

**UNIVERSITY FOR DEVELOPMENT STUDIES**

**EFFECTS OF SCHOOL DROP-OUT IN BASIC SCHOOLS ON THE NASUAN  
COMMUNITY**

**OF THE BUNKPURUGU-YUONYOO DISTRICT OF NORTHERN REGION**

**BY**

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**(B. ED IN BASIC EDUCATION)**

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**THIS DISSERTATION IS SUBMITTED TO THE DEPARTMENT OF  
COMMUNITY DEVELOPMENT, FACULTY OF PLANNING AND LAND  
MANAGEMENT, UNIVERSITY FOR DEVELOPMENT STUDIES, IN PARTIAL  
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF ARTS  
DEGREE NON GOVERNMENTAL ORGANIZATION MANAGEMENT AND  
RURAL DEVELOPMENT**

**NOVEMBER, 2015**

**DECLARATIONS**

I hereby declare without any reservation whatsoever that this dissertation is my own research work, conducted under the supervision of Dr Edward Salifu Mahama. I also declare that this dissertation has not been presented in part or in full to any other institution for examination. I remain solely responsible for any discrepancies observed in this work.

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## ABSTRACT

This study was conducted at the Nasuan community of the Bunkpurugu-Yunyoo District with the aim of identifying and understanding the causes of school drop out and how the situation is affecting the overall development of the community. The study was purely qualitative, although some graphs and tables were used to present the data. Data were collected from primary and secondary sources. For the primary data, questionnaires and interviews were used. Some key findings are that a large number of school going age pupils have abandoned school in the Nasuan community for “kayayo” activities in the southern parts of the country. “kayayo” is a migration of young females from the northern parts to southern sectors of Ghana in search of menial jobs. The study further revealed that some school going age pupils have deserted school in order to help their parents in farm trucks. It is also evident in the findings that some pupils drop out of school because of forced marriages. The study again revealed that school drop-out is affecting the overall education objectives of the Nasuan community which is derailing the effort of the District Assembly to realize its development plans, as they have to rely on non-natives in the District. This has been a challenge as many workers refuse postings to rural areas such as the Nasuan Community. The study therefore recommended, among others, that the District Assembly should develop effective public education campaign strategies to encourage parents and pupils in the Nasuan Community to embark on formal education. It also recommended that parents in the Nasuan Community should be sensitized on the demerits of forced marriages of their children. Parents should also be made to discourage their young females of school going age in the community to embark on “kayayo” in order to avoid humiliating the young females in the bid to acquiring domestic items in preparation for marriage.



## ACKNOWLEDGEMENTS

I extend my profound gratitude and appreciation to my supervisor, Dr Edward Salifu Mahama of the Institute of Continuing Education and Interdisciplinary Research of the University for Development Studies, for supervising this dissertation and also for his constructive contributions which have aided the successful completion of this study.



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## CHAPTER ONE

### BACKGROUND

#### 1.1 Introduction to the Study

Many countries of the world invest heavily in the development of education because it is regarded as a springboard for social, political and economic development (Fobih, 1987). Education is essential for everyone. There is a general perception across the globe that education helps people earn respect and recognition. It is an indispensable part of life, both personally and socially (World Bank, 2009). Education is undeniable right of every single person in Ghana. However, in Africa the opportunity cost of investment in the educational sector is exacerbated by persistent school dropout, especially at the basic level. It is against this background that universal basic education is considered a priority for developing countries and listed second among the Millennium Development Goals.

The Millenium Development Goal two (2) seeks to provide all children with basic education in developing countries by 2015. Basic education provides the essential building blocks to continue to higher levels of education (see page 3 of appendix A). According to Abena-Oduro (2000), basic education is to equip its graduates with the relevant skills to enter the world of work or else to continue to higher levels of education. Other benefits, according to her, considered more difficult to measure, include impact on democracy, human rights, governance and political stability through increasing understanding of non-violent ways to solve problems (Abena-Oduro 2000).





However, the patronage and the realization of providing basic education in northern Ghana become questionable, especially in the Nasuan community of the Bunkprugu-Yunyoo District, not only because of resources but also school drop outs. The Government of Ghana's concern about persistent basic school dropout has been well stated in the Ghana Poverty Reduction Strategy (Government of Ghana, 2003) and measures were outlined in the Ministry of Education Strategic Plans to address the phenomenon. To complement government efforts, several Non Governmental Organizations (NGOs) in conjunction with various development partners, attempt to implement intervention packages in high risk areas in Ghana to solve the problem.

Several research works including those of Awedoba, Yoder, Fair & Gorin (2003) and Braimah and Oduro- Ofori (2005) indicate that parents in Ghana are aware of the value of formally educating their wards. The annual ritual of anxiety demonstrated by parents and their wards in the quest for admissions into Senior High Schools (SHS), Universities and Polytechnics may be regarded as a manifestation of the level of awareness of the value of education in Ghana.

In spite of this awareness and the efforts of Government, NGOs and development partners, dropout rates remain high at about 20% for boys and 30% for girls at primary school and 15% for boys and 30% for girls at Junior High School (JHS) level (Government of Ghana, 2003). The rates are even much higher for rural districts and worse in the three northern regions (Government of Ghana, 2003), of which Nasuan in the Bunkprugu/ Yunyoo district is no exception. In view of these circumstances and the burning desire of the various stakeholders in the sector to retain children in school, the need for a study to determine the

evolving complex mix of causes of school dropout to guide the myriad of policies and programmes being designed cannot be overemphasized.

Appiah-Kubi (2003) indicates that education is regarded as an important component for enhancing the lives of deprived and disadvantaged group of the population in developing countries, standing prominently as part of anti-poverty programmes. However, he continued to say that within education, the focus has been on primary education, including non-formal education and adult education (Appiah-Kubi, 2003). A substantial part of available pieces of research (Appiah-Kubi, 2003) has established the positive effects of literacy and school education on poverty reduction and other aspects of social and human development such as infant mortality and life expectancy.

Besides such direct effects of education, the indirect effects of education on poverty have been established. Some of these are better utilization of health facilities, shelter, water and sanitation, and its effects on the behaviour of women on decisions relating to fertility, family welfare and health issues (Alwy & Schech, 2004) which in turn enhance the productivity of the people and yield higher wages, taking them above the poverty line. Improving access to education is a priority in Ghana, but effective and particular attention has to be paid to the nature of education available for the deprived groups and girls (World Bank, 2009). The deprived group and females are most affected with access as well as the quality of education (Alwy & Schech, 2004)

The economic situation and poverty are regarded as the leading factors impeding the opportunities to formal education. Research in the last couple of decades clearly shows that education and poverty are inversely related (Brimah & Oduro-Ofori 2005). The higher the level of education of the population, the lower the proportion of poor people, as education



impacts knowledge and skills that are associated with higher wages. These are but a few of the effects of the formal education.

## 1.2 Problem Statement

With the introduction of universal basic education and fee-free education in Ghana (Government of Ghana, 2010), all school going children are expected to enroll and complete basic school. Yet, currently, hundreds of thousands of children of school-going age are still not in school (Government of Ghana, 2010). As a motivation the Government of Ghana introduced the Capitation Grant and the School Feeding Programme which resulted in significant increases in enrolment, some of the children who enrolled drop out of school before completing basic school (Government of Ghana 2010). Across all public primary levels, the average rate of dropout in 2010/2011 was 3.2% (Republic of Ghana 2010). This means that 3.2% of pupils could not complete school, thereby affecting the attainment of Millennium Development Goal 2.

Schools in the Nansuan town of Bunkprugu Yunyoo District are among schools in Northern Ghana that have recorded high drop-out (Bunkprugu Yunyoo District Report, 2012). A number of children who could have been trained to acquire various levels of education and skills are drop-outs yearly (Appleton, Kingdon, Knight, Soderbom, & Teal, 2003). According to Alspaugh (1998), there is a low socioeconomic status associated with the people of the Nasuan community because school drop out situations make the people unable to take up formal and salaried earning jobs. Owing to this scenario this study sought to study factors responsible for the dropout in the Nansuan town of Bunkprugu Yunyoo District and to understand how the phenomenon is affecting the overall development of the community as a whole.



### 1.3.1 Research Questions

What are the effects of school drop-out in basic schools on the Nasuan community?

Specifically, the study was guided by the following questions:

1. What is the drop out situation in the Nasuan community?
2. What are the causes of pupils' drop-out of schools in the Nasuan community?
3. How does school drop out affect children of the Nasuan community?
4. How does school drop out affect the Nansuan community?

### 1.4.1 Study Objective

1. The main objective of the study was to assess the effects of school drop-out in basic schools on the Nasuan community

Specifically, the study sought to address the following objectives:

- 1 To establish the status of school drop out in the Nasuan community
2. To identify the causes of pupil's drop-out in the Nansuan town of Bunkprugu Yunyoo District
3. To assess the effects of pupil's drop-out of school on the Nasuan community and its implications for the development of the community.



4. To find the interventions put in place to curb the drop out situation in the community.

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

The empirical data of the study would be useful to Ghanaian policy makers who would find it necessary to explore the effects of drop-out in the Bunkpurugu/Yunyoo District. The study may also be useful to Donor agencies and non-governmental organizations working towards achieving the Millennium Development Goals (MDGs) Educationists and other stakeholders in the district may also use the findings of this study to minimize school drop-out and improve management of basic schools.

The findings of the study would contribute to the existing body of knowledge on effects of school drop-out in the district. This could form a reference piece for further research by academics and development agencies who may further work in the area of school drop-out in the district of Bunkpurugu/Yunyoo.

### **1.6 Organization of Study**

This study is divided into five chapters. Chapter one consists of the general background, problem statement, research questions, objectives, and the significance of the study. Chapter two comprises a literature review from textbooks, journals and newsletters related to effects of school drop out in general and the study District to be specific. Chapter three presents the procedure and methods used in undertaking the study. Chapter four presents and discusses the results of the data collected. Chapter five presents the summary, conclusions and recommendations of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents literature reviewed on the impact of school dropout from a broader perspective and how the trend is affecting the Nasuan community of Northern Region. It highlights how primary education has been underpinned by abnormalities arising from external and internal factors, causing school dropout among children of school going age.

#### 2.1 Primary Education, Relevance and Drop Out in Sub-Saharan Africa

The past decade has seen marked advances towards education in sub-Saharan Africa (UN, 2012). The region has increased primary net enrolment ratios by almost one-third, despite a large rise in the school-age population. Gender gaps have narrowed at the primary level and more children are moving from primary school to secondary education. Yet major challenges remain. Sub-Saharan Africa is home to 43 percent of the world's out-of-school children. In this region, levels of learning achievement are very low, gender disparities are still large, and the learning needs of young children and adolescents continue to suffer from widespread neglect (UN, 2012). After much progress in increasing government investment in education, the financial crisis that hit the world in 2008 has reduced education spending in some countries. External aid to basic education declined in 2008, resulting in a significant decrease in basic education aid per child (UNESCO, 2010).

In Ghana, Primary education has been underpinned by irregularities emerging from external and internal factors, causing drop out among children of school going age. According







to Awedoba et al (2003), the effects of school drop-out of children create permanent socio-economic effects on children and their community. Brimer and Pauli (1971) are of the view that school drop-out leaves a vacuum in life for a person to explore and also poses a threat to the improvement of social status. Drop out at the basic level is an undesirable situation because those who drop out are not likely to have strengthened their basic literacy skills so they easily relapse into illiteracy (Brimer & Pauli, 1971).

Although school dropout is a worldwide phenomenon there are variations in terms of dimensions and causes due to social, psychological and economic differences among the people of Africa. These notwithstanding, some lessons could be learned from best practices in controlling the menace in Africa. It is interesting to note that in Ghana's education system, dropouts have been associated with low social prestige mainly due to problems of discipline and poverty where children of school dropout are engaged in street hawking and menial jobs in the cities. In the words of Fetler (1989), schools with higher achievements had rather lower dropout rates. Colbey (2000) observed that parents seek favourable outcomes such as good academic achievement and eventual employment but try to avoid negative outcomes such as children's disrespect for their parents, delinquency of school leavers, school girls' objection to traditional rules governing marriage and their inability to master the required domestic duties.

Causes of high dropouts in Ghana have been attributed to a range of factors including lack of books and supplies, poor teaching, lack of teachers, long walking distances to school, high cost of school materials, pregnancy and early marriage (Etsey, 2001). As stated in the Ghana Poverty Reduction Strategy document, nearly one-third of children who dropped out of school cited the need to work as the reason whilst another one-third cited cost of schooling as the reason for leaving school (Ghana Poverty Reduction Strategy I, 2003).



The two reasons become paramount in this scenario because children from poor homes are the ones most likely to be in need of work to earn income or provide supplementary family labour. Thus child labour and the phenomenon of street children popularly called “kayaye” are social problems that are often attributable to poverty and are inextricably linked to school dropouts either as causes or effects. Whilst many parents are quick to attribute the drop out phenomenon to poverty, those who have ample knowledge of the livelihood patterns and attitudes of parents to education like teachers, opinion leaders and educational authorities often express doubts about this assertion. Most of them claim that parents, especially in high incidence areas, have priorities other than the education of their children. This implies that there are several complex dimensions of the basic school dropout phenomenon in the different locations in Ghana.

In the 2003 Ghana Poverty Reduction Strategy I (GPRS), implementation monitoring report, it was noted that the beneficial impact of expanding access to education could be achieved only if education was of good quality and parents/guardians perceived good returns to investment in their children’s education in terms of good outcomes (GPRS, 2003). If parents believe that their children are not receiving quality and relevant education, they will not send and retain their children in school. Furthermore, if parents lose confidence in the quality of education that their children are receiving they will rationally encourage their wards to drop out of school.

## **2.2 Gender and Drop-Out in Ghana**

The 1992 Constitution of the Republic of Ghana stipulates the rights of all children of Ghana to quality education. For this constitutional right, there has been attention on the girl

child who would have healthier and better nourished babies, and bring children up to attend school, thus breaking the vicious cycle of poverty (Poverty Reduction Strategy I). Educated girls can better protect themselves against diseases, trafficking and abuse. Educating a girl also means that as a woman, she is empowered and more likely to participate in development efforts and in political and economic decision-making. Women who went to school usually manage to increase the household income (Ghana Statistical Service, 2000).

