHSs respectively. The congestion is shown in figure 4.1.

**Figure 4.1 Level of Class Size Congestion in Basic Schools**



**Source: Field Survey, July, 2016**

From figure 4.1, 39% of teacher respondents indicated their classes were too congested, 48% said it was congested, 11% said it was normal and 2% said it was less. The 39% of too congested



classes and 48% of congested classes implied that 87% of the students sat in overcrowded classrooms. It is obvious from the study that 87% of class congestions implied that more classrooms are needed to improve quality education delivery.

The congestions of students in classes demoralize students from attending school as two or more classrooms are combined in one classroom. The scarcity of classrooms in most basic schools resulted in overcrowding of students in classrooms. Overcrowding of students in classrooms made students uncomfortable and difficult to concentrate on learning tasks as they struggle with heat and find it difficult to get fresh air to breathe. The combination of different classes of students into one classroom due to inadequate classes also led to high class-size and overcrowding making classroom control and management very difficult for teachers during teaching and learning.

In an interview with a headmaster on the effects of school infrastructure on quality learning this was what she remarked:

*“Many students do not have classrooms to sit and learn. This situation is very serious at the lower primary particularly at the Kindergarten level. No school block has been built to accommodate the pupils at the kindergarten level. This has negative impact on students’ quality learning in the Nandom district,”* (Informants interview, July, 2016).

This implied that government, NGOs and other faith based organizations will have to build more classrooms to cater for high increasing students population particularly at the KG level. The absence of classrooms at the KG level has the highest potential of demoralizing students from attending school.



The researcher field observation showed that some schools particularly at the JHS level had new school buildings. However the researcher also observed that some students at the lower primary more particularly at the kindergarten lack school infrastructure. This compelled some students to sit under trees to learn *as can* be seen in plate 4.1.

**Plate 4.1 Pupils Sitting under Trees to Learn Due to Lack of Classrooms**



**Source: (Field survey, 30<sup>th</sup> June, 2016; Time: 10:30 am)**

In another interview with a teacher at the Kindergarten level this was what she remarked:

*“Our school does not have any infrastructure facility. So whenever we come to school we are compelled to sit under this tree because we do not have any choice. The students are exposed to all manner of bad weather conditions. We keep on shifting round the tree as the shade rotates. Whenever it is threatening to rain we close down the school because we do not have any place to run into when it is raining”* (Informant interview, July, 2016).

The information from the headmaster interviewed implied that the shortage of classrooms compelled students to sit under trees. It also implied that students are exposed to wind, cold and sun heat. This also implied that students attention are often distracted by moving vehicles





making teaching and learning very difficult. Instructional time is drastically reduced as classes will have to close down any time it is raining. Besides, students lives are also at risk when it is threatening to rain and teachers ask students to go home due lack of classrooms.

Obviously when young children sit in dilapidated structure and under tree to learn, nothing good is expected as they are psychologically traumatized and also demoralized from attending school. Findings from field also suggested that even communities that had some old school blocks for pupils in the lower primary and the Kindergarten, classrooms were too small for the high enrolment of children.

It was observed that 70% of the schools visited lack the culture of maintenance. 70% of the schools visited it was observed that the old school infrastructure were broken down because school authorities, SMC members and PTA failed to maintain them. It was also observed that 78% of school doors and windows were broken down, roofing sheets were perforated, potholes on floors and cracked on walls as showed in plate 4.2.

**Plate 4.2 School Blocks in Need of Maintenance**



**Source: (Field work, 30<sup>th</sup> July, 2016; Time: 08:30 am)**

These defects made some classrooms nothing but death-traps. The study found that inadequacy classrooms in basic schools diminish quality teaching and learning and accounted for the low quality education outcomes in basic schools in Nandom district. This finding confirmed Adedeji

and Olaniyani (2011) finding that students in SSA study in dilapidated classrooms. This also confirmed UNESCO (2014) finding that due to lack of classrooms many school children in SSA are squeezed into overcrowded classrooms including Togo, Ghana, Malawi and Tanzania. Akhihero (2011) and Ramatu (2014) findings agreed with this finding that poor school infrastructural facilities affect quality teaching and learning in school.

#### 4.2.2 Furniture Availability in Basic Schools in Nandom District

The study looked at the number of furniture available in basic schools in Nandom district.

**Table 4.3 Furniture Availability in Basic Schools in Nandom District**

	Pupil-Furniture Ratio				Furniture deficit
	Enrolment	Furniture available	FPR	Students with furniture	
Kindergarten	1521	304 (20%)	1:5	304 (20%)	1217 (80%)
Primary school	4521	1517 (33.5%)	1:3	1517 (33.5%)	3004 (66.4%)
JHS	2076	1557 (75%)	1:2	1557 (75%)	519 (25%)
<b>Total</b>	<b>8118</b>	<b>3378 (41.6%)</b>	<b>1:2</b>	<b>3378 (41.6%)</b>	<b>4740 (58.4%)</b>

Source: Field survey, July 2016

From Table 4.3, the field survey indicated that there were 304; 1517 and 1557 furniture available for Kindergarten, primary schools and JHSs respectively far less than the high enrolment figures of 1521, 4521 and 2076 for the KG, Primary and JHSs respectively. The survey indicated that the furniture-pupil-ratio stood at 1:5; 1:4 and 1:2 for KG, primary and JHSs respectively. The field survey also indicated that 80%; 52% and 25% of school children for KG, Primary and JHSs respectively of the schools visited did not have tables and chairs to sit on in the classrooms.

Quality education and effective learning required comfortable seats for school children to sit on and learn. Students cannot lie on floor with their stomachs to read, do group discussions, write

notes and or do class exercises and this as a result adversely affect quality learning of students. Rammala (2009) explained that lack of furniture hinder quality learning delivery and performance of students in schools. UNICEF (2007) report also lamented that high enrolment rate of students and low investment in basic schools have resulted furniture shortages compelling many students to sit on floor to learning in schools. In an interview with key informant, she expressed her disgust and said:

*“We do not have adequate supply of furniture to meet the current high students’ enrolments in schools. Students find it difficult to sit and learn especially those students who are grown up. Some students sit on pieces of blocks and some too on plywood. Some teachers come to school and run back because they do not have furniture to sit and do their work”* (Informants interview, July, 2016).

This suggested that more furniture is needed to meet the high enrolment rates of students in schools. This therefore implied that government, PTA and NGOs must come in to provide furniture for such schools. The students sitting on ground due to furniture shortage implied that everyday parents have to wash their children’s uniform. Students sitting on ground does not only impede effective teaching and learning but also affects children’s health as they easily be infected with germs.

When students do not have furniture in school they find it difficult to ensure deep learning. In schools where there is furniture shortage, teachers cannot sit and write and students too cannot sit and study. The furniture situation was worst in KG schools as showed in plate 4.3.

**Plate 4.3 Pupils in Primary and KG Sitting on Rough Ground, Pieces of Plywood Due to Lack of Furniture**





**Source: Field survey, 5<sup>th</sup> July, 2016; Time: 08:30 am**

It was observed that at the lower primary and KG levels students were compelled to sit on the ground, some students lay on the floor, and some too sat on broken pieces of boards, blocks and plywood as can be seen plate 4.3. It was found out that from the upper primary to JHS dual desks meant for two students each, either three or four students were compelled to sit on one dual desk.

When students sit on floor to study, they find it difficult to sit for long time, concentrate on lessons and write correctly. This leads to low concentration of students in class and development of poor posture. The study found that inadequate furniture for students and teachers in school accounted for the poor quality learning of students.

#### **4.2.3 Availability of Qualified Teachers and Class-size in Quality Education Delivery**

The availability of adequate qualified teachers in basic schools is an indispensable factor in determining quality education. This section therefore looked at the availability of trained teachers and class-size.



**Table 4.4 Availability of Trained Teachers and Pupil-Teacher Ratio**

	Pupil-Trained-Teacher-Ratio				Trained teachers deficit
	Enrolment	Trained teachers available	TTPR	Untrained teachers	
Kindergarten	1521	8 (18.2%)	1:190	13	36 (81.8%)
Primary school	4521	64 (49.6%)	1:71	23	65 (50.4%)
JHS	2076	41(69.5%)	1:51	15	18 (30.5%)
<b>Total</b>	<b>8118</b>	<b>113 (48.7%)</b>	<b>1:72</b>	<b>54</b>	<b>119 (51.3%)</b>

Source: Field survey, July 2016

From Table 4.4, the survey indicated that 8; 64 and 41 professionally trained teachers were found at the KG, primary and JHS respectively. The field survey indicated that trained-teacher-pupil-ratio per the sampled schools visited stood at 1:190; 1:71 and 1:51 for the KG, primary and JHSs respectively. The high trained-teacher-pupil of 1:190; 1:71 and 1:51 indicated that professional teacher population was low and many students do not have access to trained teachers. In one of the schools visited it was found that the assistant headmaster had combined the entire school (form 1 to 3) because he was the only teacher. In an interview with the teacher to ascertain why

he combined the three classes, this was what he said:

*“We are only two newly trained teachers in this school. Any time any of us is travelled and the other happens to fall sick or also travel, the school is closed until we return. The two of us cannot teach all subjects particularly Mathematics, Science and Dagaare.”*  
(Assistant headmaster informant interview, July, 2016).

The teacher shortages compelled the few teachers available to combine classes of students of different levels and practice multigrade teaching which they do not have any knowledge on. The



combination of different classes of children with different learning needs obviously does not only deny several children from getting quality learning but also overburden teachers. In an interview with some officials in the district education office they confirmed that the district does not have adequate professional teachers and even with the few available teachers, about 33% of them are untrained teachers with SSSCE/WASSCE certificates serving as pupil-teachers. In another interview with a parent he lamented that:

*“The teacher shortage in the district is affecting quality learning and the performance of students in the school and this has been a major concern to us as parents. The teacher shortages has compelled us (PTA) to engage some pupil- teachers to teach the children and every month we contribute GHC 1.00 each and pay those teachers that we employed”* (Key informants Interview, June, 2016).

In an interview with a GES official on teacher availability revealed that not many teachers are posted to the district and even those that are posted not all them reported. The UNESCO (2015) report warned that the imbalances of teacher deployment and inequitable distribution of teachers affect education for all. The study unearthed that majority of the students in the basic schools did

not have access to qualified teachers. Kokoligu R/C KG and Zendaagangn L/A KG visited it was found that there was no teacher allocated. The assistant head teacher for the primary interviewed indicated that there were only two volunteer teachers at the KG. He added that these volunteer teachers come to school any day they want because they are not paid for their services. Anytime these volunteers fail to come to school, the children wait when the food is ready they eat and go back home. The study found that inadequate qualified professional teachers in basic schools was an impediment to quality education and therefore accounted for low quality learning and the academic performance of students in basic schools in the district. This claim is confirmed by the



New Jersey Advisory Committee on Civil Right (2010) report that lack of professional trained teachers in schools was a major factor that denied many students from getting quality education. The UNESCO (2014) lamented that in SSA, teacher recruitment lagging behind growth in enrolment and PTR stagnated are very high in primary and pre-schools.

In any educational system the teacher plays a very central role in ensuring effective teaching and learning for all. Teachers who are supposed to organize, guide and facilitate learning in the teaching and learning process were not available or are not qualified it diminishes the quality of learning and the performance of students in school. The inadequate trained teachers in the district was an indication that many students are not receiving quality education. The low professional teacher population in the Nandom negatively affected the quality learning and the academic performance of students. This supported Petrovich (2008) finding that the provision of quality education and learning outcomes has remained a bigger challenge in public schools because they lack well qualified committed teachers. This also confirmed the UNICEF (2007) finding that shortage of professionally trained teachers in basic schools have deepened or compounded the problem of providing quality education for all school children.



In reality there is no way to deliver quality education without adequate qualified well motivated and committed teachers. This is because the teacher is placed at the centre and is very pivotal in quality teaching and learning process. This is imperative because the quality of learning achievements of students in any country, region or district can never exceeded the number of qualified motivated and dedicated teachers that are available. This corroborated the findings of Estey (2005) and Oduro (2007) that the inadequacy of professionally trained teachers in schools have significant influence on students quality learning. The study also supported Adu-Agyem and Osei-Poku (2012) assertion that quality education demands quality teachers more than any

other resources. UNESCO (2015) report asserted that in SSA region has the highest teacher deficit with Central African Republic, Chad, Guinea-Bissau and South Sudan having PTR exceeding 100:1 and 80:1 in Central African Republic and would require 63% of the additional teachers needed to attain UPE by 2015 in SSA. It added that 2.6 million teachers are needed to be replaced teachers on retirement, changed job died or illness; and 1.4 million to make up shortfalls, address expanding enrolment rates and underwrite quality by keeping PTR below 40:1 and over 450, 000 more teachers would be required each year to keep teachers sufficient by 2015.