The general scenario of institutional growth, enrolment growth and gross enrolment ratio of schools in Ghana is very relevant in this discussion, especially about rural children who may provide a comparative picture. Whilst many villages in rural Ghana are making the transition from low levels of school attendance to full enrollment in primary school primary school girls from the north drop out of school for other engagements in the southern sector (Awedoba et al, 2003). The government of Ghana has made free and universal primary education a central plank of its economic development strategy, nonetheless, little is done to overcome the problem of drop out, especially among girls.

Donor agencies have supported the push for universal primary enrolment. Ghana is approaching full enrolment (Ghana Education Service, 2010). However, enrolment rates for girls have been the main obstacle to greater overall enrolment in Ghana as reflected in large scales of “Kayayo” patronages from the northern parts to the southern cities of Ghana. “kayayo” is understood as exodus of young girls of school going age to the southern sectors of the country for paid menial jobs. Donor support has increased for government programs to provide incentives for parents to enroll girls. Research has also focused on how to improve attendance, reduce teacher absenteeism, and improve classroom learning (Lim & Tang, 2006).





Schooling is, however, only one component in the transformation of a largely oral society to a society characterized by deep literacy. One important component of a country's educational system is the ability of the country to motivate pupils in schools in order to avoid drop-out. A second important component is the ability to incapacitate pupils to develop the interest in going to school regularly. This implies that activities liable to causing drop out such as intimidation by teachers, parental neglects and corporal punishment should be strictly avoided.

However, differences in dropout behaviour are mediated by gender and ethnicity. According to Kaufman, Alt, & Chapman (2001), girls drop out of school is usually slightly more than boys. Girls drop out to support families twice as often as boys do (Hahn & Danzberger, 1987). Girls were nearly twice as likely as boys to give marriage or pregnancy as a reason for dropping out (Burstein, 1980). These researchers also found that over 25% of male dropouts indicated that they chose work over school whereas only 10% of females did so. However, Goldschmidt & Wang (1999) noted that for basic school students, girls were more likely to drop out than boys when risk factors were included in the model. Denson & Schumacker (1996) in a study of the interaction of the timing of dropping out and gender, discovered that girls are at a greater risk than boys of dropping out. Females reported family reasons for dropping out second to school-related reasons, while males gave family reasons least of all (Jordan et al, 1996).

According to a number of dropout research (Lichter, Cornwell & Eggebeen, 1993; Teachman, Paasch & Carver, 1996), drop-out scenarios are linked to family characteristics which are divided into social, financial, and human capital factors. Social factors related to dropping out include quality of parent relations with the school, the family structure, and the



quality of mother-child relationships. Farmer & Payne (1992) indicate that students from families with poor relations with the school, lack of parental involvement, and single-parent homes are more likely to drop out. These researchers also stated that students from single-parent homes and parents with less time and resources to devote to their children's education are likely to be victims of drop-out. In general, families' ability to invest in the education of their children is limited by their economic and human capital resources (Driscoll, 1999).

Garneir and Stein (1998) found a significant association between positive mother-child relationships in early childhood and how good parental care contributes to the formative process of the child. This significantly strengthens the cognitive development of the child and eventually ensures his or her continues stay in school. Possible explanations for this association include protective effects of the mother-child relationship contributing to social competence and school engagement. The transmission and internalizing of positive values is better facilitated through good mother-child relationships. Younge, Oetting, and Deffenbacher (1996) found a relationship between dropout status and mother hostility and rejection. Elliott, Huizinga and Ageton (1985) found that children who are strongly attached to their families are more likely to develop a stronger respect for conventional institutions such as school. Further, Teachman, Paasch, and Carver (1997) found that extreme poverty are related to drop out of children from school. Rumberger (1983, 1987) found a connection between socioeconomic status and dropping out of school, with students from lower socioeconomic families being represented among dropouts.

### 2.3 Issues of Teaching and Learning in Basic Schools

Basic education refers to imparting knowledge into children below the age of thirteen (13) years (Demirkan, 2003). Fundamentally, the aim of educational practice is to provide knowledge, skills and sensitivity on certain subjects (Saranli, 1998). Similarly, school curriculum, in general, consists of courses that develop design knowledge, artistic skills and technical background (Demirkan, 2003), which are structured around the main spine of curriculum. The design courses are the simulation ground for the pupils. They suit student of prescribed category context who in one way or the other utilize the curricula for acquiring knowledge.

There is no doubt that the fundamental founding structure of knowledge acquisition concept dwells on both the students and the teacher. Teachers, for example, who hold a Professional Certificate possess knowledge, skills and attributes that may impact on the teaching process and may apply them appropriately towards student learning process. Effective teaching and learning practice makes knowledge acquisition possible at one time..

Skillful teachers are equipped with many approaches of teaching and learning. The varied range of correctional appropriate strategies and disciplines taught by teachers are designed suitably to help students achieve outcomes. This may involve functions of traditional and electronic teaching/learning technologies, e.g. computers may be used to equip students with the knowledge on how to present and deliver content. Students may also be equipped with the skills of using computers to communicate effectively with others, secure information and word process, manage information, and keep records (Walker and Debus 2002).



In this context the grounds may duly be prepared for the purposes of student assessment which may include a range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments for basic students. The certified teacher knows how to analyze the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students at lower classes. This dispensation cannot purposely be achieved without the role of parents. Parents spend much time with students of basic level at home and for that matter wield much influence on their up-bringing.

The implication for engaging parents, purposefully and meaningfully, in all aspects of teaching and learning is relevant in this context. Parents know how to develop and implement strategies that create and enhance partnerships among teachers (Marinak & Gambreel 2009). Such collective supervision guiding the actions of students/children with a personal, overall vision promotes teaching and learning. It indeed enables students communicate their vision, including how it has changed as a result of new knowledge, understanding and experience.

#### **2.4 Causes of Drop Out of Pupils in Basic Schools**

Causes of drop-out have dominated discussions in academic discourses in recent times. There is a widespread view that students with disciplinary problems are more prone to drop out (Colbey, 2000). Jordan *et al.* (1996) found that African males gave frequent suspensions as a reason for dropping out. In the mix cultures of Ghana it may be difficult to assign reasons for students drop out to include language difficulty and ethnicity group membership (Awedoba et

al, 2003). Appiah-Kubi (2003) also demonstrates that student dropping out of school can be associated with family background (Marinak & Gambreel, 2009).

Walker and Debus (2002) found that measures of social and academic engagement can cause students drop out. This is because dropouts have been associated with external causes as opposed to internal locus of control. Appiah-Kubi (2003) found that inferiority complex were significant predictors of school dropout. He revealed that for some dropouts, the low status of the pupil improves after dropping out, especially if the environment outside of school provides more opportunities for status attainment than does school.

According to Goldschmidt and Wang (1999) rural adolescent children view academic performance as less relevant to their global self-esteem than their middle-class counterparts do. These youth invest more of their self-esteem in peer-related activities (Mezirow 2000). A major reason these rural youth give for dropping out is that they have to work to support themselves or for their external family members (Abena-Oduro, 2000). Abena-Oduro suggests that self-perceptions may be mediating factors between risk factors for dropping out and whether or not pupils stay in school. She argues that pupils with low grades who persist in high school show higher levels of self-esteem. This is premised by the fact that dropouts showed a lack of self-determined motivation when compared to pupils who persisted in school.

Peer pressure has been noted as one of the major factors linked to drop out, especially among pupils of basic schools (Arua, 2005). Guthrie and Wigfield (2000) noted that pupils at-risk for dropping out had more friends who were dropouts and working and fewer friends who were in school. As discussed by Awedoba, Yoder, Fair & Gorin (2003), a student may be more likely to drop out if he/she associates with other potential drop outs. Awedoba and friends further stated that youth that associate with other at-risk youth have a higher





probability of dropping out due to the differential association factor. Arua (2005) described the differential association factor as the way in which criminal behavior is learned as the normative behavior in small, intimate groups.

## **2.5 School For Life: A Solution for Drop Out and Deprived Children of Northern Ghana**

The Ghana Living Standards Survey (2000) reveals that poverty rates are increasing in deprived areas of the country, particularly where there is extreme poverty. Notably the Northern, Upper East, Upper West, Central and Western Regions have the highest incidence of poverty where more than 50% of people live below the poverty line (i.e. live on less than 1US Dollar per day) and as many as 30% live below the extreme poverty line.

Nineteen of the 40 most deprived Districts in Ghana are in the 3 northern regions. There is widespread assertion that the poor level of educational development in Northern Ghana has its roots in Ghana's colonial past (Aryeetey 1994), in spite of certain remedial development measures being implemented since independence. One effect of poor education level in the north is that it pushes the north-south labour drift, particularly by young girls of school going age who abandoned school and determine their fate in search of better life.

In response to the peculiar educational problems in Northern Ghana, the School for Life (SfL) Programme was developed to "tame" such girls or children who would have missed education. The overall objective of school for life stems from the fact that, in Ghana and other parts of Africa, it works to get children in deprived areas into formal school system through a functional literacy programme which sometimes covers early drop outs. It offers the opportunity for drop outs and children who would have missed formal education to integrate into formal educational curriculum. The scheme provides nine-month mother tongue literacy to



out-of-school children between the ages of 8-14 years. The programme was designed to complement the efforts of the Ghana Education Service (GES) to get all out-of-school children into school.

## **2.6 Education: A Tool for Development**

In 1987, the education system of Ghana was re-structured with the introduction of the junior secondary school (now called junior high school) program. Under the new structure, the 6-3-3-4 system was introduced, comprising of six years of primary-school education, three years of junior high-school education, three years of senior high-school education and a minimum of four years of tertiary education. The six years of primary-school and three years of junior high school education constitute the basic education level which is supposed to be compulsory and free for every Ghanaian child of school-going age. A subsequent review of basic education led to the introduction of two years of kindergarten in 2007. Basic education now consists of two years of kindergarten, six years of primary, and three years of junior high school.

The importance of education is globally acknowledged as number two of the eight Millennium Development Goals (MDGs) adopted at the United Nations Millennium Summit in September 2000. First intent of this object is to achieve universal basic education by 2015, and second, to achieve gender equality at all levels of education by 2015. Many developing countries are thus striving for universal basic education and are pursuing policies to improve their education systems generally. The role of education in improving welfare and alleviating poverty in Ghana has long been recognized. Many of Ghana's development plans have emphasized the importance of education.



More recently the Growth and Poverty Reduction Strategy of Ghana: 2006-2009 (GPRS II) document has emphasized education's important role. For instance, the main goal of the education sector as outlined in the Growth and Poverty Reduction Strategy (GPRS II) document is to provide relevant education for all Ghanaians to enable them acquire skills, which will make them functionally literate and productive to facilitate poverty reduction and promote wealth creation (Government of Ghana, 2005). The GPRS II aims at enhancing access to education, with emphasis on reducing gender and geographical disparities (Government of Ghana, 2005). Equal access to education makes possible social and economic mobility of the poor. By enhancing the skills of underprivileged groups, education can be an important route to escaping poverty (Appleton, Kingdon, Knight, Soderbom & Teal, 2003). One of the areas of emphasis in achieving this goal is to enhance access to education, with a reduction in gender and geographical disparities. A number of policy measures are therefore being pursued to enhance access to and raise the quality of formal education at all levels.

Over the past two or so decades, increasing attention is being paid to issues of equity in education as several studies have suggested significant inequalities in education across countries (Maas & Criel, 1982; Lopez & Yan, 1998; Thomas & Fan, 2001; Zhang & Li, 2002) and among various groups and geographical locations within countries (Maas & Criel, 1982; Sheret, 1988; Alwy & Schech, 2004; Zhang & Kanbur, 2005; Asadullah & Yalonetzky, 2010). Apart from the numbers, there are also concerns about education inequality arising from quality differences in education across locations and among groups. In the case of Ghana, Awedoba et al (2003), observed that when adjusted for quality, education inequality can be significantly worse as urban dwellers and the non-poor receive better education of higher quality while rural people and the poor get poor education and of lower quality. In spite of the

above, an encouraging global trend however is declining education inequality over time (Alwy & Schech, 2004). Sahn & Younger (2006) found similar results for a number of India and Latin American countries.

In recent times increasing attention is being paid to spatial disparities in economic development debates. While The World Bank (2009) notes that the concentration of economic activity is inevitable and may be desirable for economic growth, large spatial disparities in welfare levels that often accompany this concentration are undesirable. Clearly then, spatial dimensions matter in any analysis of education inequality. The MDG target to achieve gender equality at all levels of education by 2015 signifies gender differences in several economic and social indicators across the globe, especially in developing countries. Ghana has made substantial progress in the reduction of poverty nationally over the last one-and-a-half decades but significant geographical differences exist in the incidence of poverty (Ghana Statistical Service, 2000, 2007). The country is also confronted with rising inequality among various population groups (Sahn & Younger, 2006). Indeed, there are significant geographical and gender disparities in asset ownership and access to social services including education and health (Ghana Statistical Service, 2000, 2007) which call for in-depth analysis.

## **2.7 Summary of Literature Review**

In summary, this literature touched on causes of drop out during basic education in Ghana and elsewhere. From the literature it was established that the causes of drop out are borne out of irregularities emerging from external and internal factors with accompanying permanent socio-economic effects on children and their community. In this regard school



drop-out leaves a vacancy in life for a person to search and also poses a threat to the improvement of social status.

The literature also touched on how the importance of education which is globally acknowledged as number two of the eight Millennium Development Goals (MDGs) adopted at the United Nations Millennium Summit in September 2000 and how developing countries are thus striving for universal basic education with policies to achieve this objective. Indeed, the role of education in improving welfare and alleviating poverty in Ghana has long been recognized. Many of Ghana's development plans such as Ghana Poverty Reduction Strategy 1 & 11 have emphasized the importance of education and causes of high drop outs which have been attributed to a range of factors including lack of books and supplies, poor teaching, lack of teachers, long walking distances to school, high cost of school materials, pregnancy and early marriage. The literature also established that children may drop out of school as results of work as the reason whilst others may find it difficult to bear the cost of schooling.