#### 4.2.4 Availability of Core Text Books in Quality Education Service Delivery

Textbooks are essential determinant factor of ensuring quality education for all children. Table 4.4 below shows the availability of core textbooks such as English Language, Mathematics, Integrated Science and Social Studies/ Citizenship Education for both primary and Junior High Schools in Nandom district.

**Table 4.5 Availability of Core Text Books in Basic Schools in Nandom District**

Core Text Books	Total Enrolment (6297)		PCTBR
	Number	PWCTB	
English Language	854 (13.6%)	5443(86.4%)	1:7
Mathematics	837(13.3%)	5460 (86.7%)	1:8
Natural/Integrated Science	746 (11.8%)	5551 (88.2%)	1:8
Citizenship/Social Studies	774 (12.3%)	5523 (87.7%)	1:8

**Source: Field Survey, July, 2016**

(%PWCTB means Pupil-Without-Core Text Books; PCTBR: means Pupil-Core--Text-Books-Ratio).





From Table 4.5, indicated that 5443 (86.4%), 5460 (86.7%), 5551(88.2%) and 5523 (87.7%) students did not have English Language, Mathematics, Integrated Science and Citizenship/Social Studies textbooks respectively. The pupil-core-textbook-ratio stood at 1:7, 1:8, 1:8 and 1:8 for English Language, Mathematics, Integrated Science and Citizenship/Social Studies textbooks respectively.

Corroborating this, a headmaster respondent in an interviewed said:

*“Many students cannot read because we don’t have the textbooks. For us to do reading comprehension we have to write the passage on the chalkboard bit by bit. This takes the whole time for the day. Lack of textbooks make teaching and learning very tiresome and boring”* (Key informant interview, July, 2016).

This implied that the acute shortage of textbooks is the reason why students cannot read or write. Teachers are demoralized because they feel they are not equipped to teach. This also suggested that GES, district assembly and parents do not invest in their children education hence the poor quality of education.

The low core-textbook-pupil-ratio affects the delivery of quality education in the district. The inadequacy of textbooks in basic schools is not only an impediment for attaining the UPE and quality education but a denial of fundamental human right. This supported Jonas (2014) finding that lack of appropriate textbooks denied students from getting quality learning. An interview with a teacher on how she was managing with the situation this was what she said:

*“The primary 5 and 6 I teach have no single textbook even for English and Mathematics. So I had to travel to a friend in a different district Lambussie-Karni to borrow a copy of English and Mathematics textbook for the school,”* (Key informant interview, July, 2016).



Limited number of core textbooks and teaching aids are disabling factors that affect the performance of students in basic schools. This supported Oppong-Sekyere et al. (2013) finding that lack of textbooks in schools was major factor that impede quality learning of students in schools.

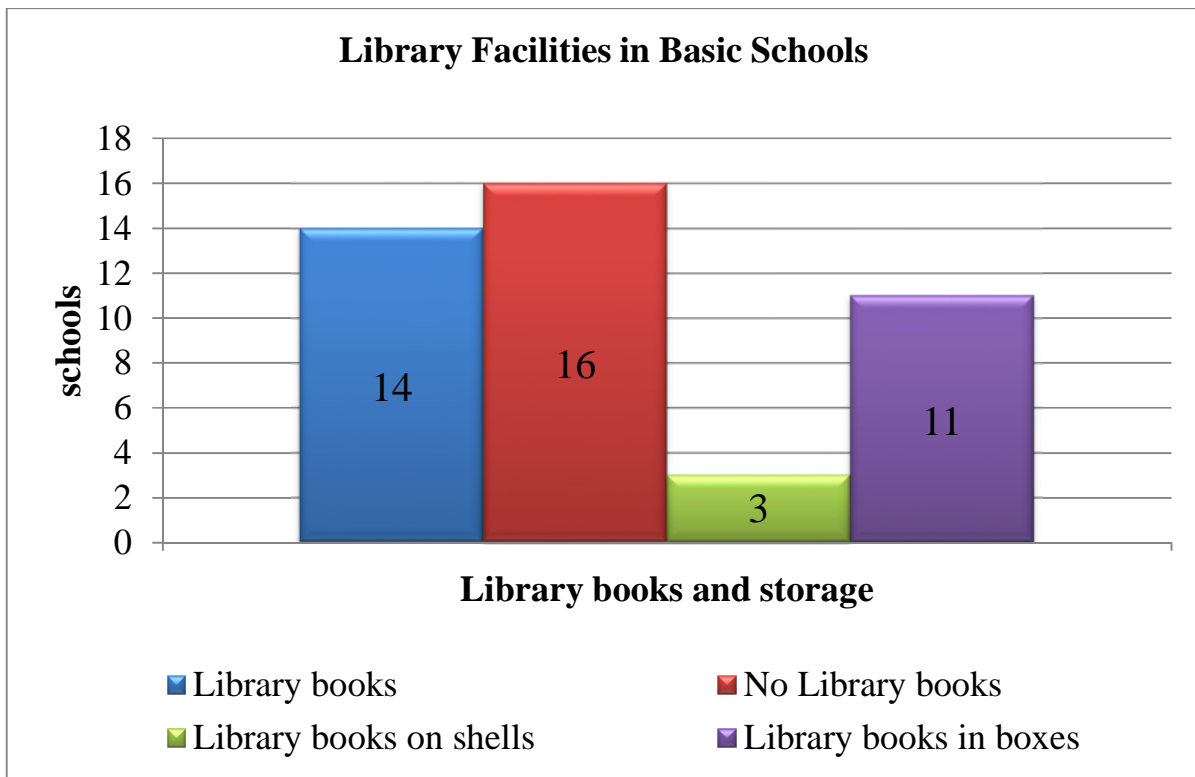
The study therefore found that a major factor that accounted for the poor quality learning in the Nandom district was textbooks shortage. This finding confirmed the literature that inadequate textbooks and teaching aids affect quality learning and academic performance of students in schools (Oppong-Sekyere, 2013 and Andrews, 2014). This study confirmed UNESCO (2015) finding that shortages of textbooks in basic schools has remained major challenge in most African countries.

#### **4.2.5 Library Facilities in Basic Schools**

The study also examined the availability of library and computer facilities and their influences on quality education delivery in basic schools in Nandom district.



Figure 4.2 Library Facilities in Basic Schools in Nandom District



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Source: Field survey, July 2016

From figure 4.2, 14 basic schools indicated that they had some few copies of library books while 16 basic schools did not have library books. In relation to library books storage, 3 basic schools indicated that they displaced their library books on shells while 11 basic schools also indicated that they kept their library books in boxes.

The 16 basic schools that did not have library books showed that many students did not have access to reading materials and this as a result is affecting the students reading abilities. The study also disclosed even schools that had some library books school authorities had decided to lock them up in metal boxes and cabinets with padlocks. An interview with a headmaster why library books were locked in metal boxes, he replied:

*“We do not have a library room to keep or display these books where children can go in and select the books they want to read. We do not allow students to borrow them because when take them home they damage them, some throw them away and do not return them”* (Informants interview, July 2016).

This suggested that library books supplied by government and other NGOs teachers do not allow students to use them as confirmed by headmaster informant.

On the part of the students, many of them were not even aware that their schools were having such library books. A library prefect interviewed acknowledged that the school had some copies library books but bitterly complained that:

*“Our teachers deny us access to the library books. They don’t even allow us to borrow these books with the reason that when we take them we will spoil them or misplace them or we will not return them,”* (Informants Interview, July, 2016).

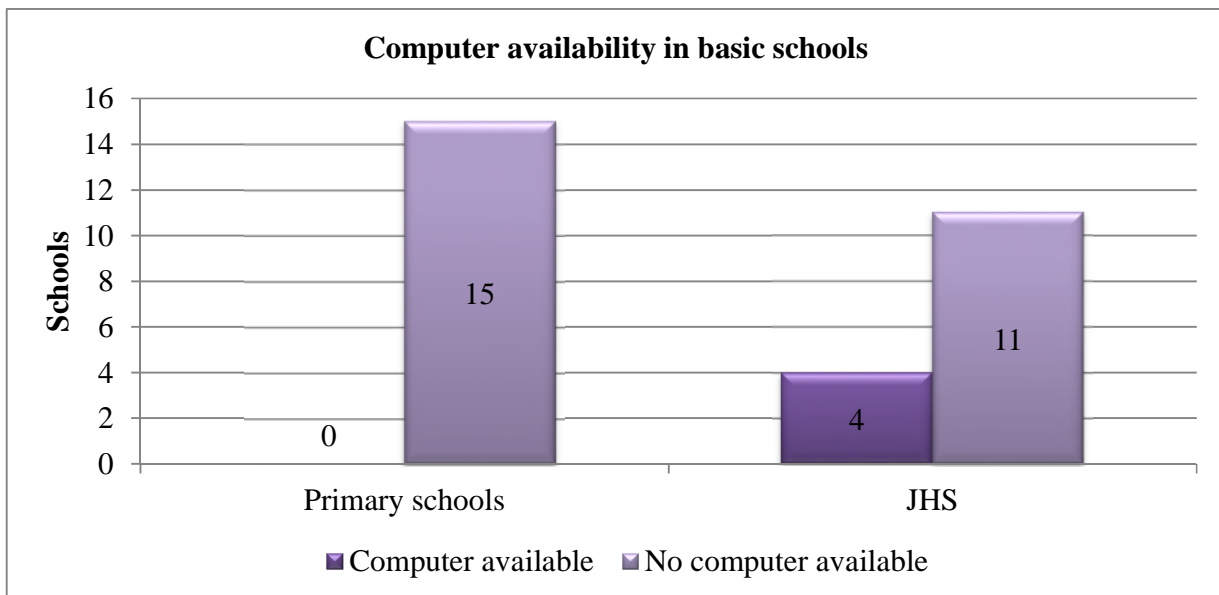
Lack of shells or library room and the fear that students would damage or misplace library books should not be the reasons why library books are locked up in metal boxes. For how long will these library books will continue to be kept in these metal boxes? The locking of library books in the metal boxes implied that the knowledge, skills and potentials of the nation future leaders and workforce are locked in the boxes. Students should not deny access to library books on the ground that they will misplace them or will not return them.

#### **4.2.6 Computer Facilities in Basic Schools**

The study examined the availability and the utilization of computer facilities in basic schools.



Figure 4.3 Computer Facilities in Basic Schools



Source: Field survey, July 2016

From figure 4.3, 15 primary schools and 11 JHSs had no computers or laptops. Four JHSs indicated that they had laptops. The 4 JHSs that had some laptops indicated that the laptops were inadequate to cater for the high enrolment figures. The headmasters also indicated that the laptops were not durable as they easily get spoiled. The headmaster complained bitterly that lack of computer facilities in basic schools made the teaching and learning of ICT very difficult, boring and more theoretical than practical.

In some schools visited the primary heads bemoaned the unwillingness of teachers at the JHS to borrow these laptops for them to use in their lessons. The study further discovered that the absence of electricity in many schools had created a very good opportunity for many teachers to send these laptops away to their homes with the notion of charging them. This, to a larger extent defeated the principal aim or purpose of supplying the laptops.

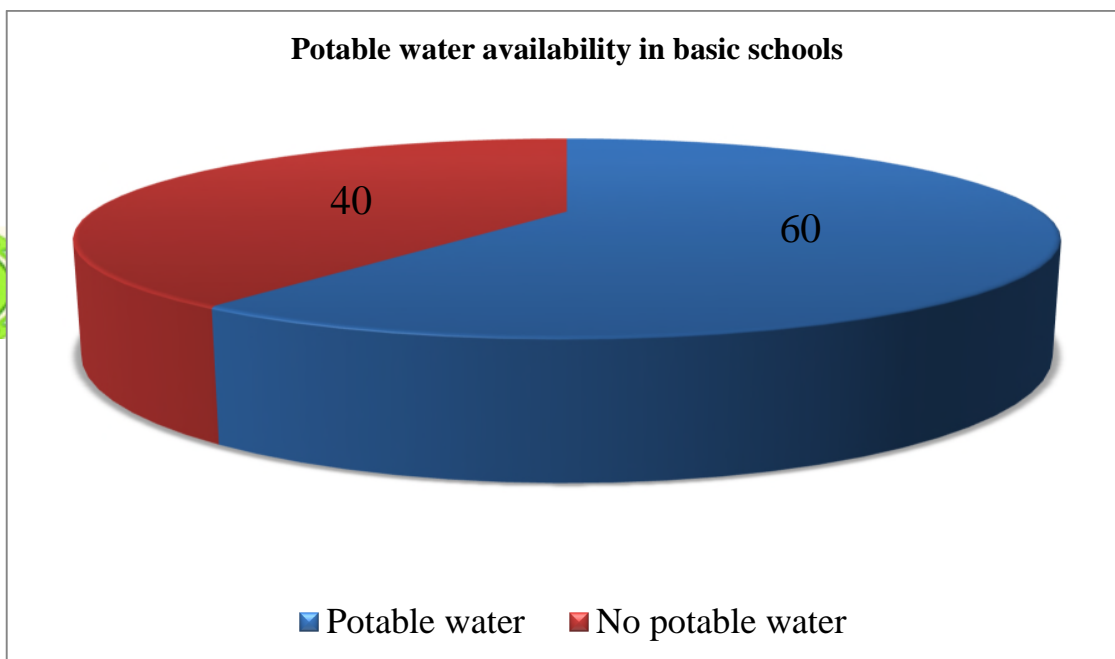


In this technological world of work students learning of ICT is very crucial. Quality learning cannot take place without ICT. The study revealed that these laptops that were supplied were only given to some selected JHSs and completely neglected the primary schools where the teaching and learning of ICT actually commenced. The shortages of computers in schools implied that the Nandom district for that matter Ghana is lagging behind the rest of the world. The shortage of computer facilities compelled students to learning ICT in abstract. This supported UNICEF (2010) report that inadequate educational resources in basic schools is hampering quality education delivery in Ghana.

#### 4.2.7 Availability of Potable Water in Basic Schools in Nandom District

The study examined the influence of potable water in basic schools on quality education delivery.

**Figure 4.4 Potable Water Availability in Basic Schools in Nandom District**



Source: Field survey, July 2016



The survey showed that out of the 30 schools visited 18 (60%) had boreholes in their school premises while 12 (40%) had no water source in their school premises. The 40% of the schools that lack potable water in the school premises implied that many students do not have access to good drinking water in school.

Field survey also revealed that schools that did not have drinking source of water, students had to carry water in bottles from their homes to school. Students who go to school without water had to move to the nearby borehole in the community to drink water. An interview with some PTA members it was revealed that PTA in collaboration with community leaders had put modalities in place to ensure that school children who visited the boreholes during schooling time should allow to fetch or drink water quickly and go back to school. The effect of this is that instructional time is wasted as children had to move long distance from school to go and drink water. Some teachers complained that some students who go to drink water most often dodge classes. Adedeji and Olaniyani (2011) observed that many schools in SSA have no potable source of water and that affects quality learning in schools as students use learning hours to search for drinking water. This also supported UNESCO (2015) report that many schools in SSA lack potable water and handwashing facilities in schools that diminish quality in education.



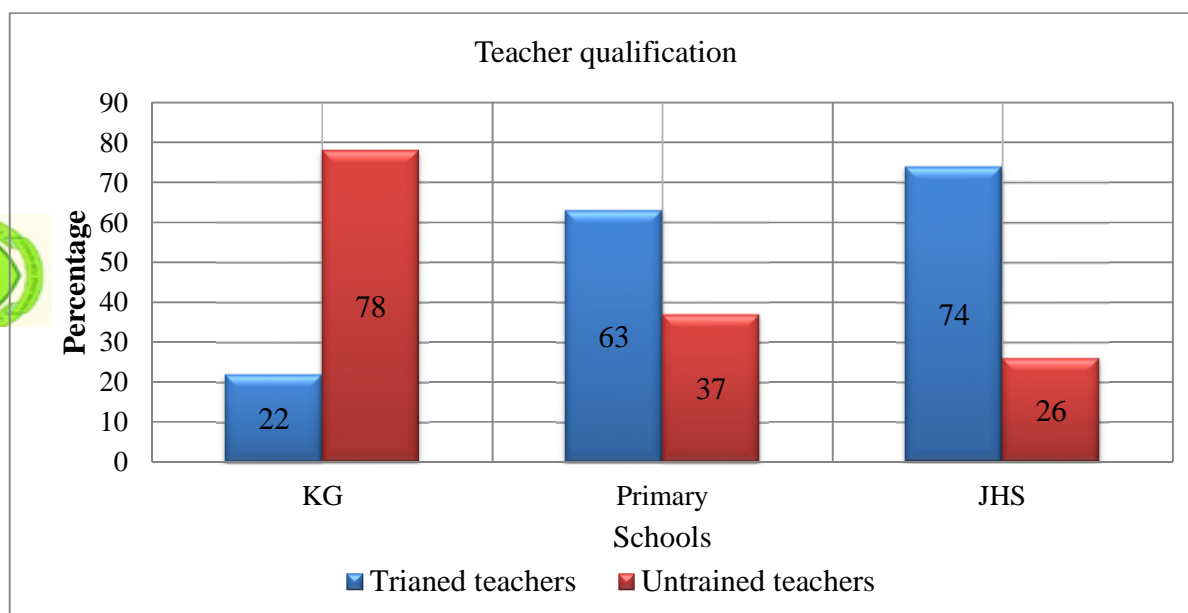
### 4.3 Teacher Characteristics that Influence Low Quality Education in Basic Schools

This section presents the data analysis and discussions on teacher professional qualities and personal characteristics. The teacher professional qualities focus on teacher professional qualifications and teaching skills while teacher personal characteristics examine teacher commitment in relation to teacher regularity, punctuality and quantity of exercises given to students. The human capital theory emphasises that in the provision of quality education adequate qualified committed teachers are needed to provide quality education.

#### 4.3.1 Teacher Qualifications in Basic Schools in Nandom District

This section therefore examines teacher professional qualifications and teaching skills in basic schools in Nandom district.

Figure 4.5 Teacher Professional Qualifications in Basic Schools in Nandom District



Source: Field survey July, 2016

Figure 4.5 indicated that 22%; 63% and 74% of the teachers in KG, primary and JHSs were trained teachers. The field survey further showed that 78%; 37% and 26% of the teachers in KG,





primary and JHSs respectively were not trained teachers. The 78%, 37% and 26% of untrained teachers at the basic schools was an indication that many teachers in the district lack the requisite teaching skills that could ensure deep learning. In the provision of quality education for all, adequate qualified professional teachers are very crucial component in ensuring quality teaching and learning processes. The 33.9% of unprofessional teachers in the district therefore implied that 33.9% of the teachers lacked the mastery of the subject matter content of the curriculum and the appropriate child-centred methodology and other professionalism in teaching. In an interview with a GES official about the availability of professional teachers in the district, she stated bitterly that:

*“Many of the teachers are not trained and therefore do not have in-depth mastery of subject content and teaching skills to teach. The inadequate qualified teachers is affecting students learning and performance in schools”* (Informant interviews, July 2016).

This therefore implied some teachers are not trained and therefore lack the requisite teaching skills to ensure deep learning among students.

In a sit-in-observation in five different classes in different circuits it was observed that the most common teaching method used was the lecture method which is non-participatory and does not create room for students to actively participate in the lessons. In some schools, it was observed that even when teachers were teaching Mathematics they were sitting down lecturing while students also sit down to listen and observe. This demonstrated that many teachers do not have the child-centred methodology in teaching.

The study found that inadequate professional teachers affect quality education delivery in Nandom district. Adequate knowledgeable, skilful, motivated and committed teachers are needed



in basic schools to create quality education. The presence of untrained teachers does not guarantee quality education because no teacher can give out what he/she does not have to his/her students. Quality teachers create good quality education and quality learning outcomes. And never can good quality education exist without good quality teachers. This confirmed Petrovich (2008) assertion that the provision of quality education and learning outcomes has remained a bigger challenge in public schools because they lack well qualified teachers. This also confirmed Abudu and Fuseini (2013) finding that for quality teaching and learning to take place in schools teachers must be competent and well experienced in the teaching profession.

The study revealed that in schools where professional teachers are lacking produce abysmal results. Just as a quack doctor kills the body so an unprofessional teacher kills the brains of students. The study revealed that the high untrained teachers came into the system as a result of high increased of enrolment figures in basic schools. This concurred with UNESCO (2004) report that the increase in number of schools and enrolment figures and the trained teacher shortages compelled government to employ untrained teachers into the education sector.

#### **4.3.2 Teacher Attitude Affecting Quality Education Delivery**

This section also presents data analysis and discussions on teacher personal characteristics such as teacher regularity and punctuality to school and exercises given.

**Table 4.6 Teacher Regularity and Punctuality to School**

Variable	Description	School location				Total	
		Town		Village		count	percentage
Teacher regularity		count	percentage	count	percentage		
	Present	69	88.5%	81	68.6%	150	76.5%
	Absent	9	11.5%	37	31.4%	46	23.5%
	Total	78	100%	118	100%	196	100%
	Teacher punctuality	Time reported to school	Town		Village		Total
		count	percentage	count	percentage	count	percentage
6:00-8:00 am		57	82.6%	41	50.6%	98	65.3%
8:01- above		12	17.4%	40	49.4%	52	34.7%
Total		69	100%	81	100%	150	100%

**Source: Field survey, July 2016**

From Table 4.6, it indicated that out of 196 basic school teachers observed, 76.5% of them were present or at post at the time of visit. However, 23.5% of teachers were absent or were not at post

at the time of visit. The survey further indicated that 88.5% of the teachers in town schools were regular to school whereas in the rural schools 68.6% of teachers were present at school. The survey again showed that teacher absenteeism in town schools was low with 11.5% and was very high in rural schools with 31.4%. This therefore implied that many teachers in town schools go to school regularly than teachers who teach in rural areas. The 23.5% of teacher absenteeism in the district therefore suggested that 23.5% of teachers did take up their lessons daily due to absenteeism. The high absenteeism of teachers compromised the quality learning and performance of students. This supported Estey (2005) finding that teacher absenteeism and



lateness to school drastically reduce the contact hours of students and diminishes quality learning.

From Table 4.20, it was also observed that 82.6% of teachers in town schools reported to school between the hours of 6 o'clock am and 8:o'clock am and 17.4% of teachers in towns also came to school from 8:01 and beyond. With regard to rural schools, the survey further indicated 50.6% of teachers came to school between 6:o'clock am to 8:o'clock am. In contrast, as high as 49.4% of the teachers in rural areas reported to school from 8:01 am and above. The survey also indicated that in totality 34.7% of teachers habitually went to school late. The survey further indicated that teacher lateness was very high and rampant in rural areas/schools with 34.7% far greater than teacher lateness in town schools with 17.4%. It was observed that teachers who found themselves in town schools reported to school two hours earlier than teachers who teach in rural schools or remote areas.

The high teacher lateness of 34.7%and absenteeism of 23.5% from school was a manifestation that many teachers were not committed to their work. The consistent lateness and high absenteeism of teachers diminished/ lowered the contact hours and also reduced the learning quality of students.

The lateness of teachers to school implied that the most suitable time for the studies of core subjects such as Mathematics, Science and English Language for young learners are completely lost. The consistent loss of instructional time in school due to teacher lateness negatively affected quality learning and manifestation of the poor academic performance of students realized. The high teacher lateness to school was a clear manifestation of the fact that many lessons are not honored and this had negative impact on academic performance in schools. This study confirmed Casely-Hayford (2011) finding that teacher absenteeism and low time on task is a factor that



inhibits quality education and high academic performance in Ghana. An interview conducted with a PTA executive with regard to teacher punctuality and regularity revealed:

*“Some teachers come to school very late even at times after 9 o’clock. Some do not even come to school at all. Some too will come to school and enter their names and go back. But we are afraid to notify the authority for the fear that the office will transfer them and will not replace”* (Informants interview, July 2016).