The two reasons being paramount in this scenario revealed further that children from poor homes are the ones most likely to be in need of work to earn income or provide supplementary family labour. Thus child labour and the phenomenon of migrating to seek jobs at other parts of the country other than their home of origin popularly called "kayaye" are social problems that are often attributable to poverty and are inextricably linked to school drop outs either as causes or effects.

## 2.8 Conceptual Framework

In this study, Mezirow (2000), approach of understanding school drop out was applied to explain issues in this regard. This explains how the process of constructing and appropriating new and revised approaches to school dropout are experienced. Mezirow



emphasizes that the cognitive process of a pupil affect his or her learning process and the ability to cope with learning activities, against being drop out is influenced by his or her friendly reception in school and good parenthood (Mezirow, 2000).

This frame of reference is composed of two dimensions, according to Mezirow, namely habits of mind and points of view. Habits of mind are more fixed and can influence pupils to make a decision resulting in thoughts or feelings associated with drop out of school or continuing education, whereas the latter can change over time as a result of influences such as reflection, appropriation and feedback in schools. This concept can be utilized in this discourse as a means of critically examining the behaviour of school children regarding drop out and its causes in as well as its effects on the Nasuan community.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter discusses the procedures and methods applied in collecting data for this research. It highlights the tools applied in the analysis of the data and how the data was discussed. The chapter also reveals the number and category of respondents used for the study.

#### 3.1 Research Design

The design of the study comprised descriptive in nature and it provided the opportunity to seek answers to research questions and objectives set on the effects of school drop outs in the Nasuan community of the Bunkprugu/Yunyoo district. As a logical structure of enquiry, the study was conducted at the Nasuan community which targeted school drop outs and some educationists of the community. However, there is nothing intrinsic about any research design that requires a particular method of data collection (Jacobs 2010) therefore, the study targeted a population of children from the Nasuan community of the Bunkprugu/Yunyoo district who had abandoned school and had engaged in “kayayo” activities in the southern parts of the country. The causes of these abandonments of school for “kayayo” activities were assessed through research instruments. These instruments were open-ended and closed-ended questionnaires. The closed-ended form of questions provided the respondents or the school drop outs with a list of answer choices from which they chose to answer the question. Commonly these types of questions were in the form of multiple choices with one answer. Also, some of the questions were in a scale format, where the respondents could decide to rate the situation along the scale



continuum. The open-ended questions or unstructured questions also provided the respondents the opportunity to answer the questions in his or her own words to seek more explanation into questions which were not closed.

The design of the study also involved primary and secondary data collection. The secondary data involved review of literature from journals, text books, news papers and maps. The primary data was collected with open-ended and close-ended questionnaires which were analyzed qualitatively and quantitatively and discussed in accordance with the aims and objectives of the study.

### **3.2 Research Site**

The town of Nasuan is one of the major communities of the Bunkpurugu/Yunyoo District. The population of Bunkpurugu/Yunyoo is estimated at 153,329 with an annual growth rate of 3.1 percent (Population and Housing Census, 2010). This is made up of 73,598 males and 79,731 females. The average density of population is 59 persons per square kilometer. The Average household size was 7.8 in 2010 (2010 Population and Housing Census). This is due to cultural practices such as early and polygamous marriages and inadequate education on Family Planning.

The District Assembly is located in the District Capital, Bunkpurugu. Government agricultural extension services are the major source of information for farmers. The District is divided into three Agricultural Extension zones namely Bunkpurugu, Yunyoo and Nakpanduri. The zones are further divided into sixteen (16) operational areas. The District office is made up of Six District Officers, five (5) extension staff and four (4) veterinary officers. 8 veterinary





doctors and one (1) Agricultural officer. Bunkpurugu-Yunyoo District produces a wide range of food crops and livestock.

The food crops include cereals such as Maize, Rice, Millet, Sorghum, legumes like Groundnuts, Bambara Beans, Soya Beans, Pigeon Pea, Cowpea and Neri, root and tuber crops like Yam, Potatoes and Cassava, vegetables such as tomatoes, pepper, garden eggs and spinach and export crops such as Cotton and Cashew.

The major cash crops are cashew, groundnuts, cotton and sheanut. Livestock reared in the district include cattle, sheep, goats and pigs and poultry such as fowls, guineafowls and ducks which influence drop out in the community. Generally, agricultural production activities in the district are labour intensive. They are carried out by both males and females. Simple tools such as knives, machets, cutlasses and hoes are always available though not manufactured in the community.

Blacksmiths manufacture hoes and knives. Retailers from urban centers supply all other implements during market days. There were no established agro-chemical firms identified in the District. Farmers depend on retailers who travel from urban centres to supply Agro-chemicals during market days. Storage facilities include mud silos and hay barns, which are available in all communities.

Market information systems are underdeveloped. Informal traditional media are used to acquire information on product prices and source of produce. Fruits and nuts are not specifically mentioned as part of the diet although roasted groundnuts and a snack known as “Kulekule” was seen displayed in the market. When mangoes and oranges are in season, they may be consumed more as a snack than as part of a meal. Availability of food and food shortages is more dependent on the status of a household than on the community. While most



males in all the communities perceived the month March to September as a severe food shortage period, most females perceived that the period of food shortage only lasted from May to August. Three months of food scarcity, low fruit consumption and reduction of quantities served of particular foods during food shortage period imply that food insecurity is a phenomenon.

Generally, lands in Bunkpurugu/Yunyoo is controlled by individual family heads that have land allocated to them, free of charge, by their village chiefs or have acquired it by virtue of being the first to farm on the land. Land purchase or leasing for agriculture is virtually unknown. However, building projects on new land needs to be agreed upon by the Chief and landowners. All the communities restrict the cultivation of crops by non-natives to seasonal crops; tree planting (cashew, mango, etc.) connotes permanent ownership, which can be decided by the chief when a non-native has stayed in a community long enough (over 20 years).

The people of Nasuan belong to the Komba linguistic group which is a sub-group of the bigger Komkomba ethnic group. They are part of the Gur-speaking (Gurma) cluster of peoples living in Upper West and Northern regions of Ghana; and in the West of Sansanne-Mongo and in the mountainous zone of the Dapango (Dapaong) region in northern Togo. They are less developed unlike their surrounding tribes such as Mamprusi, Kusasi, or Dagomba's. The Bimoba are noted for staying on hilly lands and high ground, sometimes with huge rock outcrops.





### **3.3 Target Population**

The study involved major stakeholders of education in the Nasuan Community of the Bunkpurugu-Yuonyoo District. These were officials of Ghana Education Service (GES) and basic school teachers in the Nasuan community. Preliminary survey conducted by the researcher in the Nasuan community of Bunkpurugu-Yuonyoo District revealed that school drop-out is prevalent. The drop-outs in the community were identified in the community and their views sought about why they became drop outs and how being drop outs affected their lives. This population constituted one category of the targeted groups. The study also selected and interviewed teachers who had been in contact with the pupils before they became drop outs. These respondents provided information about how school drop-out was affecting the progress of the community of Nasuan.

Literature reviewed on the district revealed that the district has a total population of 122,591, made up of 60,240 males and 62,351 females (Population and Housing Census, 2010). The survey further revealed that one third (1/3) of the total population are children of school going age. The 2013 Bunkprugu/Yunyoo District Education report revealed that the district reports 700 drop outs annually and 400 of them live in the Nasuan community.

### **3.4 Sample and Sampling Procedure**

The respondents selected for this study included basic school drop-outs and educationists/ teachers in the Nunsuan Community of the Bunkprugu /Yunyoo District. These were selected from both children of basic school going age who had abandoned school for income earning activities such as “kayayo” elsewhere and returned to the community to, for



example, offer themselves to help their parents in their farms or any other menial job in this context. In order to reveal the views of the authorities about drop outs in the Nasuan community, some teachers or educationists were also selected as respondents. Judgmental and random sampling procedures were applied in this scenario. The selection procedure for the drop outs was based on judgment because they were located haphazardly in the community. On the other hand, the selection criteria for the educationists were based on random sampling because of the nature of arrangements of schools in the Nasuan community. Close-end and open-end questionnaires were designed and distributed among the two groups of the study population in the community.

In this research 300 drop-outs and 50 teachers or officials of Ghana Education Service were randomly selected and interviewed (Table 3.1)

Table 3.1: Sampled population used for the research

<b>Target Groups</b>	<b>Total Number in District</b>	<b>Number Contacted</b>	<b>Number of Respondents</b>
Victims of drop-out in the Nansuan Community	400	300	300
Educationists/teachers in the Nasuan Community	535	50	50

In order to have a representative sample of data for the study and for the study to address the aim of effects of school drop out in the Nasuan Community in Bunkprugu/Yunyoo District, the study judgmentally selected 300 out of the 400 basic school

drop-outs out in the community to participate in the study. In addition, fifty (50) educationists/teachers from the community were also randomly sampled and interviewed.

### **3.5 Research Instruments**

Research instruments such as close-ended, open-ended and semi open ended questionnaires were used to collect data from both drop-outs and educationists in the Nasuan Community. Interviews were conducted with open-ended and close ended questionnaires to address the study objectives and research questions. The drop outs were made to fill close-ended questions and also opened ended questionnaires in some instances which aimed at unleashing the reasons of drop-out of schools, their experience after they abandoned school and how they intend to engage with the future.

On the other hand, the questionnaires for the educationists solicited information with both close- ended and open-ended questions. They were made to fill the questionnaires and in some cases interviewed orally. The oral responses between the researcher and educationists filled gaps that would have been missing in the closed ended questionnaires.

### **3.6 Data Collection Procedure**

Primary and secondary data collection procedures were deployed in this study. With the primary data, training was conducted at the Nasuan community centre for research assistants who offered hands in the data collection exercise of the study. They were taken through the questionnaires from which they asked questions for clarification. The training focused on procedures of sample selection, how to fill the questionnaires, target populations in the community and how to approach the respondents in order to win their time.



Having developed deep insight into the protocols of this study, the research assistants were deployed in the Nasuan community to administer the questionnaires. On the other hand secondary data were obtained from textbooks, journals and newsletters bordering on causes and effects of drop-out on Nasuan community. The data collected was analyzed and discussed.

### **3.7 Data Analysis**

The study used both qualitative and quantitative methods of data analysis to analyze data collected from the Nasuan community. The application of quantitative method of data analysis enabled an expression of results in percentages through the application of Statistical Package for the Social Sciences, now modified to read Statistical Product and Service Solutions (SPSS). The qualitative data gathered from the Nasuan community was pieced together according to like terms and used to complement argument.

The purpose of adopting these two research methods (quantitative and qualitative) to analyze data collected from the Nasuan community of the Bunkprugu/Yunyoo District became relevant in this study because combining them ensured accurate results and also provided answers to reflect the problem under investigation. This approach also provided the study with fundamental connection between empirical observation and quantitative expression of relationships (Jacobs, 2010). Data gathered were analyzed and discussed according to the questions, aims and objectives of the study.



## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4.0 Introduction

This chapter discusses the primary data collected from Nasuan community of the Bunkprugu/Yunyoo District. The data were analyzed and discussed to reveal the effects of drop out in the Nasuan community. To achieve this, primary and secondary data were gathered for the study.

#### 4.1 Characteristics of Respondents

The personal characteristics of the respondents were categorized according to age, educational background and sex. The importance of this endeavor reflected in the possibility of the interviews to reveal ratio of men and women in the study, the age and educational background of the total respondents contacted.

##### 4.1.1 Sex of Respondents

Sex categorization in social discussions has become relevant in recent years because, it charts the way for understanding gender dimensions in development endeavors of a group of people. This undertaken experience in the study provided a sense of direction for theories and conceptual understanding needed for the explanation of study findings. Gender roles are socially constructed implying that society and culture create the roles, and that these roles are what are generally considered ideal or appropriate behaviour for a person of that specific



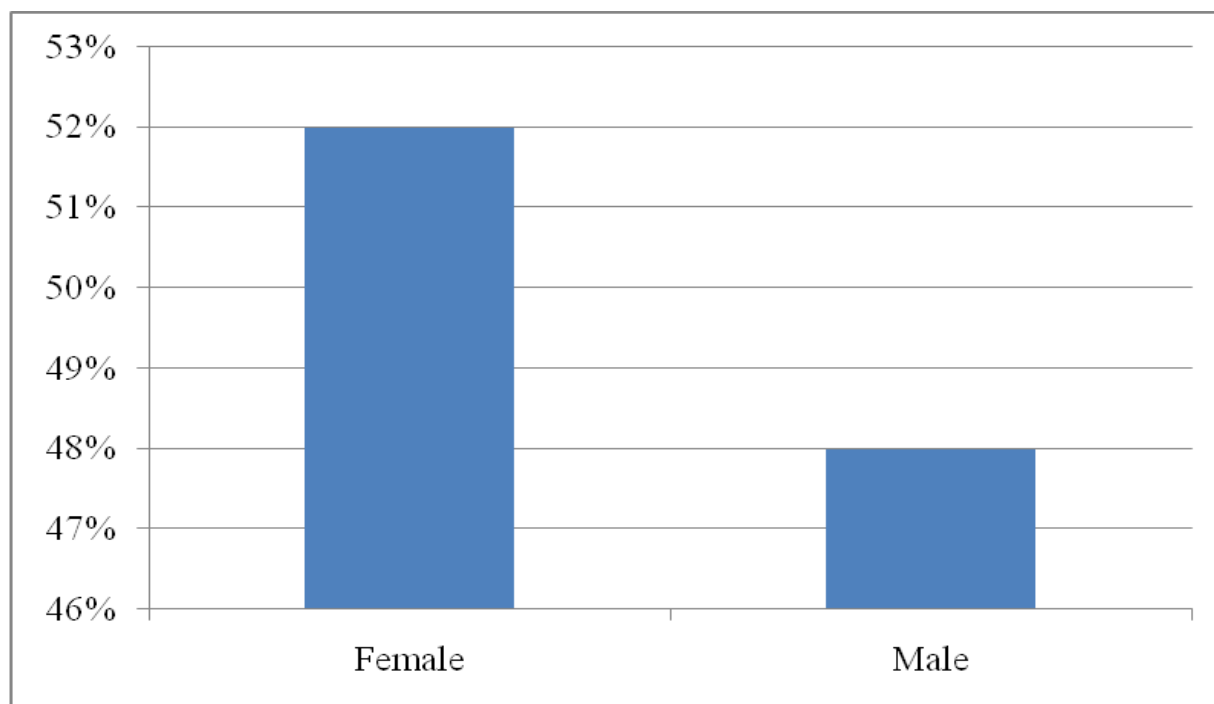
society. In Northern Ghana the differences in behavior between men and women are entirely social conventions. Behavior is shaped by biological universal factors to some extent, but that social conventions, on the other hand have some effect on the woman which defines her roles and how she is perceived in society.