This implied that parents and community members are aware of teacher absenteeism and lateness but are afraid to report such teachers to the education for fear that such may be transferred and not replaced. In an interview with a headmaster key informant, he confirmed that:

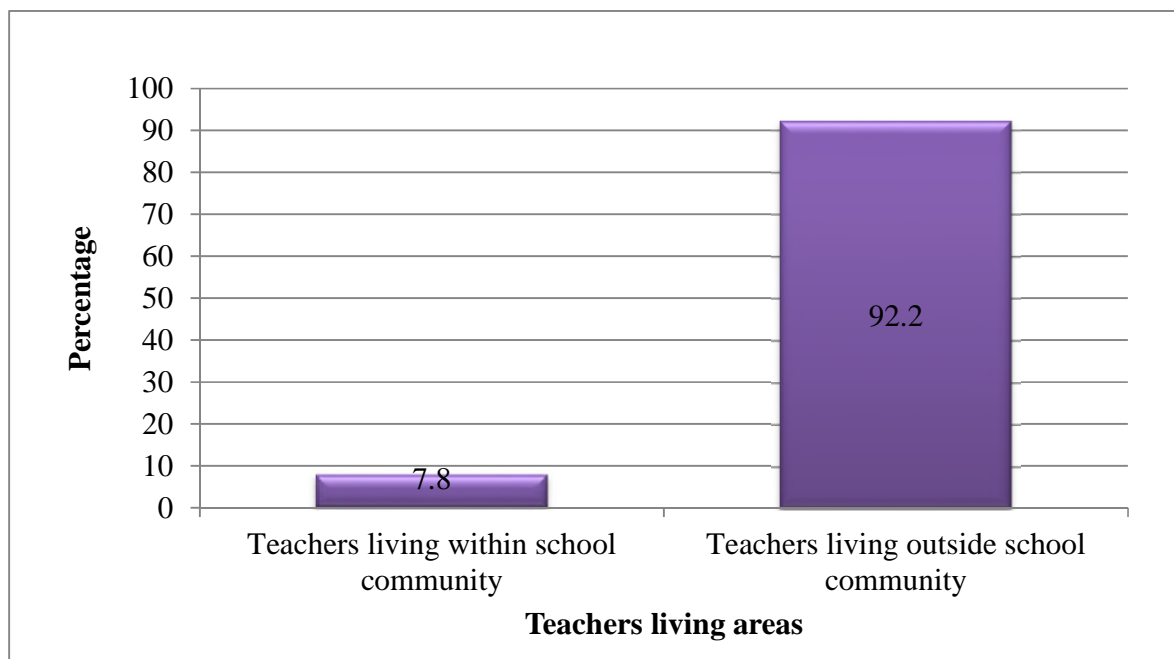
*“The marginal teachers’ absenteeism arises when teachers are bereaved, sick, rainfall or given appointment to attend other official duties. However, their lateness to school was high because most teachers stay far away from the schools they teach thereby reporting late to school due to the long distance they commute to school each day”*. (Informants interview, July 2016).



This implied that teachers go to school late or absent themselves from school as a result of funerals, rainfall, illness and going to education office for duties. The headmaster interviewed however admitted that long distances they have to commute daily to school is prime reason for teachers’ lateness and absenteeism. This also showed the porosity nature of the supervisory and monitoring system in the district.

The study further wanted to find out the places where teachers lived (resided) whether within the school community or outside the school community and how that affects quality education delivery in basic schools in Nandom district.

**Figure 4.6 Places of Residence of Teachers in Nandom District**



**Source: Field survey, July 2016**

The study found that only 7.8% of the teachers in the district resided within the community within which they teach while 92.2% lived or stayed outside their school communities. The

92.2% of teachers who lived outside their school communities were living in towns such as the Nandom town, Ko and Hamile and commute daily to school.

It was found that even teachers who teach in their own villages or communities rented accommodations in towns. Probing further to ascertain why teachers who teach in their own communities had abandoned their own houses and rather stayed in towns and commute 6 kilometers to teach, a teacher lamented:



*“Our schools have no accommodation for teachers. Secondly when you live in your own community your people are always worrying you and pestering you for money and other things. They don’t even respect you when you live in your own community and work”*  
(Key informants interview, July 2016).

The narration of this key informant impugned on not only lack of teachers’ accommodation as the reason why teachers do not stay in school communities but the disturbances and the financial implications it have on them.

In some schools when students were asked what they wanted their teachers to be doing for them to learn hard and pass their examinations; this was what one of them said:

*“We want our teachers to come to school regularly and early and take-up their lessons. They should teach us. We want to pass our exams-the BECE. We are not always happy when they come to school late or absent themselves. At times even if they are in school, some do not come in to teach us. They go and sit under this tree chatting and laughing, making calls and browsing their phones while we sit in the overcrowded hot classrooms struggling with one another. We want our teachers to give us regular exercises and homework and mark them for us. We don’t want to fail our exams (BECE) as our seniors did* (Key informant interview, July 2016).

From the respondent’s narration confirmed that teachers do not come to school early and as a result of that they fail to honour or take up their lessons. It also showed that teachers are not committed to their work as they come to school and sit under trees browsing their and chatting and laughing leaving the students in class. It also confirmed that teachers do not give exercises to students.



Probing further to find out why some teachers developed bad attitude and habit towards their work or show low commitment to work; a teacher voiced out his frustration:

*“We have not been motivated to teach. We were employed in September, 2011 up to date we have not been paid. Life is difficult for us now. At times, how to get food or soap to wash our clothes is always a big problem for us. Our families are lax because we cannot feed them and provide basic things for them. The district directorate is not helping us and yet when they come to school and see that we are late or absent they want to blame us. Meanwhile if one of them just one month does get his/her salary, they run down to Accra immediately to work on it. How can we be teaching for over four years without salaries-empty stomach, and yet they expect us to put up our best. Conditions like this, how do they expect the teacher to be committed to his/her work? We are demoralized seriously speaking”* (Key informant interview, July 2016).

The study found that low commitment and poor attitude of teachers towards work resulted in high teacher absenteeism, lateness to school and mismanagement of instructional time which heavily affected quality education delivery in basic schools. High teacher absenteeism and lateness to school resulted in many teachers unable to complete the syllabuses or simply rushed over topics. This confirmed Frempong (2011) finding that low commitment of teachers and poor attitude of teachers towards work has resulted many teachers failed to complete the syllabuses and this negatively affected the performance of students.

The study unearthed that teacher lateness and absenteeism was as a result of lack of teacher bungalows in schools, teachers unwillingness to stay in the rural areas due to lack of social amenities and weak supervisory system. This supported the World Bank Africa Human Development Series (2008) assertion that the remoteness nature of many basic schools coupled



with lack of basic services and amenities in villages has been seen as key factors that encourage teacher absenteeism and lateness in many areas. This confirmed the findings that teachers who lack accommodation facilities in schools are compelled to stay far places and as a result their susceptibility to punctuality and earliness to school is challenged and that compromised quality of education (Dunnes and Leach, 2010).

### 4.3.3 Teacher Effectiveness in Utilization of Instructional Time

This section looked at the number of lessons that were in progress at the time of visit. What happens in classroom in terms of interactive learning processes- how and what teachers and students do inside or outside the classrooms in creating deep learning among students in basic schools.

**Table 4.7 Number of Lessons in Progress during Instructional Time**

Variable	School level	Utilization of instruction time				
		Classes observed	Lesson that were in progress		Classes that were not in progress	
			count	percentage	count	percentage
Utilization of instructional time	KG	30	11	36.7%	19	63.3%
	Primary	90	43	47.8%	47	52.2%
	JHS	45	28	62.2%	17	37.8%
TOTAL		150	82	49.7%	83	50.3%

Source: Field survey, July 2016

From table 4.7, it indicated that out of 30 classes observed at the KG level 36.9% of them were in progress whereas 63.3% of the classes were not in progress. Similarly, at the primary school level out of the 90 classes that were observed only 47.8% of the classes were in progress whilst



52.2% of the classes were not in progress. At the Junior High school level 62.2% out of the 45 classes observed lessons were in progress whilst 37.8% of the classes were not in progress. Averagely, 49.7% of the classes were found to be in progress whereas 50.3% of the classes lessons were not in progress.

The implication of many lessons not being in progress was a clear manifestation that many school children go to school without learning anything. The study found that teacher effectiveness and activeness was very low in producing excellence results. This confirmed the UNESCO (2004) statement that how well students are taught and how much they learn determine how long they stay in school and how regular they come to school. The effort expenditure of a teacher is a key determinant of students' success in learning. In schools where teachers develop poor habit towards teaching also compel students to develop negative attitudes towards schooling.

**Plate 4.4 Teacher sleeping in classroom during instructional time while students sitting without a teacher**



**Source: Field work, 18<sup>th</sup> June, 2016: Time 10:45am**

The pictorial evidence in plate 4.4 is a manifestation of the fact that instructional time at the basic level is wasted resulting students going to school and going back home without learning

anything. This supported the finding of Cunningham and Arkorful (2014) that poor utilization of instructional time on learning task in schools affect quality learning and the academic performance of students.

The study found that passive teachers in the basic schools were far more than the active ones. In any learning institution where passive teachers are more failure is high because they are dormant and fail to press students down to learn. Every active/effective teacher is results oriented.

Schools that lack active teachers are those that produce abysmal results. Active teachers no matter the condition of the school go the extra mile to add value to students by producing fair results. Teacher effectiveness is the teaching abilities, skills and commitment in producing of quality learning outcomes. This supported Adedeji and Olaniyan (2011) assertion that good teachers are needed for good education, and without good teachers we cannot have good education system and without good education system no country can provide its citizen with quality life.

The study found that there was very minimal utilization of instructional time. In many schools visited it was observed that many children were sitting in classes without teachers. Some teachers for such classes for example were either not available or they were writing their lesson plans/notes or chatting with their colleagues while others too were busily browsing their phones when it was not break.

Out of the 150 classes observed in 30 basic schools it was observed that there was intensive teaching and learning going on in town schools, in the village schools there was very little and in some cases virtually no teaching and learning was going as many lessons were not observed and students were playing about during instructional time. Teachers were found either sitting under



trees chatting, browsing their phones or writing their lesson notes to satisfy their circuit supervisors. The misuse of instructional hours by teachers was purely due to poor monitoring and ineffective supervision by head-teachers and circuit supervisors. The study therefore found that low monitoring and supervision of basic schools particularly in the villages accounted for the low quality learning and poor academic performance of students in basic schools in Nandom. The study supported the literature that underscored that; effective supervision systems are promoters of quality education in basic schools (Okyerefo et al., 2011 and Tesema, 2014). This also supported King (2013) finding that poor school supervision of teachers by educational managers accounted for the low quality of learning of students in basic schools. The study confirmed Shafiwu et al (2013) finding that lack of teacher supervision and close monitoring build up the poor professional attitude and behavior of teachers in schools increase irregularity and lateness which compromise quality learning.

#### 4.3.4 Quantity of Exercises Given to Children

This sub-section analysis and discusses the quantity and quality of exercises given to students in English Language and Mathematics students in primary 6 and JHS 2 within a term.



**Table 4.8 Number of Exercises and Homework Given to Students in a Term**

Variable	Classes	Subjects							
		English language			Total	mathematics			Total
Exercises given to students		0-4	5-9	Above 10		0-4	5-9	Above 9	
	Primary 6	25	14	6	45	23	19	3	45
	JHS 2	19	17	9	45	18	14	13	45
TOTAL		44	31	15	90	41	33	16	90

Source: Field survey, July 2016

From table 4.8, the survey indicated that in primary 6, out of the 45 students' exercise books checked it was found that 25 students had exercises between 0-4, 14 students had their exercises between 5-9 and 6 had exercises above 9 in English Language. At the JHS, in English Language checked it was revealed that out of the 45 students 19 students had exercises between 0-4, 17 had exercises between 5-9 and 9 had exercises above 9.

With regard to Mathematics, it was observed that out of the 45 students exercise books checked it was found that in primary 6, 23 students had exercises between 0-4, 19 students had exercises between 5-9 whereas 3 students had exercises from 10 and above. Similarly, at the JHS 2, out of the 45 students exercise books observed, 18 students had their exercises between 0-4, 14 students had exercises between 5-9 while 13 students had exercises from 10 and above.

It was observed that 32% of the exercises given over two months were not marked and those that were marked and students had some of the answers wrong students did not do corrections. The low exercises given to students was a manifestation of the fact many teachers were not committed to helping students to learn. This confirmed UNESCO (2014) finding that teacher

low commitment accounted for students low quality learning.

#### **4.3.5 Engagement of Students in their Private Work**

In some schools visited it was found that some teachers had sent some of the students to farm. In an interview with a student it was revealed that those students had gone to their teacher's farm. In another interview with the headmaster he denied that students had gone to farm for a teacher. However in another interview with PTA executive it was confirmed that teachers engaged students to farm for them. He added that at times teachers send students to go and farm for people for money. In an interview with a worker in Nandom district assembly he lamented:



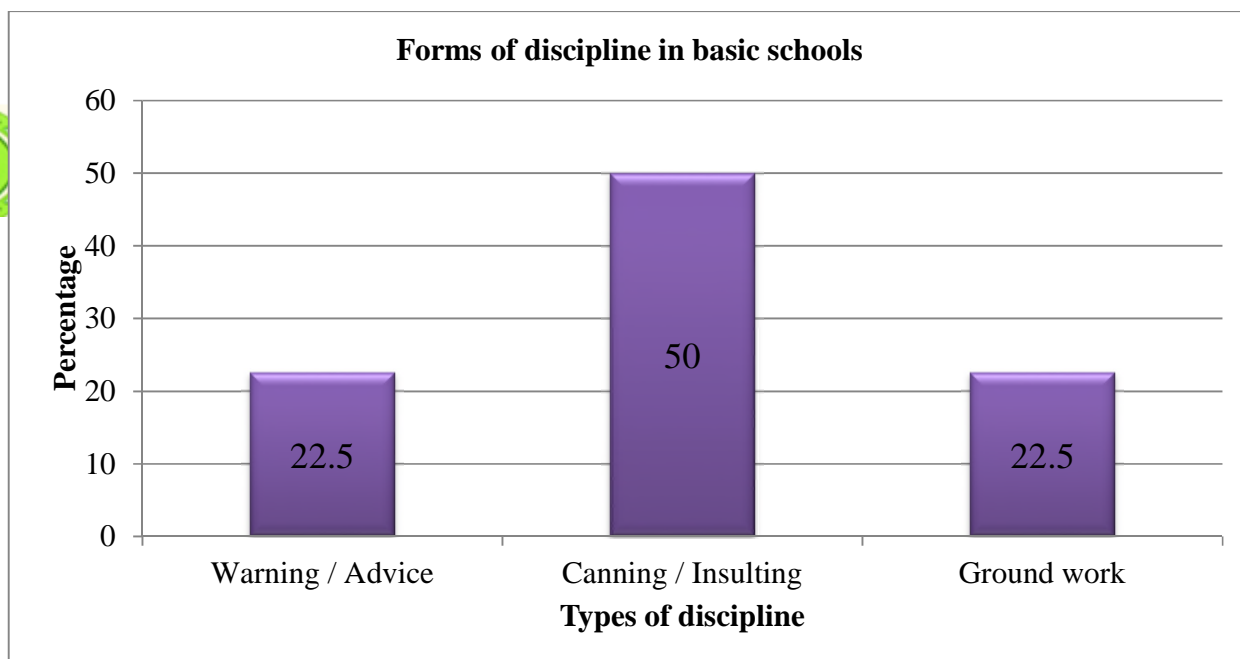
“There is poor quality teaching and learning in the district because many teachers misuse the instructional time. There was a day I was sick and could not go to work. I was in my house resting after medication. Around 9:30 am where children were supposed to be in class learning a headmaster brought the whole school to farm for him just behind my house. If things like these are happening in town here, then in the villages I cannot describe what is happening,” (Key informant interview, July 2016).

Teachers’ engagement of students their privately owned farms during schooling hours reduce the instructional hours of learning which compromised on quality learning and performance.

#### 4.3.6 Forms of School Disciplines for Ensuring Quality Education in Basic Schools

Discipline is a key driver in ensuring quality education for all. The study wanted to find out from teachers and students the form of discipline methods employed by teachers in schools.

**Figure 4.7 Forms of School Disciplines Employed by Teachers in Basic Schools**



Source: Field survey, July 2016

From Figure 4.7, 22.5% of the students said warning and advice, 50% said canning/insulting and 22.5% also said ground work. The 50% of students responding that they lashed them in school is a manifestation that corporal punishment is still common among basic school in Nandom district despite its banishment by GES.

In an interview with a PTA executive on how school children are disciplined he said:

*“I am not against canning per say but the extent to which teachers sometimes cane the students causing physical harms and injuries is what I do not support”*(Key informant interview, July 2016).

In some schools, the PTA executive revealed that some parents went to school and confronted some teachers for lashing their children causing injuries and other physical harms to them. Regardless of how good a teacher is, his/her attitude towards school children with regard to use of the cane can cause a lot of fears and panic in students and deters them from actively participating in lessons and other school activities. In the field it was observed that teachers did not have any form of punishment for students who came to school late or disobeyed school rules and regulations apart from corporal punishment. Students who came to late were lashed.

Even though it is important to maintain discipline in schools the use of the cane in this 21<sup>st</sup> century is an outmoded disciplinary method. As can be seen in plate 4.5, a teacher in primary school lined up late comers and issuing them lashes while other stood and watch with panic.



**Plate 4.5 Corporal Punishment in Basic Schools**



**Source: (Field Survey, 18<sup>th</sup> June, 2016: Time 10:45 am)**

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The worry about some students was that even though some teachers come to school late they still cane them (students) for coming to school late. Some children indicated they do not go to school anything they know that they would be canned. The study found that corporal punishment for students in basic schools is causing physical and psychological harms to students and limiting students who fear the cane from having access to quality education.

**4.3.7 Quality Education and Students performance in Basic Schools in Nandom District**

The academic performance of students is key measure in determining quality education achievement in all schools. This section examines the academic performance of students in

Junior High Schools using the BECE results.





**Table 4.9 Students' Academic Performance in BECE in Nandom District**

Academic year	Sex	Number wrote	Candidates passed	Candidates failed	Percentage passed	Percentage failed
2013	Boys	455	83	372	18%	82%
	Girls	451	67	384	15%	85%
	<b>Sub-Total</b>	<b>906</b>	<b>150</b>	<b>756</b>	<b>17%</b>	<b>83%</b>
2014	Boys	562	77	485	13.7%	86.3%
	Girls	500	47	453	9.4%	90.6%
	<b>Sub-Total</b>	<b>1062</b>	<b>124</b>	<b>938</b>	<b>11.7%</b>	<b>88.3%</b>
2015	Boys	481	84	397	17%	83.3%
	Girls	439	37	402	8%	92%
	<b>Sub-Total</b>	<b>920</b>	<b>121</b>	<b>799</b>	<b>13%</b>	<b>87%</b>
Total	Boys	1498	244	1254	16.3%	83.7%
	Girls	1390	151	1239	10.9%	89.1%
	<b>Sub-Total</b>	<b>2888</b>	<b>395</b>	<b>2493</b>	<b>13.7%</b>	<b>86.3%</b>

Source: Field survey, July 2016

From Fable 4.9 the field survey indicated that in 2013, 455 boys and 451 girls totaling 906 candidates wrote the BECE in Nandom district. The survey further indicated 18% boys and 15% girls passed the BECE. However, majority of the candidates 82% of boys and 85% of girls failed the BECE. Out of the 906 candidates who wrote the BECE in 2013, 17% passed and 83% failed the BECE. With these figures, 13.7% and 9.4% of boys and girls respectively passed the BECE while 86.3% and 90.6% of boys and girls respectively failed BECE as low as 11.7% passed and 88.3% failed.

Similarly, in 2015, it was found that 17% and 8% of boys and girls respectively passed 83.3% and 92% of boys and girls respectively failed the BECE. In totality, 13% of the candidates passed the BECE while 87% of the candidates also failed. The study revealed that inadequate



number of qualified teachers, lack of textbooks and other writing materials, lack of commitment were key factors accounted for the poor quality learning achievements of students.

The effect of this poor performance was that 83% of students in 2013, 88.3% in 2014 and 87% of students technically could not further their education at the Senior High School and Senior Technical/Vocational Schools. When a question was posed on PTA executive about their views on quality learning this was what one of them said:

*“I want quality education not free education. For the past five or more years, no child passed the BECE in this school and progressed to the SHS. Two of my children completed here with aggregates 42 and 45. They could not get any secondary school to go. Currently they are sitting at home with me farming. I do not want my last boy to also fail just like his two elder brothers. So I want him to go to a private school. I want him to learn, pass and progress to secondary and tertiary levels”,* (Field work, PTA member July, 2016).

The huge numbers of students performing poorly in the BECE at the JHS level was an indication that many students learning very little in basic schools and are not acquiring the fundamentals in literacy and numeracy skills. This confirmed the UNICEF (2010) finding that many students in basic schools in Africa academically receive low tuition that they are learning very little.

#### 4.4 Family Socio-Economic Background Factors and Quality Education Delivery

This section presents the family socio-economic background factors affecting quality education delivery in basic schools in Nandom district. The family socio-economic factors are categorized into economic factors and social factors. Teachers, students and parents were the key target population because they are the key stakeholders of education. The principle of input process output theory emphasizes that for quality education to be provided, adequate resources must be invested by stakeholders.

##### 4.4.1 Family Economic Factors Affecting Quality Education Service Delivery

The family economic factors presented and discussed include parents' educational level, occupations and income level and parents' engagement of students with economic activities.

**Table 4.10 Family Socio-economic Factors Affecting Quality Education Delivery**

Variables	Categories	Frequency	Percent (%)
Parents educational status or level	Illiterate	9	60%
	Basic /secondary	4	26.7%
	Tertiary	2	13.3%
	<b>TOTAL</b>	<b>15</b>	<b>100%</b>
Parents' occupation	Government work	3	20%
	Trading	4	26.7%
	Farming	8	53.3%
	<b>TOTAL</b>	<b>15</b>	<b>100</b>

Source: Field Survey, July, 2016

With respect to parents' educational status, 60% parents said they were illiterates, 26.7% had basic and secondary education and 13.3% also had tertiary education. This therefore suggested that 60% of students whose parents were illiterates could not get any assistance from their parents at home with regards to exercises, assignments and homework because parents



themselves cannot read and write. Uneducated parents lack the capacity to assist and assess their children academic strengths and weaknesses and provide appropriate measures. A parent confirmed this when he said *“my inability to read and write is affecting my children in school because I cannot open their books or terminal report and know how they are performing”* (Field work, PTA member July, 2016). Parents’ inability to offer academic assistance to children at home affects quality education. This is in line with Fertig (2010) who said that lack of parents support at home account for the low quality learning of children in school.

With regard to parents’ occupation, table 4.8 indicated that 20% of parents engaged/employed in the public sector, 26.7% also engaged in trading while 53.3% also engaged in farming activities. A parent in an interview said, *“in the rainy season I ask my children to stop school and help me in the farm when the work is too much”* (Field work, PTA member July, 2016). This implied that parents engage children in farming and income generation activities which affect their education.

#### **4.4.2 Parents Financial Status and Investment in Children Education**

Parents’ income level determines parents’ investment in their children education. This study examined how much income parents receive within a month and how much they invest in their children education.

**Table 4.11 Parents Monthly Income Level**

Variable	Level	Monthly Income (Ghc)	Freq. (f)	%	Cumulative Frequency	Mid-point (x)	FX
Parents' income status	Low	1-120	10	66.7%	10	60.5	605
	Middle	121-240	3	20%	13	180.5	541.5
	High	241 +	2	13.3%	15	300.5	601
	<b>TOTAL</b>			<b>∑f=15</b>	<b>100%</b>		

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**Field survey, July, 2016**

From table 4.11 indicated that 66.7% of the parents received income from Ghc 1-120, 20% received GHC 121-240 while 13.3% also received GHC 241 and above monthly. The majority of parents (66.7%) who received within this range the GHC 1-240 was low and therefore could not afford the cost of their children education. This also implied that parents could provide their children with learning materials. Respondents explained that their socio-economic status was too low that they often found it extremely difficult to meet their financial obligations in their wards education as they have other financial obligation to perform in the house. Parents explained that even though they do not pay school fees, they were still compelled to pay PTA levies, examinations fees, purchase school uniform and footwear, books and pens, school bags and mathematical sets which outweigh the income they receive. Respondents indicated that they did not have regular source of income. Parents interviewed indicated that they had their income through either sale of farm products such as millet, corn, pepper, yams, tomatoes, animals, shea-nuts, or petty trading such as selling salt, charcoal, firewood or “koosie” (“koosie” means locally made cakes). The study revealed that poor family socio-economic background negatively affects quality education as parents are unable to provide children with their education needs.

#### 4.4.3 Provision of Basic Learning Materials for Students

Teaching and learning materials are vital component in the provision of quality education for children. Teaching and learning materials considered are exercise books and note books.

**Table 4.12 Provision of Basic Learning Materials for Students**

Range	Learning materials			
	Pamphlets	percentage	Notebooks	percentage
0	79	87.8%	65%	72.2%
1-3	11	12.2%	15	16.7%
4 and above	0	0%	10	11.1%
<b>TOTAL</b>	<b>90</b>	<b>100%</b>	<b>90</b>	<b>100%</b>

Source: Field survey, July 2016

Table 4.12 indicated that 87.8% of students did not have pamphlets, 12.2% had pamphlets ranging 1-3 and from 4 and above 0%. Besides, 72.2% of students did not have note books, 16.7% had note books ranging from 1-3 and 11.1% also had note books ranging from 4 and above. The 87.8% of students without pamphlets and 72.2% without note books indicated that many parents did not provide basic learning materials for their students and hence many students go to school without writing materials for learning. A headmaster interviewed revealed that some students particularly those in lower primary come to school without learning materials such as exercise books, erasers and pencils. This confirmed a head teacher's statement that many students do not do exercise in school because they do not have exercise books, pens and pencils. This point is further highlighted by Estey (2005) and Obeta (2014) who indicated that parents who failure to procure basic learning materials such as textbooks, pamphlets, exercise books and other relevant materials for students deny children quality education.