In Northern Ghana the perception of a woman is less recognizable given credence to the facts that she is inferior and only created to engage in unpaid care or works in household. This notion has a retrogressive effect on the development of girl child. This determines the level of investment for the educational development of her. In the face of such widespread perception of the woman development, the study attempted to dig deep into such critical issues of gender in order to identify causes of school drop-out, its effects on the boy and girl and how the pandemic is pulling back the development of Nasuan community.

This necessitated the reaching out to the respondents interviewed at the Nasuan community. In all, the study revealed that 52% of the fifty (50) educationists and three hundred (300) drop outs interviewed were females (Fig 4.1)







(Source: Field data, 2013)

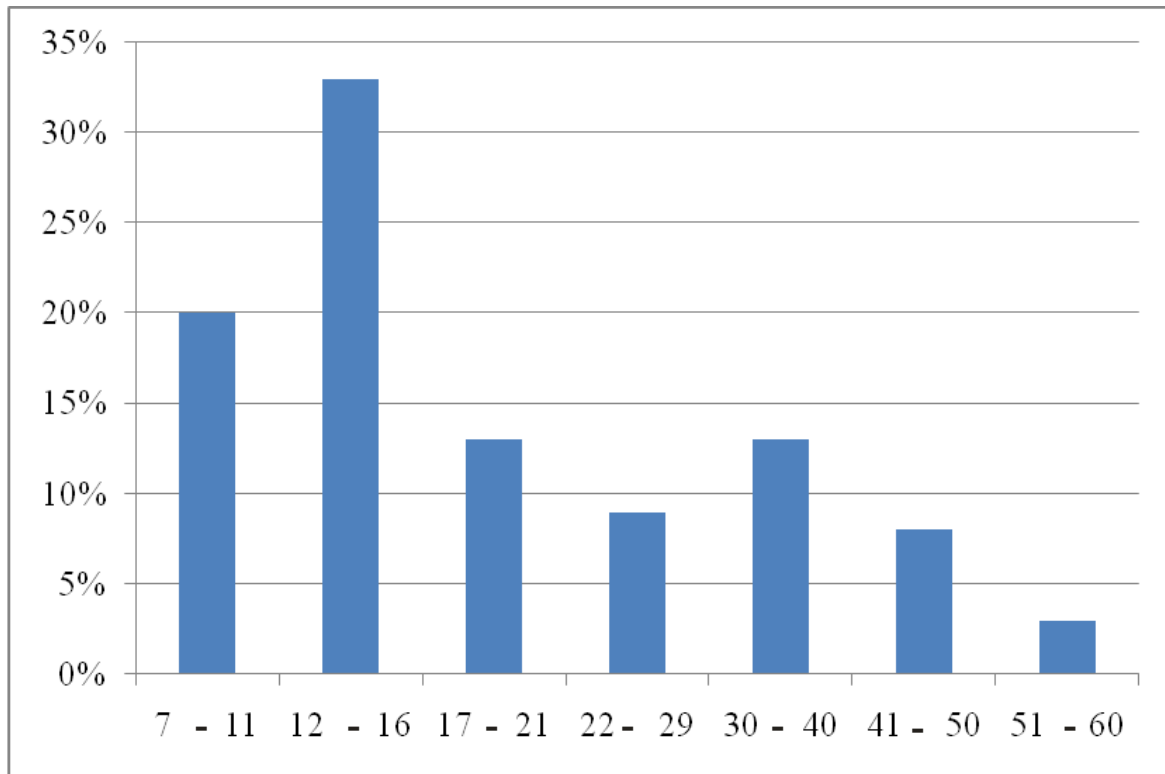
Fig. 4.1: Sex of respondents

On the other hand, forty-eight percent (48%) of the total interviewee contacted were males. The persistent investment in male education, reflected in the meager number of males affected by drop-out. This is due to community's value for males, though they are sometimes used as labour force to assist their parents to farm and also regarded as insurance against old age.

#### ***4.1.2 Age of Respondents***

Conventionally, there is a widespread observation that the age of a person yields greater influence on his/her behavioral disposition and indeed capable of ordering his or her economic activities. This viewpoint necessitated an in-depth analysis of age category of the respondents

and relating it to the interpretation dynamics. Age analogy can reveal categories of group of people involved in a particular action. In this situation, out of the total number of respondents contacted 10 of the school drop-outs indicated that they were between the ages of 5 and 6. These pupils were commonly those living in fostered families. Their biological parents were either dead or out of town for economic reasons. This group of people represented three percent (3%) of the total respondents contacted (Fig 4. 2).



(Source: Field data, 2013)

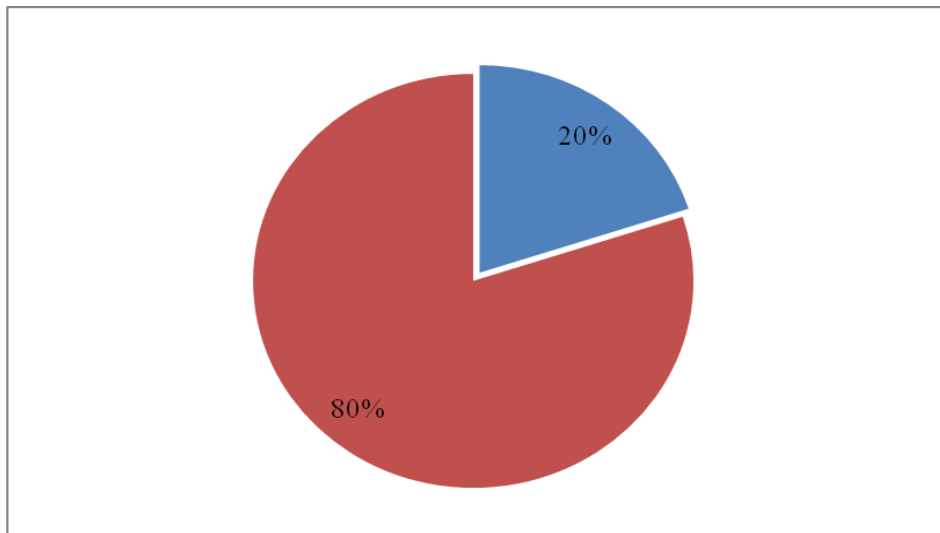
Fig. 4.2: Age of respondents

There was another group of respondents made up of 20% who fell between the ages of 7 and 11. This percentage was estimated on one hundred (100) drop-outs. Also, a large number of the drop-outs were between the ages of 12 and 16. They represented 33% of the total

respondents interviewed. 9% of the respondents fell between 22 and 29 years. Besides these, other groups categorized between the ages of 17 to 21 and 30 to 40 recorded 13% each. Again some of the respondents also fell between the ages of 41 to 50 and 51 to 60 which represented 8% and 1% respectively.

#### 4.4 Evidence of Drop-Outs in the Nasuan Community

According to the National Population and Housing Census (2010) an average of 700 children drop-out of school in the Bunkprugu Yunyoo district. For this reason, the study attempted to find out if drop out could be established among the children of the Nasuan community. Here, out of the total respondents of 50 educationists and 300 drop outs 80% of them revealed that there were a number of drop out in the Nasuan community (Fig. 4.3).



Red-Represent the percentage of respondents revealed that there were drop out  
Blue – Represent the percentage of respondents indicated that they do not experience drop out

(Source: Field data, 2013)

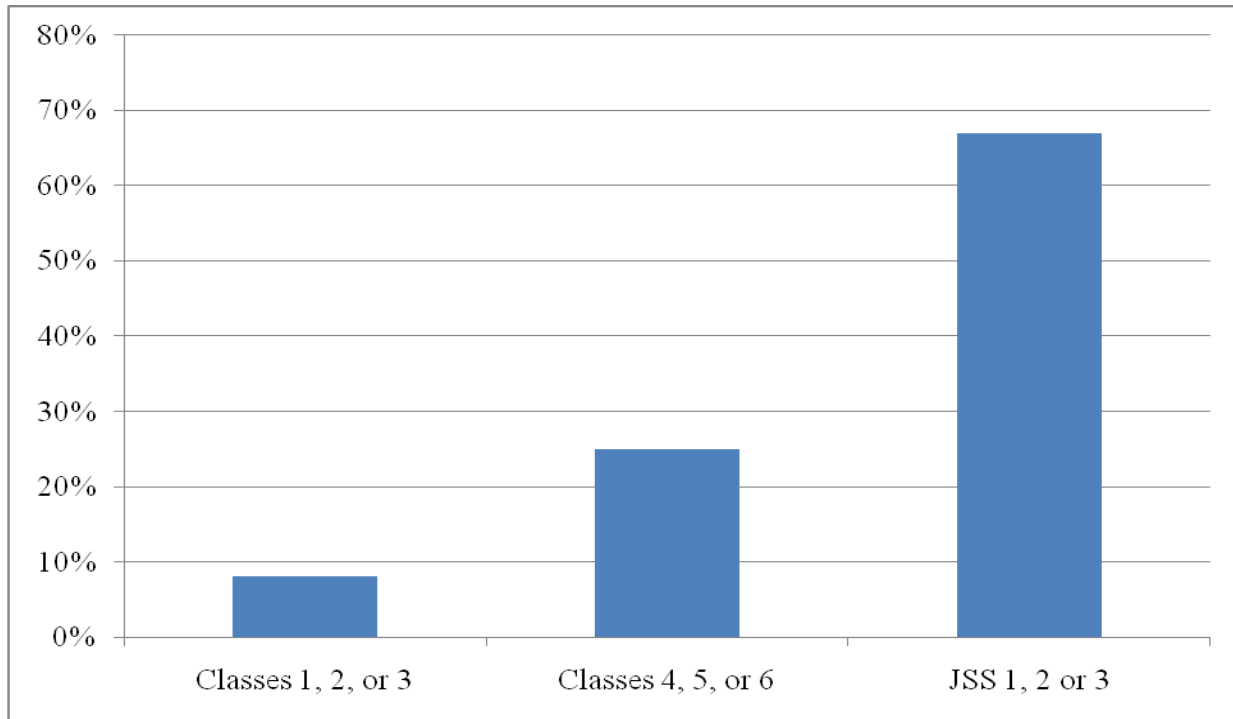
Fig: 4.3 Evidence of drop out in the Nasuan community

On the other hand, 20% of the respondents also indicated that they had never experienced drop out situation in the Nasuan community.

#### 4.5 Classes in which Drop-Out Occurred

Identifying the classes in which children of Nasuan community drop out of school can unleash clues for understanding causes and effects of drop out in the community. This is because the class sheds light on the age of the pupil and how her or his mind is being prepared towards the future, e.g. marriage. Against this background, classes 1-3, 4-6 and JSS 1 - JSS 3 were categorized for this purpose. Here the respondents revealed that many children dropped out of school during the time of their JSS 1, 2 or 3. This represented 67% of the respondents interviewed (Fig 4.4)





(Source: Field data, 2013)

Fig. 4.4: Classes in which drop out occurred

The data further revealed that 8 percent of the respondents dropped out in classes 1, 2 and 3, while 25 percent also said they dropped out in classes 4, 5 or 6.