An officer in education office said that students from low-income families are unable to get quality education because their parents cannot provide them with basic learning materials. The financial stresses on students from low-socio-economic families often compel some students to discontinue schooling. The psychological agony and worries of students about financial hardships at home negatively affect their concentration and learning ability in school. It was also observed that majority of the students especially students at the KG and primary did not wear school uniform and sandals to schools. The study revealed that lack of basic learning materials accounted for low quality learning of students in school. FCUBE concept is still far from achievement since economic poverty is still a barrier to quality education delivery among students in Nandom district.

Parents are unable to undertake developmental projects in school to complement government effort due to their low socio-economic status. Many head teachers indicated many parents refused to pay school levies such as examination fee levies, PTA levies for them to undertake developmental projects or buy school uniforms and basic learning materials for their children in school. In one of the schools visited the headmaster explained that parents do not allow them to print examination questions for students because they do not want to pay for the printing cost.

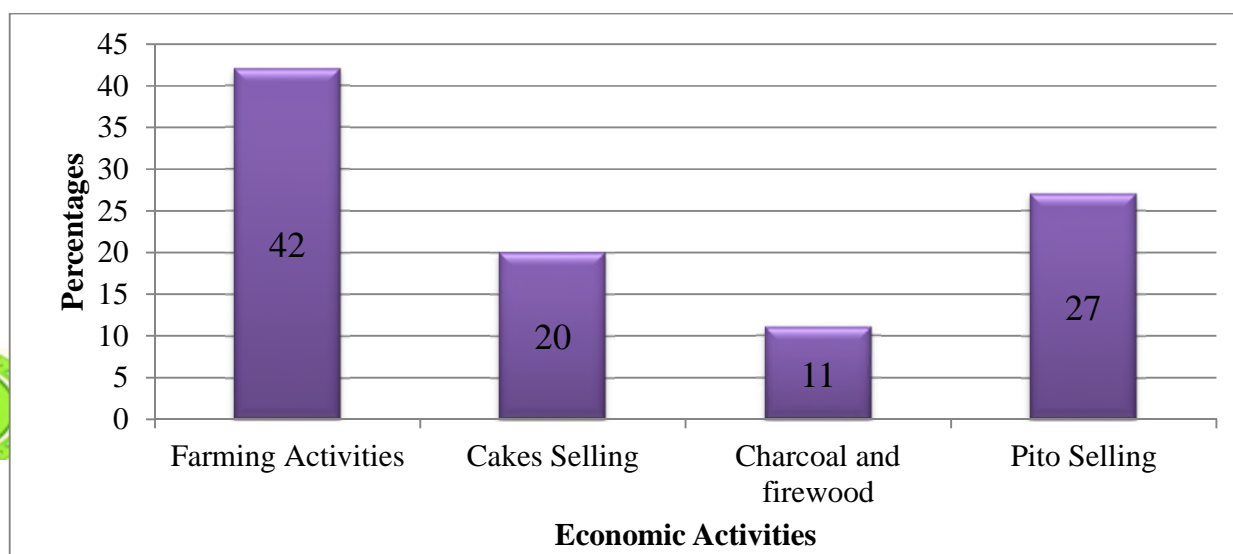
Examination questions are still written on chalkboard for students to answer because parents are not willing to pay any money for printing. The low investment in education by parents is a key factor affecting quality education service delivery. This disconfirmed Erlendsdottir (2010) who said that parents' involvement in their children education has a little positive impact on students' performance. Head teachers and headmasters complained that many parents refused to attend PTA meetings or visit school. The failure of parents to attend PTA meetings or voluntarily visit schools deny many parents from knowing the academic progress as well as the learning

challenges that their children are facing in school. Obeta (2014) averred that poor monitoring of students progress in their academic work at home is a major cause of low quality learning and poor academic performance of students. This was also emphasized by Adedeji and Olaniyan (2010) who argued that quality education can be improved if parents actively participate in school matters and help monitor and supervise the activities of their children at home.

#### 4.4.4 Type of Economic Activities Parents Engaged Students

The types of economic activities examined include farming activities, cakes selling, charcoal and firewood selling and pito selling.

**Figure 4.8 Type of Economic Activities Parents Engaged Students**



**Source: Field survey, July 2016**

From figure 4.8 showed that 42% of students engaged in farming activities, 20% in cakes selling, 11% in charcoal and firewood selling and 27% also engaged in pito selling. This implied that parents' engagement of school children in economic activities takes off students learning time at home and lower their effort expenditure. In an interview with a parent confirmed that he



sometimes asks his child to stop school and go to the farm if he is having too much work because he is the only boy. This supported Abdallah (2014) finding that parents who engage children in economic activities and also overburdened them with household chores prevent students from concentrating on their books.

#### 4.4.5 Social Factors that Influence Low Quality Education in Nandom District

This sub-section examined the social factors that influence low quality education. These social factors examined and discussed include market days, social gatherings (wedding, funerals and festivals) and peer pressure.

**Table 4.13 Social Factors Affecting Quality Education**

Variables	Teacher respondents ( n=115)		
	High	Uncertain	Low
Market days	46 (40%)	14 (12.2%)	55 (47.8%)
Social gatherings (weddings, funerals and festival)	22 (19.1%)	3 (2.6%)	75 (65.2%)
Peer group influences	65 (56.5%)	2 (1.7%)	48 (41.7%)

**Source: Field survey, July 2016**

Market days: From table 4.13, 40% of the respondents indicated that students' attendance in market days was high, 12.2% of the respondents were uncertain and 47.8% also showed that students' attendance to school in market days was low. This implied that many students absent themselves from school in market days. The absence of students from school due to markets days negatively affects quality education delivery as students missed important lesson and topics.

In some schools the researcher visited in Nandom South and Nandom North circuits, it was observed that classes were virtually deserted and there was no teaching and learning going on



because that was the village market day. Among the five teachers in the school, it was only one that was present. The rest of the teachers were also in the market. As soon as the teacher who was in the school saw the researcher, he quickly made a phone call telling those who were in the market that an officer has come. He said this because the researcher did not disclose his identity to him yet. As the researcher was still interacting with the teacher who was at the school, the headmaster and one of the teachers arrived from the market on a motor-bike with three guinea fowls and smelling profusely with alcohol. Inwardly the researcher asked himself; how can government employ teachers to come and be roaming in the market and expect pay at the end of the month? If they were in private school would they have done what they did?

When the researcher entered the classes to observe what was going on as far as teaching and learning was concerned, Form 1 and Form 2 was completely empty while there were some few students in the Form 3 class without a teacher. But these students were going to compete with their colleagues in other schools who were busy learning and preparing themselves towards the BECE which was just at the corner. It was observed that classes were empty and students were rather found in the market loitering during instructional time as can be seen in the pictures in

plate 4.6 below.



**Plate 4.6 Students Found Roaming in Market during Instructional Hours**



**Source: Field survey, 23<sup>rd</sup> July, 2016; Time: 11:15 am**

In interacting with the teacher it was revealed that some students came to school and left for the market. Being inquisitive, the researcher afterwards decided to visit the market, which was not far from the school to satisfy his curiosity and also ascertain what students were doing in the market during instructional time. It was found that many students were found in the market roaming. Some of the students were in school uniform while others were not.

In an interview with the PTA executive, it was revealed that many students usually abandon classes in market days and go to the market and collect traders' items and go round and sell them on commission basis. In an interview with a teacher he testified that students' absenteeism particularly on the market days was high and do have serious consequences on their academic performance in the BECE as students intermittently miss lessons for going to the market. Another interview granted to some of the students why they use classes' hours to attend the market they said that they go to the market to entertain themselves. This supported the MDGs reports (2013) finding that standard of education in Ghana is low because students and teachers spend more time of schooling hours on markets, festivals, funerals and their private jobs to the neglect of their teaching and learning. The UNESCO (2011) report further supported this study.

The report indicated that effective supervision and monitoring are critical in promoting quality education and should not be compromised at any given time in management.

Another factor considered was social gatherings. From the table 4.11, 19.1% of the respondents indicated that students attendance in social gatherings such as weddings and festivals was high, 2.6% said they were uncertain while 65.2% also indicated that it was low. The low figure of 19.1% implied that social gatherings such as weddings and festivals do not affect quality education delivery in Nandom district. However, in an interview with a parent he explained that Video-show and Record-dance are the current serious social issues affecting quality education in



the district. He added that many students through these social gatherings had abandoned their education and some school girls also got pregnant. The study found that social gatherings such as Video-show and Record-dance affect quality education delivery as students spend more time in these social gatherings to the neglect of their studies.

Peer group influences: From table 4.5, 56.5% of the respondents indicated that negative peer group influence was high, 1.7% said they were uncertain and 41.7% also indicated that it was low. The high figure of 56.5% implied that many students were negatively influenced by their peers. In an interview with a headmaster, she remarked that:

*“Many students especially the girls fail to learn and eventually drop out from school as a result of negative peer group influence and the use of mobile phone. Students go out in the night to drink, watch video shows, record dance and other social vices. Some students through peer group influence became pregnant and dropped out from school” (key informant interview, July 2016).*

This implied that many students compromised their studies time for social gatherings. The study also revealed that peer group influence was high and a major contributory factor to low quality education delivery. It was established that through peer group influence 6 school girls got pregnant and had abandoned their education. The study showed peer group influence and the use of mobile phones have increased students' involvement in love relationships.



#### 4.5 Strategies for Improving Quality Education in Basic Schools in Nandom District

This section presents strategies for improving quality education in basic schools in the Nandom district. The strategies for improving quality education were categorized into working conditions, social amenities, parents-community participation, extension of instructional time and recruitment of teachers from communities. The input-process-output theory and human capital theory both state that for quality education to be achieved and strategies to improve quality education adequate resources must be invested in education. It is on the basis of this that teachers, circuit supervisors and PTA executive views were sought on strategies for improving quality education in basic schools in Nandom district.

**Table 4.14 Strategies for Improving Quality Learning in Basic Schools in Nandom District**

Strategies	Teacher respondents (n=115)		Supervisor respondents (n=5)	
	Strong	Weak	Strong	Weak
Improve working conditions of teachers (salaries, remunerations, professional development, adequate school resources, accommodations etc)	112 (97.4%)	3 (2.6%)	4 (80%)	1 (20%)
Enhance social amenities in deprived areas (water, electricity, roads, mobile phone network etc)	105 (91.3%)	10 (8.7%)	4 (80%)	1 (20%)
Enhance community participation in school management	101 (87.8%)	14 (12.2%)	5 (100%)	0 (0%)
Extension of instructional time	26 (22.6%)	89 (77.4%)	1 (20%)	4 (80%)
Recruitment and posting of teachers into their own communities	24 (20.9%)	91 (79.1%)	1 (20%)	4 (80%)

Source: Field survey, July, 2016



#### 4.5.1 Improving Teacher Working Conditions for Quality Education

From table 4.14, the survey showed that 97.4% and 80% of teacher and supervisor respondents respectively indicated that improvement on working conditions of teachers in the context of salaries, remunerations, accommodations, professional development and school facilities was a strong strategy for improving quality education in basic schools in Nandom district. In contrast as low as 2.6% and 20% of teacher and supervisor respondents respectively also disagreed that improvement of teacher working conditions was a weak strategy for enhancing quality education. The 97.4% and 80% of the respondents implied that poor working conditions is a major factor affecting quality education delivery in basic schools. Corroborating this, a head teacher respondent in an interview remarked that:

*“Nobody cares about the plight of the teacher. But everybody is interested about the performance of the students. The two are inseparable because they go side-by-side”*(Head teacher interview, July 2016).

This implied that teachers not happy about their working and living conditions. Teachers believed their conditions of service are not best. They warned that teacher working and living conditions cannot be separated from students’ academic performance in schools because they go side-by-side. The poor working conditions of teachers lowers the morale and kills the spirit of teachers making many teachers very passive and non-performing. A teacher that is not motivated no matter how skillful and knowledgeable that teacher is cannot produce satisfactory results. This upheld Manning and Patterson (2005) finding that a knowledgeable skilful teacher without good working conditions cannot promote quality education. This was also reinforced by Ampofo (2012) who observed that in most developing countries, teachers in public schools are poorly motivated and that lower their commitment towards work.



With regard to teacher working and living conditions respondents believed that the enhancement of teachers' salaries, allowances, promotion, award, accommodations, vehicles and other incentives are essential promoters of quality education. The improvement of teacher working conditions would serve as a catalyst to boost the morale and commitment of teachers to work hard to improve quality learning and performance in schools. This concurred with Adedeji and Olaniyan (2011) assertion that quality education can be improved when the working conditions of teachers and teaching status are improved enough to attract and retain qualified teachers in rural areas.