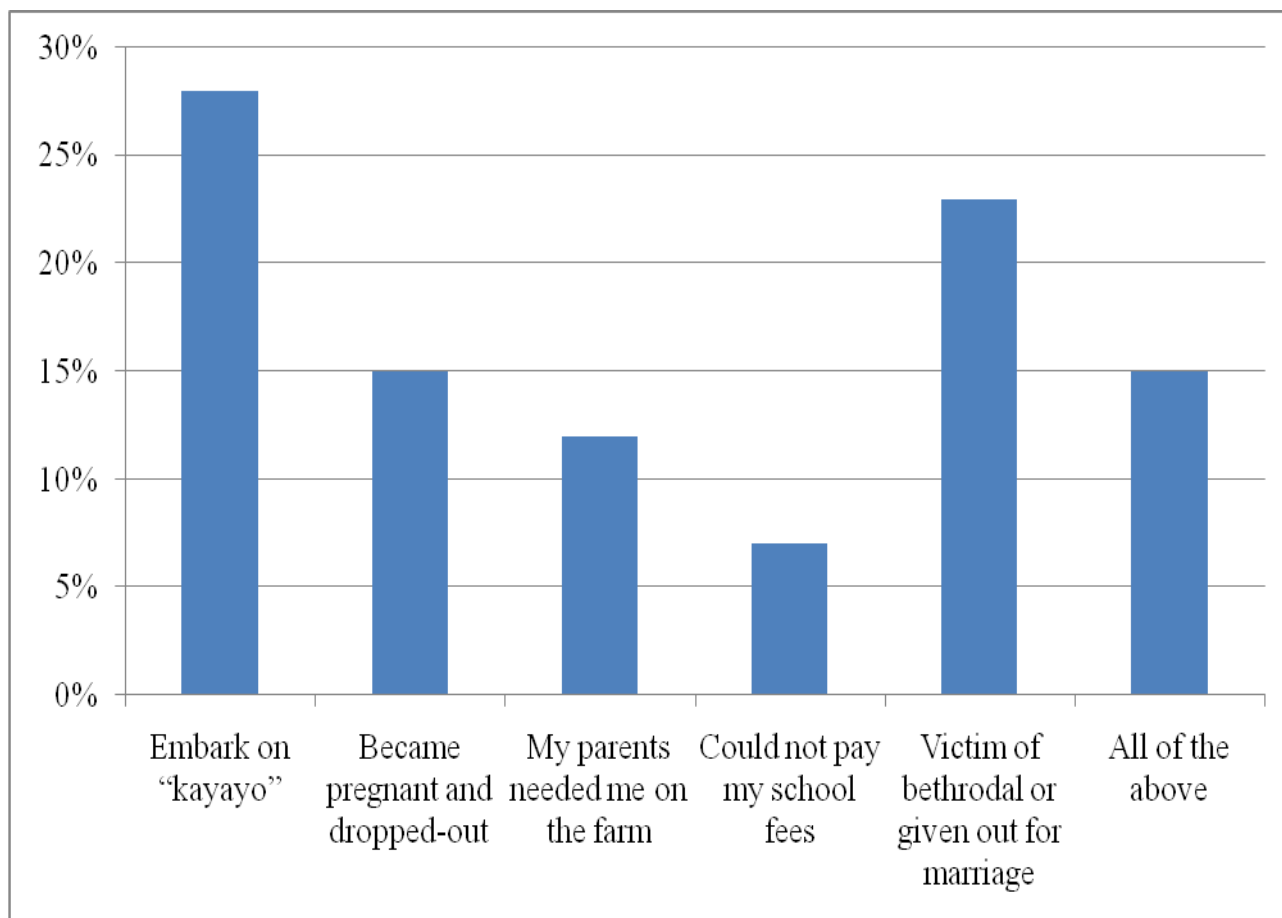
#### 4.6 Causes of School Drop-Outs in the Nasuan Community

The government of Ghana has realized the need to provide formal education to all people of the country in a pragmatic manner. This has necessitated the making of basic education compulsory in the country. However, despite all these efforts to keep children in school, there is still misconception about the significance of education in the Nasuan community with which reasons children drop out of school.

At Nasuan community, the data collected revealed a large number of drop-outs quoting their reasons for their bane as embarking on “kayayo” in southern cities of Ghana. This made



up of 28 percent of the total respondents contacted. There was another group of drop-outs that indicated that they were out of school because their parents needed them to assist in farming. Nonetheless, this was 12 percent of the total drop-outs interviewed (Fig 4.5)



(Source: Field data, 2013)

Fig. 4.5: Causes of drop out in the Nasuan community

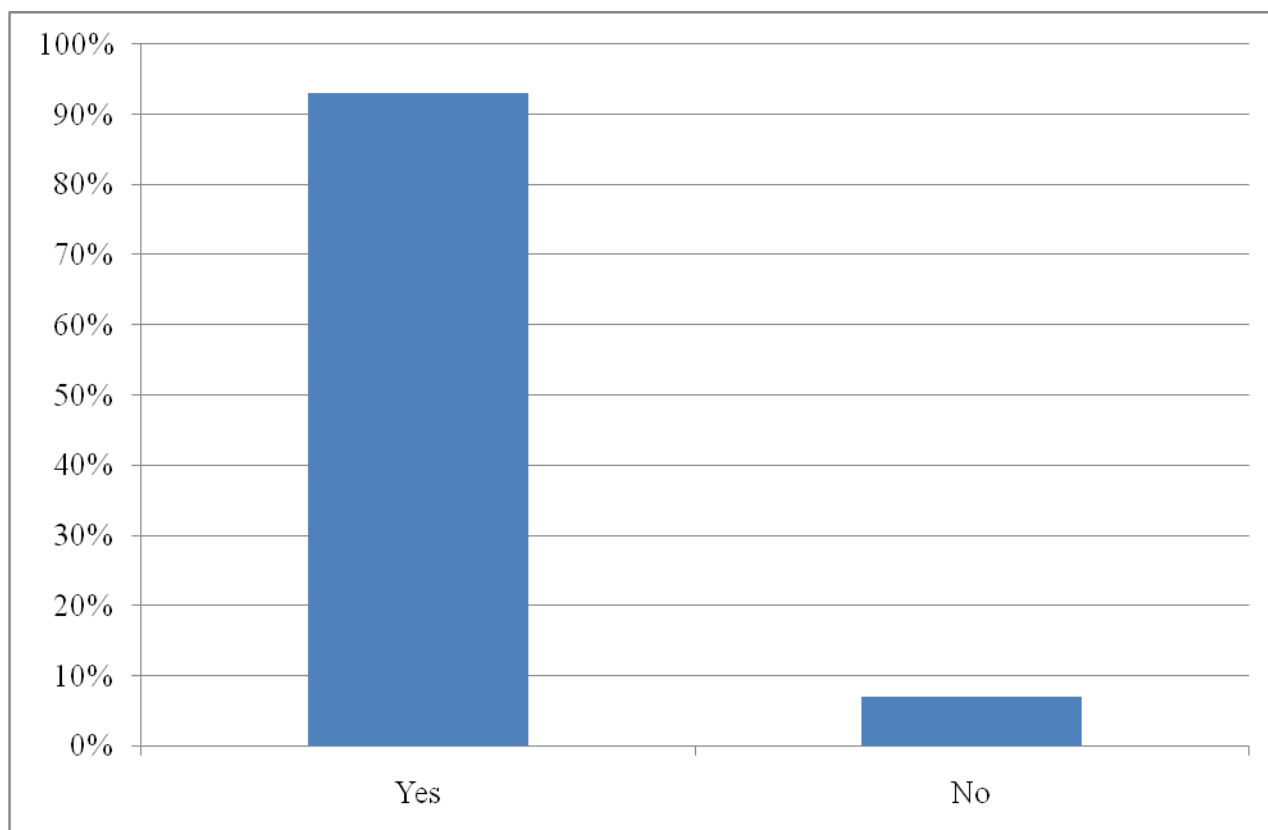
Another group of drop-outs also indicated that they became pregnant and were forced to drop out of school. These were 15% of the total respondents interviewed. In addition, some respondents indicated that the cause of drop-out of school was because their parents could not afford to pay their school fees. These were 7% of the total respondents interviewed in this

regard. Again, some of the drop-outs did not hesitate to recount that, the bride price associated with marriage compelled their parents to force them into marriage. This represented 23% of the respondents. Nevertheless, 45 of the respondents also indicated that all of the above causal indicators of school drop-out in the Nasuan community applied in their case.

Again, bullying, an aggressive behavior which involves an imbalance of power or strength is another cause of school drop out in the Nasuan community. It is a repeated behavior and can be physical, verbal, or relational. While boys may bully others using more physical means; girls often bully others by social exclusion. In the Nasuan community acts of such nature are prevalent in basic schools, according to oral information collected from the community. This usually occurs between teachers and students or among students. However, there is the need to prevent and stop bullying by committing to creating a safe environment where children can thrive, socially and academically, without fear.

In most instances, such innocent students fail to observe the pressure and without securities mechanism strategies to protect them they end up withdrawing from school. In Nasuan, an alarming number of the drop-outs studied indicated that there existed an element of bullying in their respective schools. Out of the 300 drop-outs interviewed, 280 of them indicated that during their school days they experienced some form of bullying from school teachers. A face-to-face interview conducted further revealed that such teachers requested sexual favours from them and when they turned their request down they in turn showed hatred against them. This couple with other factors such as difficulty coping with class work and home work made them victims of drop out. This group of respondents represented 93% (Fig. 4.6).



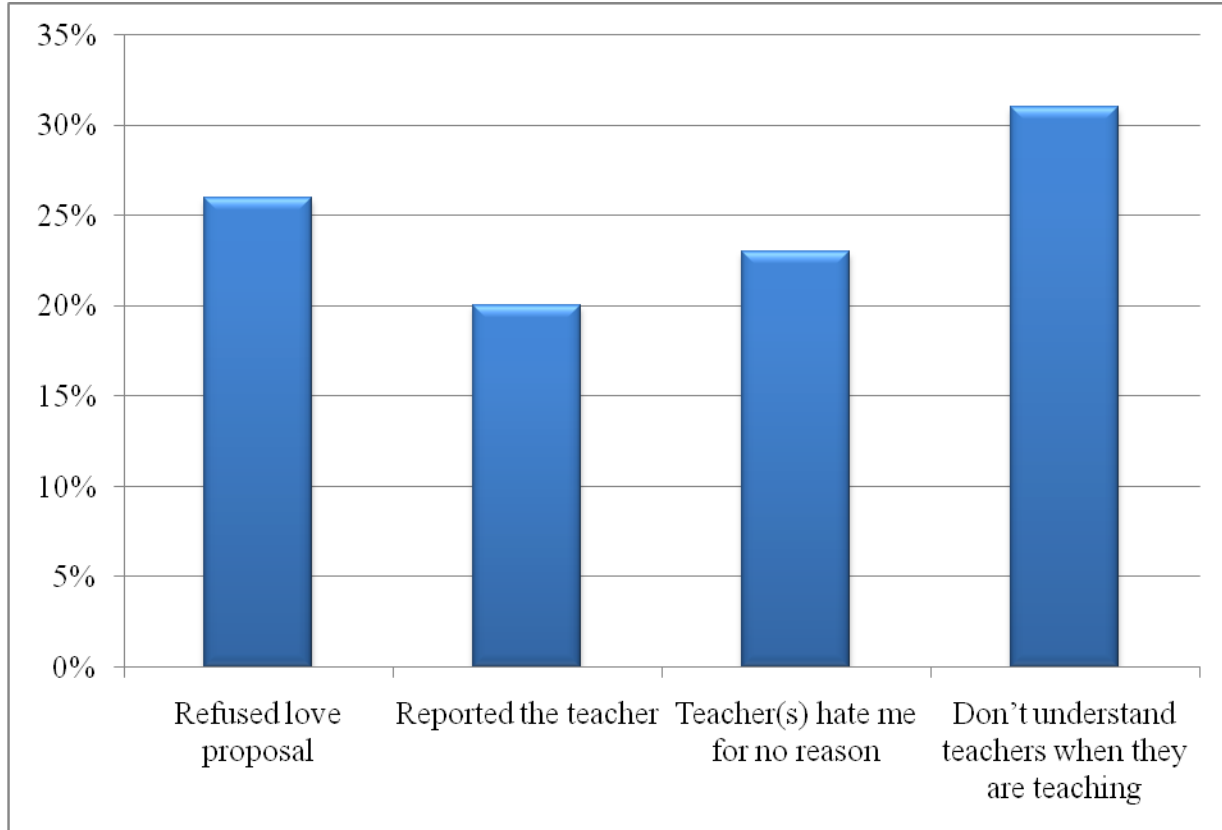


(Source: Field data, 2013)

Fig. 4.6: Drop out and related issues in Nasuan

From the figure 4.6, a small number of the respondents said that they never experience maltreatment in school before. This group of people was made of 20 (7%) of the total respondents interviewed. Further analysis of the problem resulting from the disturbing rate in conformity to the fact that bullying does exist in Nasuan schools, compelled the study to dig out further reasons for this assertion. In an oral interview, the respondents indicated variously as reasons for their claims of having experienced bullying in Nasuan schools. Some of these respondents indicated that they were subjected to bullying and hatred because they refused love proposals from some of the teachers. This number of interviewees was 78 which represented 26 percent of the total respondents interviewed (Fig 4.7).





(Source: Field data 2013)

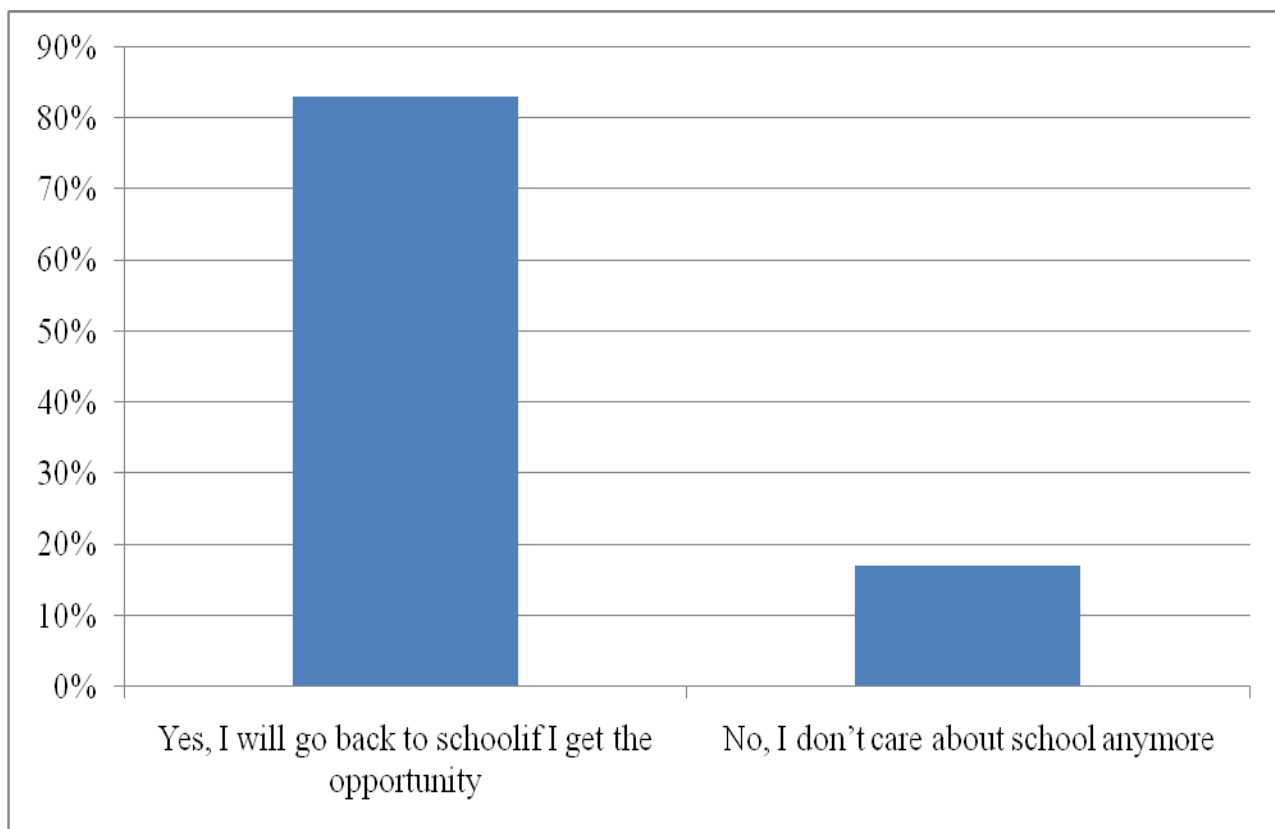
Fig. 4.7: Reasons for the bullying



Another category of respondents revealed that teachers maltreated them in the school, and anytime they reported the teachers to the school authorities it culminated in constant hatred beyond their endurance which caused them to drop out. These drop-outs were 60 representing 20 percent of the total number of respondents contacted. Again 23% (70) of the total respondents recounted that some teachers expressed hatred against them for no reason. Still, 92 (31%) of the respondents also indicated that they were discouraged and became drop-outs because they did not understand their teachers in class.