With regards to teachers' working conditions, respondents believed that enhancement in school infrastructural facilities, instructional materials, furniture and teaching apparatus and teaching aids would be major strategy for improving quality education. This implied that in provision of quality education adequate investment of resources. This is in line with Oduro (2007) and Casely-Hayford et al. (2013) findings that adequate school resources are very crucial promoters of quality of education.

Teacher respondents explained that teachers generally have lost their values, recognition and dignity in society mainly due to the poor working and living conditions in the teaching profession. They explained that quality education will be improved if the working conditions of teachers are improved and if the society values and prizes the teacher high.

The study revealed that improvement in working and living of teachers would attract and retain a lot of brilliant students who have excelled in their examinations and would have wished to join other professions into the teaching service, and as a result increase the number of quality teachers in the system and improve quality teaching and learning as well as students' academic



achievements in school. This supported UNESCO (2015) assertion that improvement in teacher working conditions would improve teacher quality and students' performance.

Continuous professional development programmes and sponsorships: The study found that continuous professional development programmes and sponsorships for teachers was found as another a key determinant for improving quality education in basic schools. The provision of continuous professional development for teachers undoubtedly would broaden the knowledge and skills of teachers in lessons delivery. This implied that district education directorate and district assembly must ensure that in-service training programmes are organized for teachers on regular basis to enable teachers update their teaching skills on modern methods of teaching. Kwok-Wai (2006) explained that it is important for teachers to keep on upgrading their skills and knowledge so as to equip themselves with current changes in education.

The study unearthed that giving sponsorship and granting teachers with study leave with pay was another strategy for enhancing quality education. Quality education and quality learning depend on quality teachers. Therefore the teacher effectiveness and effort expenditure on teaching is imperative for providing quality learning. The study revealed giving sponsorships to teachers particularly teachers who work deprived communities to further their education serves as an inducement for teachers. It was revealed that investment of resources on teacher development and remuneration is the single investment that guarantees quality education for all. This assertion is also in line with UNESCO and UNICEF (2012) report that continuous professional development for teachers is critical for building teachers capacities on content and teaching skills.



#### 4.5.2 Improving Social Amenities in Rural Areas

From table 4.14, the field survey showed that 91.3% and 80% of teacher and supervisor respondents respectively believed that the provision of social amenities in rural and other hard to reach communities where schools are established was a strong strategy for improving quality education. A teacher respondent interviewed complained bitterly:

*“ getting means to travel, market to buy ingredients, electricity to charge our phones and even mobile network services is difficult for us in this community” (Head teacher informant interview, 14<sup>th</sup> June, 2016).*

This implied that teachers do not want to accept postings to villages because those villages lack social amenities. But even those who accept the postings to villages still live in towns and commute daily to school.

Improvement in basic social amenities such as healthcare centres, potable water, electricity, good roads, transportation, market, recreational centers and mobile network services social amenities in villages and rural areas was found to be a major strategy for attracting and retaining more qualified teachers in rural schools. This confirmed Zvavahera (2010) assertion improving in social amenities would improve quality education.

#### 4.5.3 Parents and Community Participation

Enhancement of parents and community participation in school committees and management: The field survey showed that 87.8% and 100% of teacher and supervisor respondents respectively indicated that enhancement of parents and community participation in school management was a strong strategy for improving quality education in schools. In contrast, 12.2% and 0% of teacher and supervisor respondents also indicated that enhancement of community participation in school management was weak strategy for improving quality education.



Teacher and circuit supervisor respondents noted that active parents and community participation in school management would improve quality education by: raising funds for school, ensure regularity and punctuality of pupils, provide and repair school facilities, provide land, labour and volunteer teaching, intensify school monitoring and ensure teacher accountability, provide security for teachers, foster unity among school and community members, let community members understand the challenges and successes of the schools.

Education does not take place only in school but also in families and communities. Besides, it is the family and community that feed the school with children and for that matter must participate in school management as well as the involvement in their children education. The study revealed that active family, community members participation and community leaders' participation in school management is a strong strategy for improving quality of education.

The study revealed that parents, community leaders and members participation in schools management was low due to low empowerment, resistance of teachers and wrong perception that the state is the only stakeholder responsible for providing education.

#### **4.5.4 Extension of Instructional Time in Basic Schools**

From table 4.14, 22.6% and 20% of teacher and supervisor respondents indicated that extension of instructional time was a strong strategy for improving quality education. In contrast 77.4% and 80% of teacher and supervisor respondents respectively also indicated that it was weak strategy for improving quality education in basic schools in Nandom district. 77.4% and 80% of teacher and supervisor respectively was an indication of rejection of instructional time extension.

A teacher interviewed explained that:

*“The extension of instructional time would rather worst learning in schools because students cannot sit for longer hours. Again students and teachers at JHS would suffer because they are not provided with food”* (Headmaster Informant Interview, 14<sup>th</sup> June, 2016).



This current finding departed from UNESCO (2015) report that in Chile and Ethiopia the extension of instructional time to 6 or more hours increased performance in Language and Mathematics and was a best strategy for enhancing quality education. The study also rejected UNESCO (2015) report on quality education international agencies recommendation that increasing in schooling hours or instructional time would increase performance in schools.

#### **4.5.5 Recruitment and Postings of Teachers to their Own Communities**

From table 4:14, 20.9% and 20% of teacher and supervisor respondents indicated that recruitment of teachers from rural areas and posting of teachers into their own communities to teach was a strong strategy for improving quality education. However, as high as 79.1% and 80% of teacher and supervisor respondents on the other hand indicated that recruitment of teachers from rural areas to teach or posting teachers to teach in their own communities was a weak strategy for improving quality education in basic schools. The high percentages 79.1% and 80% of teacher and circuit supervisor respondents respectively showed the rejection of recruiting teachers from local communities as a strategy for improving teacher retention. This also implied that many teachers do not want to teach in their own communities. It was also found that recruiting teachers from communities has the highest possibility of denying many communities from getting teachers since not all communities have literates who can be recruited as teachers. This finding however contradicted UNESCO (2015) position that local recruitment of teachers would retain teachers in rural areas and deprived communities and panacea for improving quality education delivery.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of the main findings, conclusions and recommendations of the study. This research was conducted on factors influencing quality education in basic schools in Nandom district. The study mainly focused on the inhibitors and promoters of quality education in terms of availability and utilization of school resources, interactive teaching and learning processes, family socio-economic background and strategies for improving quality education in basic schools in Nandom district. The study drew its theoretical foundation from the input-process-output system theory and human capital theory. The study applied these theories as guide to identify and examine the factors influencing low quality education and strategies for improving quality learning in basic schools in Nandom district. The theories predicted that when adequate resources are invested in education with more effort expenditure in teaching and learning processes, the output and outcomes of education will be high.

#### 5.1 Summary of Major Findings

This section presents the summaries of the major findings based on each stated research objective of the study.

##### 5.1.1 State Factors that Influence Low Quality Education

The study found that inadequate classrooms was a major inhibitor militating against quality education delivery in basic schools in Nandom district. The study revealed that some students sat under trees to learn and some schools had to combine classes as a result of inadequate classes.

The study revealed that inadequate furniture for both teachers and students accounted for the low quality education in basic schools in Nandom district. The study found that due to inadequate furniture in schools many students in lower primary and KG were compelled to sit on pieces of boards, broken pieces of blocks, some laid on floor and some students in the primary had to sit four on one dual desk meant for two students.

The study found that inadequate qualified teachers in schools accounted for low quality education delivery in basic schools. The study revealed that the high increment of students enrolment rates in the district was not proportional to the trained teacher population as the trained-teacher-pupil ratio for KG, primary and JHS stood at 1:101; 1:58 and 1:45 respectively. The study revealed that the inadequate teachers in the district also accounted for the recruitment of untrained teachers and engagement of volunteer teachers with less expertise in teaching which also accounted for the low quality learning.

The study found that inadequate textbooks for students in the basic schools in the Nandom district denied many students of quality education. The study finding established that the core textbooks in the district were very low with English Language textbook-pupil-ratio stood 1:8, Mathematics 1:6, Integrated Science 1:8 and social studies also stood at 1:8.

The study revealed that lack of motivational packages for teachers lowered teachers' commitment, passion and morale for delivering quality education. 98% and 80% of teacher and supervisor respondents respectively indicated that there was no motivational packages for teachers both financial and non-financial incentives. UNESCO (2015) report indicated that in SSA low remunerations for teachers in Central Africa Republic, Guinea-Bissau and Liberia as well as Bangladesh, Nepal and Uganda demoralized and reduced the dignity of teachers



compelling some teachers to take on extra jobs which negatively affect quality education delivery.

### **5.1.2 Teacher Characteristics that Influence Low Quality Education**

The study revealed that the appointment of untrained teachers and the availability of volunteer teachers who completed SSS and could not make it, but found themselves in basic schools accounted for the low quality education achievements of students in the district. The study unearthed that the high proportion of untrained teachers in basic schools coupled with high teacher shortages diminished quality learning of students by denying students the access to quality teachers and tuition. The study revealed that many students are taught by unprofessional teachers who did not have the right teaching skills, the mastery of the subject matter content of curriculum and in some cases lack the appropriate language to ensure efficient lesson delivering.

The study found that low commitment and poor attitude of teachers towards work also accounted for low quality education delivery in Nandom district. The study revealed that teacher's absenteeism and lateness was high. The teacher absenteeism and lateness to school make teachers unable to complete syllabuses and or simply brush over topics. The study found that teacher absenteeism and lateness to school in town schools was far lower than in village schools.

The study found that 11.5% and 31.4% of teachers in town and village schools respectively absent themselves from school daily. Besides 17.4% and 49.4% of teachers in town and village schools respectively went to school late daily in the raining season. The study revealed that teacher absenteeism and lateness to school was as a result of lack of teacher accommodation and low monitoring and supervision.

The study found that low commitment of teachers in the utilization of instructional time and inadequate engagement of students with academic tasks also accounted for the low quality



learning of students in basic schools. The study revealed that low exercises, tests and home-work and non-marking of exercises were common and accounted for the low quality learning of students in basic schools. Out of 90 exercise books observed it was revealed that 44 had exercises from 0-4, 31 had exercises from 5-9 and 17 had exercises from 10 and above within a term.

### **5.1.3 Family Socio-Economic Background Factors Affecting Quality Education**

The study found that family socio-economic background factors such as parents' education level, parents' occupation and parents' income level affect quality education delivery in basic schools in Nandom district.

With respect to parents education level the study revealed that because of low educational status of parents many parents lack the capacity to assist their wards to study at home as 60% of parents indicated that they were illiterates. The findings of the study also established that parents who are literates value education and would do everything possible to provide quality education for their children than parents who are illiterates. The study revealed that parents' engagement of students

in income generation activities such farming and trading affect quality education delivery. It was found that parents who were into farming and trading activities also engaged their children in these activities leaving them no time to study at home. For instance, 42% of students said their parents engaged them in farming activities, 20% said they engaged in cakes selling, 11% said they engaged in charcoal selling while 27% said they engaged in pito selling by their parents at home.

The study found that students from low-income families are unable to get quality education because their parents could not provide them with basic learning materials. The financial stresses on students from low-socio-economic families and the psychological worries of students about



financial hardships at home compelled some students to travel during vacations to Techman, Sunyani and Kumasi to do laborer work popularly known as “by-day”.

Another key social factor that the study unearthed to have negative influence on quality education was market days. The study revealed that market days that fall on schooling days affect quality education delivery in basic schools in Nandom district. From table 4.11, 40% of teacher respondents indicated that market days are affecting quality learning because classes are disrupted as teachers and students boycott classes.

The study revealed that peer group influence was high and a contributory factor to low quality education delivery. It was found that through peer group influence 6 school girls got pregnant and had abandoned their education. 56.5% of the respondents indicated that peer group influence was high. The study showed peer group and the use of mobile phones have increased students’ involvement in love relationships and social vices that shackled quality education outcomes in basic schools in the district.

#### **5.1.4 Strategies for Improving Quality Education in Basic Schools**

The study found that enhancement of teacher working conditions was a strong strategy to attract and retain highly qualified and more experienced people into the teaching profession. 97.4% and 80% of teacher and supervisor respondents respectively firmly believed that it was a strong strategy for improving learning in the district. This study corroborated with UNESCO (2015) finding that in China, Egypt, the Republic of Korea, Singapore and Turkey quality learning improved when teachers working conditions and status were enhanced.

The study also revealed that provision of adequate school resources such as classrooms, furniture, textbooks and library facilities were crucial factors for improving quality education in





basic schools in Nandom district. As high as 86.1% and 60% of teacher and supervisor respondents respectively supported this as a strong strategy for improving quality learning in basic schools. This finding supported Abadzi (2007) that quality education in SSA would be enhanced when teacher working conditions are improved to merit the status of the teacher in society.