#### 4.7 Opportunity for Enrolling Back in School

Information obtained by the study has revealed that drop out exists in Nasuan schools and the end result is that some drop outs regret their action. In this scenario the study attempted to find out if these drop-outs would welcome the opportunity to enroll into school again. Out of the 300 respondents, 250 represented 83% of the total drop-outs interviewed indicated that they would welcome going back to school (Figure 4.8).



(Source: Field data, 2013)

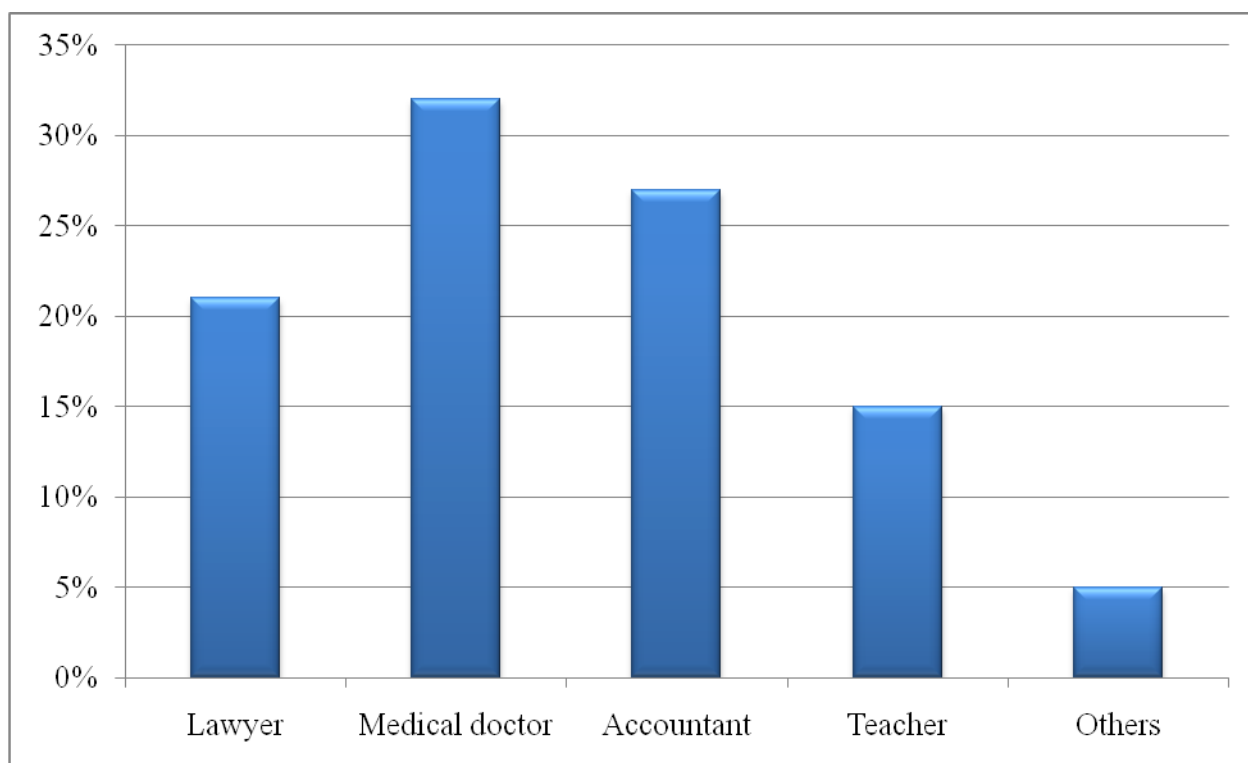
Fig. 4.8: Opportunity to enrol into school again

On the other hand, 17% of the drop outs were also of the view that they would not go back to school even if the opportunity prevails.



#### 4.8 Vision/ Dream Professions of Respondents

Having a career vision and plan is very important in human resource development. However, the drop-outs in Nasuan community expressed disappointment in themselves over their inability to realize their dream objectives as some of them become drop out of school. In a collective sense, these drop-outs indicated variously as having dreams of becoming doctors, lawyers, teachers, accountants and others in the future. From the data gathered 65 (21%) of them indicated that they would have become lawyers or wish to become legal practitioners in future. In addition, ninety-five (32%) of the drop-outs reiterated that it was their intension to become medical doctors for the Nasuan community (Figure 4.9)



(Source: Field data 2013)

Fig. 4.9: Dream profession of drop out in the Nasuan community

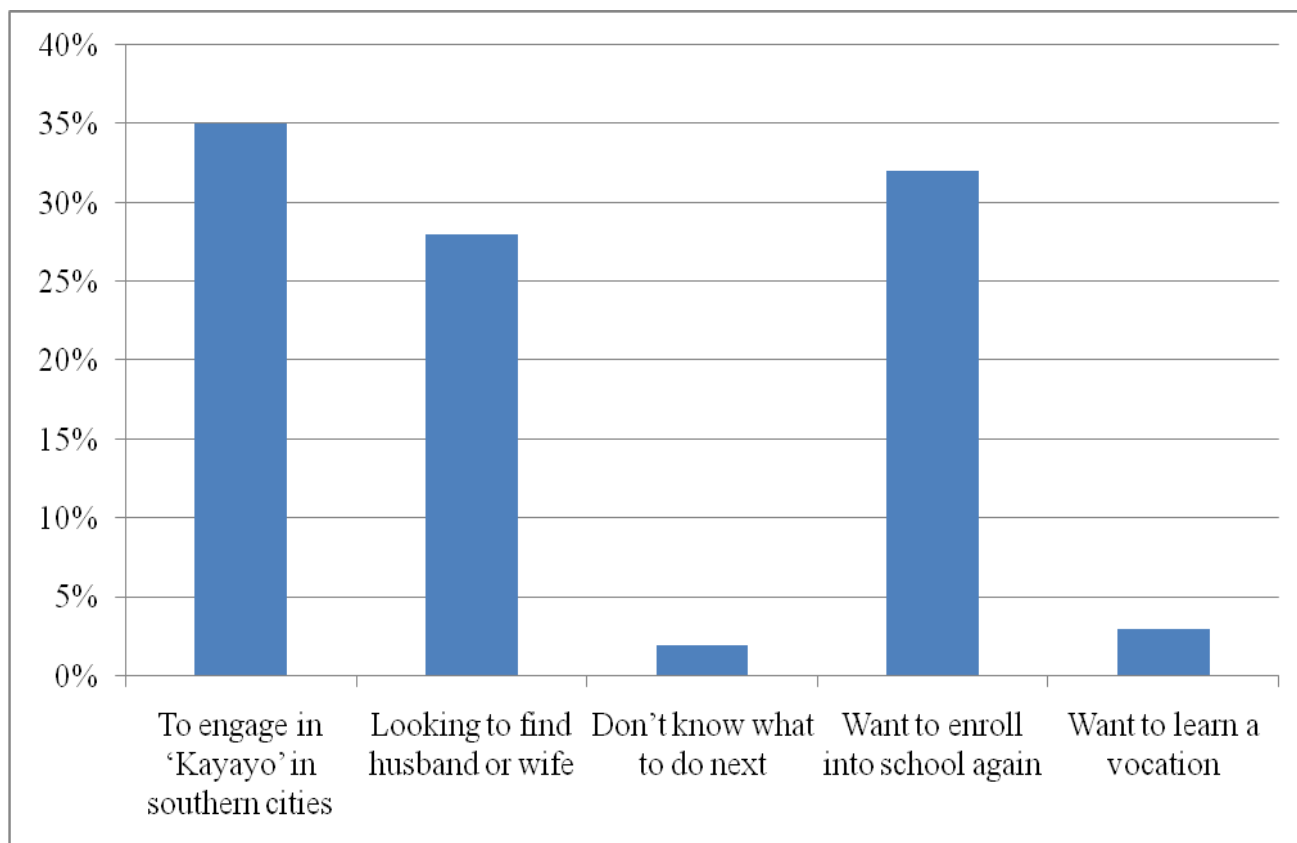


From the figure 4.9, 80 of the drop-outs responded that they have lost their visions to become accountants which is their dream profession in the near future. This group represented 27% of the total drop-outs interviewed. Fifteen percent (15%) of the respondents also indicated that they would have been teacher to teach in schools in the Nasuan community if they did not drop out of school. Other respondents also indicated that if they had not become drop outs they would have become enterpreneuers, engineers, military service men or police corps in future. These were fifteen respondents representing 5% of the total respondents.

#### **4.9 Engagements after School Drop-Out of Children of Nasuan Community**

The need to understand engagement options for the school drop-outs in the Nasuan community in the Bunkprugu-Yunyoo district became contingent in this study. The drop-outs were asked to indicate the economic activity they usually engaged in when they drop out of school. Here, 105 (35%) of the respondents indicated that they would embark on ‘kayayo’ activities in the southern sectors of Ghana. Eighty-five of them constituting 28% of the respondents also indicated that they were getting prepared to settle down in marital homes (Fig 4.10)





(Source: Field data, 2013)

Fig. 4.10: Career options for drop outs in the Nasuan community

From the figure 4.10, 2% of the respondents also indicated that they were confused as to what they would be doing for the rest of their lives as failures of education. Ninety-five of drop outs also indicated that they would go back to school should they get the opportunity. This represented 32% of the total school drop-outs contacted. Other school drop-outs were also of the view that they may engage in learning of a vocation or undergo apprenticeship with which they can earn a living. This group of drop-outs was 10 (3%) of the total interviewees contacted.

#### 4.10 Effects of Drop-Out on the Nasuan Community

After the study established the existence of effects of drop out in the Nasuan community, it attempted to find out how the situation was affecting the community and the individual. One hundred of the respondents contacted revealed that with drop out the community could not realize its human resource development needs. This represented 28 percent. One hundred and fifty (43%) of the respondents also indicated that with drop out the community is not able to achieve its educational objectives (Table 4.1)

Table 4.1: Effects of drop out in the Nasuan community

<b>Effects</b>	<b>Frequency</b>	<b>Percent</b>
Inability of the community to realize its human resource development needs	100	28.0
Inability of the community to achieve its educational objectives	150	43.0
The people are not able to make informed political decisions	60	18.0
The people of the Nasuan community live below average standard of living	40	11.0
Total	350	100.0

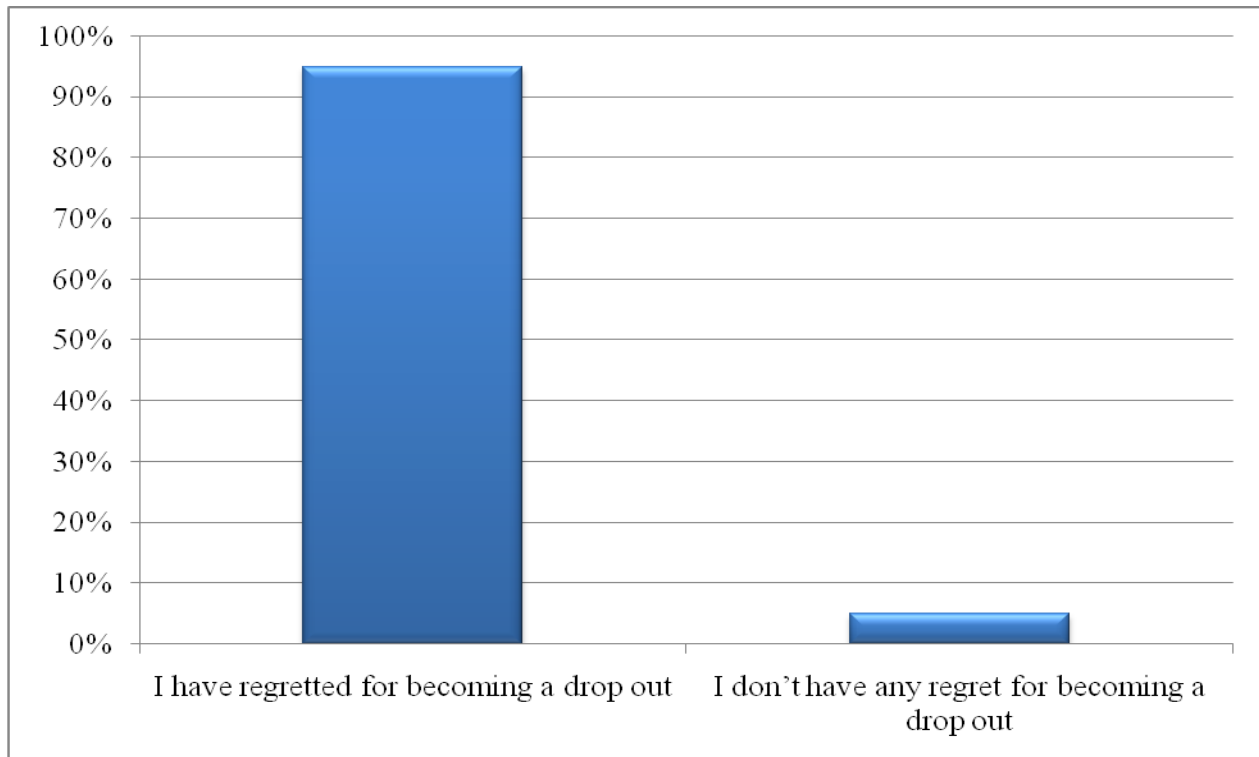
(Source: Field data, 2013)

There was another set of respondents who indicated that because drop out situation is rampant in the Nasuan community, some individuals of the community are not able to make informed political and economic decisions. This was 18% which was estimated on 60 respondents. Also, 40% of the respondents revealed that drop out had accounted for the low standard of living in the Nasuan community.



#### 4.11 Discernments Associated with Drop-Outs in the Nasuan Community

There is widespread concern of drop out situations across the country. People who drop out of school fail to realize the immediate effect until a later date. The study revealed that children in the Nasuan community drop out of school in order to search for wealthy things in southern cities. In this context, the study attempted to find out if the children who drop out of school in the Nasuan community later regret as they move on in life. Here, a large number of the respondents 285 (95%) indicated their regrets for haven dropped out of school (Figure 4.11)



(Source: field data, 2013)



Fig. 4.11: Evidence of regret among drop outs

Nonetheless, a few of the drop-outs also indicated that they are not worried for becoming drop-outs. Oral interview conducted revealed that this category of respondents were the young ones among the drop-outs who did not possess the analytical capacity to make informed decisions. The findings in Figure 4.8 prompted further analysis into how victims of drop out are perceived in the Nasuan community. Against this background, 38% of the respondents revealed that they felt embarrassed when they came across their colleagues who were still in school (Table 4.2)

Table 4.2 Experience of drop outs in the Nasuan community

Experience	Frequency	Percent
I feel nothing	21	6.0
I feel ashamed	129	37.0
I feel embarrassed	131	38.0
I feel rejected	50	14.0
all of the above	19	5.0
Total	350	100.0

(Source: Field data, 2013)

From the Table 4.2, 14% of drop outs also indicated that they felt rejected by the community. Nonetheless 21 (6%) of the total respondents contacted indicated that they had nothing to worry about as being a drop out is not regarded as a crime in the society. 37% of





the drop outs indicated that they feel ashamed in the community and 5% of them revealed that all of the above indicators applied in their case.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of the study, draws a conclusion and suggests ways that may be relevant in charting approaches of arresting the problems of school drop outs in the Nasuan community of the Bunkprugu-Yunyoo District.

#### 5.1 Summary

The study looked at the effects of school drop-out in the Nasuan community of the Bunkprugu-Yunyoo district, and was guided by a major study question such as what are the causes and effects of drop outs in the Nasuan community of Bunkprugu-Yunyoo District. Against this background, the study outlined a major study objective which guided an exploration of the study. This was to assess the causes and effects of drop out in the Nasuan community of Bunkprugu Yunyoo District. Nevertheless, the relevance of the study is given as the findings intending to assist education policy makers working in the Nasuan community and beyond and also as a means of reducing drop out in the community.

Important literature with direct bearing on the topic and the study site were reviewed which covered primary education, relevance and issues of drop out in Sub-Saharan Africa. This explained how primary education was being affected by issues of drop out. The literature highlighted issues associated with problems across the world. It noted primary education as its enrolment is increasing in Northern Ghana, low levels of learning achievement, large gender disparities in primary schools, and the learning needs of young children and adolescents





continuing to suffer from widespread neglect. Further some literature reviewed in this study revealed that Ghana government is making the transition from low levels of school attendance to full enrollment in primary school girls especially those who travel from the Nasuan community as drop out of school for other engagements in the southern sector.

The study revealed that dropping out situations from schools in the Nasuan community is accounted for by pupils feeling disconnected between school environment and academic life as their own teachers subject the females who refuse their love proposals to bullying. It further revealed that pupils of the community develop interest in acquiring wealthy things outside the community which they believe would enhance their economic fortunes and prepare them for marriage in the future. The study again revealed that the District Assembly is unable to realize its educational objectives due to drop out.

Furthermore, the study indicated that in the Nasuan Community, parents are not aware of the value of formal education for their wards as they deployed the children in other activities rather than encouraging them to go to school. They engage the children with farming activities and in some instance encourage the children to engage in marriage due to the value of the bride price. In the realm of this, parents take advantage and argue that they are unable to pay school fees.

The study further revealed that while boys bully others by using more physical means; teachers also bully the children with impunity. Bullying was established as one of the causes of drop-out in the Nasuan community. This was carried out by teachers of Nasuan schools for reasons of private or selfish interests. In such instances, such innocent students fail to give in to such pressures from teachers and eventually they end up withdrawing from the school.

The study again revealed that 95% of the respondents expressed regret for being drop-outs. They regret for becoming drop outs and later hoped for the opportunity to return to school. The study further revealed that all the children lost their career vision. These respondents expressed disappointment in themselves over their inability to realize their dream objectives which some of them set as lawyers, accountants, medical doctors and others.

From the study, it was concluded on the basis that drop out exist in the Nasuan community and its effects on the community and the individual is retrogressing the development of the entire community.

## **5.2 Conclusion**

Drop out is a major problem that continues to bedevil the educational system in the Nasuan community of Bunkprugu-Yunyoo District since the beginning of Western education in Ghana in the mid 19th century to the present. The phenomenon of dropout in basic schools in the Nasuan community has dire consequences on educational system of the entire community as it makes the children not able to acquire better status in the society and realize their future dreams. Drop out affects the community by serving as a threat to creating human resource needs of the community. Overall, the study established the causes of drop out in the Nasuan community and their effects on individual and community. In this regards, there is the need for urgent call to address the problem of drop out in the Nasuan community of the Bunkprugu-Yunyoo District.



### 5.3 Recommendations

Given the above findings the following recommendations were made:

- Despite Government schemes such as Capitation Grant, School Feeding programme put in place to enhance and encourage primary education in the Nasuan community, some parents still complain of high school fees based on which they withdraw their children. In this regard, the educational and political authorities in the Nasuan community should develop strategies to promote the relevance of education
- Again parents should be educated on how the Government distributes free of charge teaching and learning materials such as textbooks, writing materials and exercise books.
- There should be no gender differences in treatment; parents should treat boys and girls the same in terms of giving them education. They should be given equal opportunity to make them develop the confidence needed in life so they can contribute their quota to the development of the Nasuan community.
- There should be public campaign by the District Assembly against travelling to the southern cities to engage in activities like “kayayo.” These children could be sensitized against the backdrop that dropping out of school for ‘kayayo’ activities elsewhere could have a long term effect on their lives.
- The larger community of Nasuan should be educated on the value of education. This will enable the community to understand that with drop out the community would fail to realize its human resource development needs.



- The government should provide more classrooms for the Nasuan community. She should provide the available Nasuan schools with teaching and learning materials such as teacher's guide, textbooks, pens and pencil to ensure effective teaching and learning.
- Teachers should be encouraged to create cordial relationship between themselves and their pupils. Teachers who attempt to abuse the pupils by dating them should be made to face tougher punishments. Pupils could be oriented to muster the courage to report teachers who show such unacceptable behaviours to the school authorities.
- Parents should encourage their children in the community to take education seriously rather than inviting them to assist in farming. Parents should avoid forcing their children into early marriage. Teacher should be cordial to their pupils outside the classroom in order to prevent them from becoming drop outs. Also the political and educational authorities in the Nasuan community should intensify public campaign on relevance of education in the community.
- Teachers should actively encourage the pupils to participate in teaching and learning process, and if possible pupils should be rewarded for good academic performance.



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APPENDIX A

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ARRANGEMENT OF SECTIONS

*Section*

*General*

1. System of education
2. Free and compulsory education
3. Decentralization of education
4. The Education Service
5. Inclusive education
6. Medical examination of children
7. Inspection and supervision
8. Functions of the National Inspectorate Board

*National Teaching Council*

9. National Teaching Council
10. Functions of the Council
11. Composition of the Council
12. Licencing of teachers
13. Registration of teachers
14. Employment of registered teachers
15. Employment of unregistered teachers

*Tertiary Education*

16. Tertiary education

*Curriculum and assessment*

17. National Council for Curriculum and Assessment
18. Functions of the National council

*Library Services*

19. Schools Library and information Directorate
20. Functions of the Directorate

*Decentralized Education Service*

21. Regional education directorates
22. District education directorates

*Private educational institutions*

23. Establishment of private educational institutions
24. Change in ownership
25. Closure of private educational institutions
26. Tax exemption



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- 27. Relations with Ministry
- 28. Grievances

*Miscellaneous provisions*

- 29. Regulations
- 30. Interpretation
- 31. Repeals, savings and transitional provisions





THE SEVEN HUNDRED AND SEVENTY-EIGHTH

# ACT

OF THE PARLIAMENT OF THE REPUBLIC  
OF GHANA  
ENTITLED

EDUCATION ACT, 2008

AN ACT to provide for the establishment of an educational system intended to produce well balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens for the total development and the democratic advancement of the nation, and for related matters.

DATE OF ASSENT: 6th January, 2009.

ENACTED by the President and Parliament.

## *General*

### **System of education**

1. (1) The system of education shall be organized in three progressive levels to be known as:

- (a) basic education,
- (b) second cycle education, and
- (c) tertiary education.

(2) The basic level of education shall consist of

- (a) two years of kindergarten education,
- (b) six years of primary education, and
- (c) three years of junior high school education.



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(3) The second cycle level of education shall consist of four years of senior high school education, technical, vocational, business and agricultural education, or appropriate apprenticeship training of not less than one year.

(4) The tertiary education shall consist of education provided in a university, polytechnic or college of education established by an Act of Parliament or accredited by the National Accreditation Board.

(5) Each level of education shall, where appropriate, include provision for distance learning programmes.

(6) In addition to subsections (1) to (5), there shall be a system of non-formal functional and life long educational programmes.

(7) The Ministry of Education and the District Assemblies may establish open colleges at the district level.

(8) The open colleges and life long educational colleges shall also provide avenues for skills training and formal education as determined by the Minister by legislative instrument.

**Free and compulsory basic education**

2. (1) A child who has attained school going age shall, at the basic level, attend a course of instruction as laid down by the Minister in a school recognized for that purpose by the Minister.

(2) Education at the basic level is free and compulsory.

(3) A District Assembly shall subject to section 3, provide the necessary infrastructural needs and any other facilities for the education of the population in the area of its authority.

(4) Where a child does not attend a course of instruction in compliance with subsection (1) the parent shall, in the first instance, appear before the social welfare committee of the District Assembly for appropriate action.

(5) A parent who fails to comply with the appropriate action agreed on with the social welfare committee, commits an offence, and is liable on conviction by a District Court,

(a) for a first offence, to a fine not exceeding five penalty units, and

(b) for a continuing offence, to a fine of one penalty unit in respect of each day during which the offence continues;





or in lieu of the payment of the fine, to community service as determined by the Court in consultation with the Social Welfare Committee.

(6) Where a parent cannot genuinely afford to educate the child, the District Assembly may provide the support necessary for the education of the child.

#### Decentralization of education

3. The Minister shall take measures for the effective decentralization of executive responsibility for the provision and management of basic and second cycle schools to the District Assemblies.

#### The Education Service

4. The Education Service provided for by article 190 of the Constitution and as restructured under the Ghana Education Service Act, 1995 (Act 506) is responsible for the co-ordination of the approved national policies and programmes relating to pre-tertiary education.

#### Inclusive education

5. (1) The District Assemblies and heads of institutions shall ensure that designs for schools are user-friendly for children with special needs.

(2) Institutions that deliver education to children with special needs shall improve upon the existing infrastructure and provide for additional facilities where necessary.

(3) A parent or guardian shall take advantage of the inclusive education facilities to send the child with special needs to the appropriate education facility, or subject to the availability of resources, make a request for the provision of the appropriate education facility.

(4) For the purposes of this section, "inclusive education" means the value system which holds that all persons who attend an educational institution are entitled to equal access to learning, achievement and the pursuit of excellence in all aspects of their education, and which transcends the idea of physical location but incorporates the basic values that promote participation, friendship and interaction.

#### Medical examination of children

6. The Education Service in collaboration with the Health Service and the Ministry responsible for social welfare shall undertake

- (a) the screening of children on admission, and
- (b) the regular medical examination of children.



**Inspection and supervision**

7. (1) There is established by this Act a body known as the National Inspectorate Board consisting of

- (a) the chairperson,
- (b) one representative of the Universities of Education,
- (c) one special education specialist or practitioner,
- (d) one representative of the National Teaching Council,
- (e) one representative of the Association of Private Schools,
- (f) one representative of the West African Examinations Council,
- (g) one representative of the Council for Technical Vocational Education and Training,
- (h) the Chief Inspector of Schools,
- (i) three nominees of the President, at least one of whom is a woman,
- (j) one representative of the Catholic Bishops Conference and the Joint Anglican Diocesan Council,
- (k) one representative of the Federation of Muslim Councils and the Ahamadiya Mission, and
- (l) one representative of the Christian Council and the Ghana Pentecostal Council.

(2) The Chief Inspector of Schools is the secretary to the Board.

(3) The members of the Board shall be appointed by the President in accordance with article 70 of the Constitution.

**Functions of the National Inspectorate Board**

8. (1) The functions of the National Inspectorate Board are,

- (a) to undertake the inspection of schools,
- (b) to evaluate, on a periodic basis, the first and second cycle institutions, and
- (c) to set and enforce standards to be observed at the basic and second cycle levels in both public and private educational institutions.