The study found that extension of instructional time and recruitment of teachers from their own villages and posting them to teach in their own villages were weak strategies for improving quality education as many teachers did not want to serve in their own communities they come from. The strategy of recruiting teachers from their own villages and posting teachers to serve in their own communities was found to be a weak strategy because of its high possibility of denying some rural communities that lack literate population to qualify for recruiting into the teaching profession and may possibly widen the gap between rural and urban areas and affect the achievement of the EFA and UBE goals of ensuring quality education for all.

The study revealed that improvement of social amenities particularly in rural communities where schools are established was found to be strong strategies for improving education. 91.3% and 80% of teacher and supervisor respondents respectively believed that the provision of social amenities such as good roads network, potable water, electricity and healthcare centers in rural and other hard to reach communities was a strong strategy for improving quality education. 79.1% and 80% of teacher and supervisor respondents indicated that the provision of social amenities such as markets, recreational centers and mobile network services was strong strategy for attracting and retaining qualified teachers to improve quality education.

Another key strategy found to be a strong factor for improving quality education outcomes was enhancement of community participation in school committee and management. 87.8% and



100% of teacher and supervisor respondents respectively indicated that enhancement of community participation in school committees was a strong strategy for improving quality education.

## 5.2 Conclusion

Based on the findings, it is imperative to draw conclusion that the current state of basic education delivery in Nandom district is far from quality education and therefore in serious dire need of more school infrastructure, furniture, dedicated professional teachers, instructional materials, appreciable motivational packages, intensive modern supervision and monitoring, more funding and active community participation. The provision of these essential educational resources would not only guarantee the right to quality education under the Universal Declaration of Human Rights (1948), Convention against Discrimination in Education (CADE) in 1960, the Convention of the Rights of the Child (CRC), the attainment of Free, Compulsory Universal Basic Education (FCUBE) and the achievement of EFA goals but more importantly increase the human capital development of the district. With this low quality education system government, parents and NGOs are challenged with difficult but necessary task of strengthening teacher quality, teaching processes, teaching status, teacher capacity building and community participation to improve quality education.

According to the findings acute shortage of classrooms, textbooks and trained teachers have been a hindrance to good quality education delivery in Nandom district. It is therefore imperative for government, parents and NGOs to provide adequate educational resources for all schools else the fight for quality education for all, the FCUBE and UPE policies would be a mirage and wild goose chase. Schools being community based suggested that the provision of quality education require comprehensive approach and collective responsibility between the home and the school.



The study also concluded that quality education in basic schools would be improved if the working conditions of teachers and teaching status in general are improved to attract and retain more qualified dedicated teachers. 97.4% and 80% of teacher and circuit supervisor respondents were hopeful that if the teacher working conditions, social amenities and community participation are enhanced would be strong strategies for attracting and retaining more qualified personnel into teaching to improve quality. Quality education cannot be achieved if the teacher ability, remunerations and working conditions are not improved. Effective teacher recruitment, training, remuneration, intensive supervision, working conditions and improving teaching status are critical for quality education delivering. The study also concluded that extension of instructional time, recruitment and posting of teachers to serve in their own communities were not strategies for improving quality education.

The study supported the Ludwig Von Bertalanffy input-process-output system theory and human capital theory proposition that adequate investment of resources and efficient interactive learning processes are crucial factors in producing quality education. The respondents indicated that quality learning outcome become possible if adequate resources such as classrooms, furniture, incentives, instructional materials and more qualified teachers are provided.

Until the fundamentals in education are critically and holistically tackled by providing adequate school resources and improve the teacher working and living conditions, the perennial issue of low quality learning processes, teacher quality gap and low quality learning outcomes will continue to exist in our basic schools.



### 5.3 Recommendations

- ❖ NGOs and philanthropists should complement government effort in providing infrastructural facilities and instructional materials for basic schools particularly schools located in deprived communities in Nandom districts to improve quality education service delivery. Empirical evidence of this study indicated that students do not have access to quality education in Nandom district due to inadequate infrastructural facilities, instructional materials and qualified trained teachers. Government should establish more training colleges and expand existing ones to train more qualified teachers to improve quality education delivery.
- ❖ Government and NGOs should resource and equip school managers and supervisors with logistics, modern leadership and management techniques to intensify school supervision and monitoring and redirect focus of monitoring on teamwork, effective utilization of instructional time, quantity of exercises given while desisting from exhibiting superiority complex and avoid embarking on fault finding missions and witch haunting teachers using lesson notes.
- ❖ The democratization concept of decentralization of schools to be community-based for community participation in school matters and decision-making processes should be reinforced in Nandom district. NGOs and GES should sensitize parents, chiefs and community leaders on the importance of quality education and community participation in school management. PTAs, SMCs, assembly persons and chiefs should be given the authority to expel or withdraw non-performing teachers from their communities.
- ❖ Government and NGOs sponsorship scheme should be developed and awarded to children from poor family socio-economic background to salvage them from engaging in



income generation activities and school dropout. Scholarship programmes would provide opportunities for students who could otherwise not able to afford their education cost to continue their education. Government should extend the LEAP programme to cover parents and school children from low income families as a measure for providing quality education for children. District Assembly should enact bye-laws to prohibit parents from engaging school children in income generation activities in all communities. Empirical evidence of this study showed that financial hardships at home put unbearable financial stresses on students from low income families denying them access to quality education.

- ❖ Quality education demands quality working conditions for teachers. Government should develop and implement policy for improving the teaching status, working conditions of teachers and provide social amenities in deprived and remote villages as strategies to attract and retain more qualified teachers into deprived communities and ensures that salaries of teachers are adequate and comparable to other sectors workforce with equivalent qualifications. This will make teaching an attractive and first-choice profession to consider.



- ❖ Government and GES should not extend instructional time, nor recruit or post teachers to serve in their own communities. The study found that extension of instructional time and recruitment and postings of teachers to serve in their own communities were weak strategies for improving quality education in Nandom district.
- ❖ The study called for further investigation on socio-cultural and economic factors affecting quality education delivery in basic schools in Nandom district.

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## APPENDIX

### Questionnaires for Teachers and Circuit Supervisors

#### SECTION A: Demographic Information of Respondents

Please provide personal information about yourself by ticking [] the appropriate response to each item that best describes you and your professional position.

1. Sex: (1) Male [] (2) Female []
2. Your age? (1) 21-30 years or below [] (2) 31-40 years [] (3) 41-50 years []  
(4) 50 years + []
3. What is your highest educational certificate obtained? (1) SSSCE/ WASCE []  
(2) Cert "A"/Past-Secondary [] (3) Diploma/HND [] (4) First degree [] (5)  
Others , Specify.....
4. What is your professional qualification? (1) Trained teacher [] (2) Untrained teacher  
[]
5. Number of years of teaching experience. (1) 1-5 years [] (2) 6-10 years[] (3) 11-15  
years [] (4) 16-20 yrs [] (5) 21+ yrs []



#### SECTION B: State (government) inputs of resources

Indicate the quantity of the following resources available in your school

Number	School resources	Quantity	Enrolment	Ratio
6.	Classrooms			
7.	Furniture (desks for students)			

8. Your class size. Too congested (Above 70) [ ] congested 40-69 [ ] Normal 20-39 [ ] Less 1-19 [ ]

9. In the table below kindly provide the number of teachers in your school.

School	Total number of teachers	Total number of teachers trained	Total number of students	Pupil-Teacher-Ratio	Pupil-Trained teacher ratio

10. How does the presence or the absence of the above listed resources affect quality teaching and learning of students in your school or circuit?

.....

11. Indicate the number or the quantity of textbooks available in your school.

Subjects	PRIMARY (p1-6)	JHS (1-3)
English Language		
Mathematics		
Natural Science/ Integrated Science		
Citizenship Education /Social Studies		
<b>SCHOOL ENROLMENTS</b>		



Indicate whether you have the following learning facilities in your school or not.

No	Library books	Indicate [√]	Where books are kept (if available)	Indicate [√]
12.	Library books available		On shelves	
13.	No library books		In metal boxes	

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Indicate whether you have computer facilities in your school or not.

No	Computer facilities	Available	Not available	Quantity
14.	Computer room / lab			
15.	Computers / laptops			

16. Indicate the water source type. Borehole [ ] well [ ] river [ ]

17. How does the presence or absence of these state inputs of resources (classrooms, furniture, teachers, textbooks, library facilities) affect quality education service delivery in school?

.....

.....

**SECTION C: Teacher characteristics**

18. Teacher qualifications in quality education service delivery basic schools in Nandom district.



School level teach	Trained	Untrained
KG		
primary		
JHS		
TOTAL		

19. Where do you live? Town (Nandom, Ko, Hamile) [ ] Village [ ]
20. Where do you teach? Town (e.g Nandom, Ko, Hamile) [ ] Village [ ]
21. How many hours or minutes do you take to reach your school? 1-29 minutes [ ] 30-59 minutes [ ] 60 minutes and above [ ]
22. Many class exercises do you give in a term? 0-4 [ ], 5-9 [ ] 10 and above [ ]
23. Explain the form of punishments you (teachers) give to students.

.....

.....

**SECTION D: Family socio-economic background factors**

Based on your observation and experience in teaching, indicate [√] how these social factors in the table below affect quality education service delivery in your community. **Rating 3= High, 2=Uncertain and 1=Low.**



	Variables	High	Uncertain	Low
24	Market days			
25.	Social gatherings (festivals, funeral, wedding, record-dance)			
26	Peer group influences			

27. How do family socio-economic background factors affect quality education service delivery of students in your school?

.....  
 .....

**SECTION E: Strategies for Improving Quality Education**

In order of priority, indicate the strategies to improve quality education service delivery in your school and community by **ticking[√] either strong or weak**

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No	STRATEGIES FOR IMPROVING	STRONG	WEAK
28.	Improve working conditions of teachers (salaries, remunerations, professional development, adequate school resources, accommodations etc)		
29.	Enhance social amenities in deprived areas (water, electricity, roads, mobile phone network etc)		
30.	Enhance community participation in school management		
31.	Extension of instructional time		
32.	Recruitment and posting of teachers to their own rural communities.		

33. What other strategies will you recommend to improve quality education delivery in Nandom district?

.....  
 .....

## INTERVIEW GUIDE FOR DISTRICT DIRECTOR, DCE AND PTA

### Respondents Views on Quality Education

1. In your opinion, do you think students in your community or district receive quality education? (Probe further for indicators if yes or no).

### School resources

2. What are the main educational resources / facilities that are affecting quality education service delivery in your community or district? (Probe on teachers, incentives, instructional and infrastructural facilities availabilities).

### Teacher Characteristics

3. How can you describe the attitude of teachers towards work in Nandom district? (probe further on teacher personal qualities and teacher professional qualities).
4. Explain the form (s) of punishment teachers give to students in your community?

### Family socio-economic background factors

5. Indicate your education level and occupations. **(For parents only).**

Variables	Reponses		
Parents' education level	Illiterate [ ]	Primary/ secondary school [ ]	Tertiary (college/ university [ ]
Parents occupation	Government work (teaching etc) [ ]	Trading (selling things) [ ]	Farming [ ]



6. Indicate your monthly income. (**NOTE: Parents only**)

Less than GHC41	GHC41-80	GHC81-120	GHC121- 160	GHC161- 200	GHC201- 240	GHC241 and above

7. Explain how family socio-economic factors affect quality education outcomes.

.....  
.....

**Strategies for improving quality education**

8. What strategies will you recommend to improve quality education delivery in Nandom district? (**clue:** improve teacher working conditions, improve social amenities, improve parents-community participation, extension of instructional time etc).





## INTERVIEW GUIDE FOR STUDENTS

### School Resources

1. What are the school facilities and learning materials that are lacking in your school?
2. Do teachers allow you to use or borrow library books if they are available? If no, probe why?

### Teacher Characteristics and factors

3. What are the teacher factors that affect your learning in school? (Probe for lateness, absenteeism, unwillingness to teach, giving and marking of exercises and homework).
4. Forms /types of punishment teachers give you in school.

Forms of punishments		
Warning / advice	Canning/ insults	Ground work

### Family Socio-Economic Background Factors



5. Indicate the number of pamphlets and note books that you have provided by your parents.

Learning materials	Range of quantity of exercise books		
	0	1-3	4 and above
pamphlets			
Note books			

6. Indicate the type of economic activities that your parents often engage you at home.

Farming activities [ ] selling cakes [ ] charcoal and firewood selling [ ] pito selling [ ]

7. What are the social factors that affect your quality learning in school? ((Probe further for students to explain market days, festivals, funerals, record-dance).

Strategies for improving quality education

8. What strategies will you recommend to improve quality education delivery in Nandom district? (**clue:** improve teacher working conditions, improve social amenities, improve parents-community participation, extension of instructional time etc).