(2) For the purposes of paragraph (c) of subsection (1), the Board shall set up inspection panels to provide an independent external evaluation of the quality and standards in educational institutions by focusing on

- (a) the quality of leadership and management of the educational institution,
- (b) the quality of teaching and learning provided by the educational institution,



- (c) the educational standards achieved by the educational institution,
- (d) the levels of scholarship attained by the educational institution,
- (e) the facilities available in the educational institution,
- (f) the system of internal and external examiners in place at the educational institution,
- (g) the values emphasized and taught in the educational institution including community service by the students or pupils and staff, and
- (h) the statistical data of the educational institution or tracer studies tracking the achievement of past students.

(3) Subsection (1) shall not preclude a religious body from setting up, in conjunction with the District Assembly, its own directorate for the inspection and supervision of the educational institutions established by that religious body.

(4) The directors and supervisors within the regional and district directorates of education shall undertake, in accordance with the directives or guidelines of the Board, routine inspection of schools to ensure the maintenance of standards of performance in teaching and learning.

#### *National Teaching Council*

#### **National Teaching Council**

9. There is established by this Act a body known as the National Teaching Council.

#### **Functions of the Council**

10. The functions of the Council are,

- (a) to advise the Minister responsible for Education
  - (i) on matters relating to the professional standing and status of teachers, and
  - (ii) on teacher education, including the provision of facilities for in-service training, and the employment of teachers;
- (b) to recommend to the Minister professional standards required for the registration of teachers;
- (c) to periodically review professional practice and ethical standards for teachers and teaching;
- (d) to register teachers after they have satisfied the appropriate conditions for initial licensing and issue the appropriate licence ;



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- (e) to review, through its disciplinary committees, appeal cases of professional misconduct and confirm, vary or rescind the decision of the district disciplinary committee;
- (f) to confirm, vary or rescind a decision of the district disciplinary committee;
- (g) to revoke a teacher's licence to teach after establishing a case of grave professional misconduct;
- (h) to give approval for the suspension of a teacher from teaching after satisfying itself that the teacher has contravened laid down regulations governing the professional conduct of teachers; and
- (i) to approve the re-registration of a suspended teacher who has served the suspension and has been recommended for re-registration by the district disciplinary committee.

**Composition of the Council**

11. (1) The National Teaching Council consists of

- (a) the chairman,
- (b) one representative each of
  - (i) the Ministry responsible for Education,
  - (ii) the National Council for Tertiary Education,
  - (iii) the Council for Technical, Vocational Education and Training,
  - (iv) the National Inspectorate Board,
  - (v) the Conference of District Directors of Education,
  - (vi) the Conference of Heads of Colleges of Education,
  - (vii) the Conference of Managers of Education Units, and
- (c) two representatives,
  - (i) one from the Universities involved in teacher education,
  - (ii) one from industry and commerce,
- (d) two representatives of Teachers Association, and
- (e) three other members one of whom is a woman.

(2) The members of the Council shall be appointed by the President in accordance with article 70 of the Constitution.

**Licensing of teachers**

12. (1) The Council is the governing authority responsible for matters relating to the licensing of teachers, including where necessary, the emergency



certification of teachers after the Council has given approval for a special course of study for the emergency certification.

(2) Provisional licence may be required where there is need for the training of

(a) persons who the Council considers suitable for short training to meet a crisis in teacher shortage, or

(b) any other person who desires to take up teaching as a profession and register for the provisional licence.

(3) A person shall not be admitted to teaching as a professional career teacher without satisfying the laid down credentialing requirements issued by the Council for normal or emergency certification.

(4) The programmes of study for pre-tertiary education teachers that lead to a licence to teach shall be developed in consultation with the Council.

(5) A teacher's licence is the only legal authorisation for teaching, and

(a) shall be issued by the Council, and

(b) shall bear the registration number of the teacher.

(6) A teacher shall be required to possess the Council's licensing certificate as evidence of professional standing and authorisation for teaching.

(7) The legal possession of the Council's certificate signifies that the teacher meets the knowledge and skill standards prescribed by the National Teaching Council and is duly licensed to teach.

#### Registration of teachers

13. (1) The Council shall maintain a register of teachers in which shall be recorded the particulars of a person registered as a teacher under this Act.

(2) A person desiring to be registered as a teacher shall submit for approval by the Council an application in the prescribed form.

(3) A person is not qualified to be registered and issued with the Council's licence to teach

(a) where that person does not possess at least the initial prescribed teacher training diploma certificate or its equivalent qualification as determined by the Council, or

(b) if that person has been disqualified from teaching by reason of a grave professional misconduct, or



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- (c) if within a period of six months immediately preceding the date of the application
- (i) that person has been refused registration as a teacher, or
  - (ii) the registration of that person as a teacher has been cancelled.

- (4) The Council may refuse to register a person as a teacher,
- (a) if that person suffers from a mental disability, as certified by a registered medical practitioner, likely to interfere with the practice of teaching, or
  - (b) if that person has been convicted of a criminal offence of a nature which in the opinion of the Council renders that person not a proper person to be a teacher in an educational institution, or
  - (c) if that person has, in an application for registration as a teacher, made a statement or furnished information which that person knows is false, or
  - (d) if that person has not passed the requisite teacher certification examination recognised by the Council and does not satisfy the standards required for a teacher's licence at the level which that person has applied for certification to teach.

(5) A person aggrieved by a refusal under subsection (5) may appeal to the Minister against the decision, and the Minister may confirm, vary or rescind the decision of the Council.

(6) Where a decision of the Council is rescinded, the Minister shall direct the Council to register as a teacher, the person affected by the decision.

(7) A person aggrieved by a decision of the Minister may apply to the High Court for redress.

(8) A person holding out as a teacher shall be required to meet the normal certification requirements or certification requirements of the Council.

**Employment of registered teachers**

14. A person shall not be employed as a teacher in a pre-tertiary educational institution unless that person has been registered as a teacher by the Council.



**Employment of unregistered teachers**

15. (1) Despite section 14, the Council may authorize the employment of persons not registered under this Act as teachers in pre-tertiary educational institutions.

(2) The provisions on qualifications and conditions relating to registered teachers provided by the Council shall apply to the employment of unregistered teachers.

*Tertiary education*

**Tertiary education**

16. (1) The National Council for Tertiary Education established under the National Council for Tertiary Education Act, 1993 (Act 454) shall perform the functions specified for it under this Act.

(2) The teaching programmes and academic standards for tertiary institutions are subject to the accreditation requirements set out by the National Accreditation Board Act, 2007 (Act 744).

*Curriculum and Assessment*

**National Council for Curriculum and Assessment**

17. (1) There is established by this Act a body to be known as the National Council for Curriculum and Assessment, consisting of

- (a) the chairman,
- (b) the executive secretary of the National Council,
- (c) one representative each of
  - (i) the National Council for Tertiary Education,
  - (ii) the National Teaching Council,
  - (iii) the National Accreditation Board,
  - (iv) the National Board for Professional and Technical Examinations,
  - (v) the Council for Technical and Vocational Education and Training,
  - (vi) the National Inspectorate Board,
  - (vii) the Ministry responsible for Education, not below the rank of a Director,
  - (viii) the Association of Ghanaian industries,
  - (ix) the Ghana Employers Association,
  - (x) the teacher Association,
  - (xi) the Catholic Bishops conference and the Joint Anglican Diocesan Council,



- (xii) the Federation of Muslim Council and the Ahmadiya Mission,
  - (xiii) Christian Council and the Ghana Pentecostal Council, and
  - (xiv) the Ministry responsible for Labour.
- (d) two representatives of the Education Service, one of whom is a person with experience in curriculum development or curriculum assessment,
  - (e) the Director, Books Development Council,
  - (f) one nominee of the West Africa Examinations Council, and
  - (g) one nominee of the Ghana Federation of the Disabled.

#### Functions of the National Council

18. The functions of the National Council, to be performed in accordance with government policies, are

- (a) to determine the goals, aims and structure of courses at the various levels of pre-tertiary education;
- (b) to ensure an inclusive and representative curriculum development process, and guide curriculum development in a timely and an effective manner;
- (c) to recommend the number of core and elective subjects;
- (d) to recommend new subjects, as the subjects become necessary for the educational system;
- (e) to review, periodically, and make recommendations on, the linkages between tertiary and pre-tertiary education after consultations with the Minister, the National Council for Tertiary Education, the National Accreditation Board and any other relevant organisation or agency;
- (f) to approve the time table arrangements for the relevant educational institutions;
- (g) to receive reports on the quality and quantities of text books and any other materials of educational value, and make the appropriate recommendations to the Minister;
- (h) to recommend to the Minister the periods and time duration for curriculum reviews and sample size for trial testing of the various subjects in pre-tertiary education;
- (i) to review the criteria and conditions for the appointment of members of syllabus panels;





- (j) to receive reports on monitoring assessments, school based assessment and end of course examinations, and make recommendations on the nature of examinations and any other recommendations for improving learning in educational institutions;
- (k) to receive reports on school inspection, half yearly, and make the necessary recommendations to the Education Service for the improvement of the various sections of the education system; and
- (l) to consider any other matter assigned to it by the Minister for improving the quality of teaching and learning in educational institutions.

*Library services*

**Schools Library and Information Directorate**

19. (1) There is hereby established a Schools Library and Information Directorate.

(2) An educational institution shall establish and maintain a well equipped library for the benefit of its teachers, pupils and students.

**Functions of the Directorate**

20. The functions of the Schools Library and Information Directorate are

- (a) to advise the Minister on library and educational information policies, and
- (b) to harmonise library activities within a network system.

*Decentralised Education Service*

**Regional education directorates**

21. (1) There shall be established a regional education directorate in each Region.

(2) The regional education directorate shall

- (a) co-ordinate the activities of the district directorates in the Region;
- (b) co-ordinate regional sports and cultural activities in schools in collaboration with the appropriate institutions and authorities;
- (c) exercise jurisdiction in matters of discipline over personnel at the regional directorate; and
- (d) as much as possible, work in collaboration with the Regional Co-ordinating Council.



District education directorates

22. (1) The District Assembly shall, for its area of authority and as far as its functions extend, contribute to the total development of the community by ensuring that efficient education throughout the basic, second cycle and functional literacy education levels including non-formal education is available to meet the needs of the population of its area.

(2) The District Assembly shall, in the prescribed manner, and with financial assistance provided by the Government,

- (a) build, equip and maintain public basic schools in the district,
- (b) establish public schools that are in the opinion of the district director of education required in the district in consultation with the district chief executive, and
- (c) perform any other functions conferred on the district education oversight committee by this Act.

(3) The District Assembly shall establish a district education directorate.

(4) The district education directorate in consultation with the appropriate religious educational units are responsible for the efficient delivery of educational services to meet the peculiar needs of the areas within the district and in accordance with the educational policy and directives as determined by the Minister.

(5) The preparation, administration and control of budgetary allocations of the district directorate of education is the responsibility of the District Assembly.

(6) The District Assembly shall appoint a district education oversight committee consisting of

- (a) the district chief executive, as the chairman, or in the absence of the district chief executive, the chairman of the subcommittee responsible for education shall preside at the meetings of the oversight committee,
- (b) the chairman of the subcommittee responsible for education,
- (c) the district director of education, who shall also be the secretary of the oversight committee,
- (d) the district director of health,
- (e) the district social welfare officer,
- (f) one representative of the District Assembly, who is a woman,
- (g) one representative of the traditional rulers in the district,
- (h) one representative each of the religious bodies,
- (i) one representative of the associations of teachers in the district on a rotational basis,



- (j) one representative of the district parent-teacher association,
- (k) one representative of the school management committee in the district,
- (l) one woman identified generally with social development in the district, and
- (m) one representative of the private schools in the district.

(7) A district education oversight committee shall oversee

- (a) the conditions of school buildings and any other infrastructural requirements of the schools;
- (b) the provision of teachers and the regular and punctual attendance of teachers and pupils at the schools;
- (c) the proper performance of functions by the staff at the schools;
- (d) the moral and professional behaviour of the staff and pupils and matters relating to general discipline;
- (e) complaints relating to teachers, non-teaching personnel and learning materials, and complaints from teachers;
- (f) the environmental cleanliness of the schools, lands and of any other facilities;
- (g) the supply of text books and any other teaching or learning materials; and
- (h) the management and maintenance of the education management information system at the district level.

(8) The district education oversight committee shall appoint

- (a) the appointments and promotions sub-committee,
- (b) the disciplinary sub-committee,
- (c) the administration and finance sub-committee, and
- (d) the monitoring and evaluation sub-committee.

(9) The Director-General of the Education Service or a person authorized by the Director-General may attend the meetings of the directorate of education or a district education oversight committee, but is not entitled to vote on a matter for decision by the directorate or committee.

(10) Subject to this Act, the district education oversight committee shall determine the membership and functions of a sub-committee appointed under this section.



*Private educational institutions*

**Establishment of private educational institutions**

23. (1) A person or an institution may establish, manage and operate a private educational institution in accordance with the guidelines issued, and the Regulations made in that behalf, by the Minister, in consultation with the Education Service Council or the National Accreditation Board.

(2) A private educational institution shall

- (a) be incorporated as a legal entity with a governing body;
- (b) have at least one-third of the teaching staff being persons who are professionally qualified under this Act;
- (c) provide the requisite education and training to a child or any other person who qualifies to attend;
- (d) meet the standards regarding curricula and syllabi and the facilities set by the Ministry with regard to the physical, academic and any other facilities and requirements;
- (e) operate under the supervision of the district director of education, or, as appropriate, the National Council for Tertiary Education;
- (f) send a copy of its annual report on its programmes and activities to the Minister; and
- (g) make available to the Minister any other information in writing requested by the Minister;

and in the case of a private tertiary educational institution, shall not begin operations unless the National Accreditation Board has granted it the requisite accreditation.

(3) The proprietor of a private educational institution in existence before the commencement of this Act shall, within ninety days after the commencement, apply as appropriate to the District Assembly or the National Accreditation Board for approval.

(4) The District Assembly or the National Accreditation Board as appropriate may grant provisional approval or accreditation to enable preparatory work to be done towards the establishment of the private educational institution.

(5) The proprietor of a private educational institution shall not set, change or raise the level of fees without the consent of the Minister.

(6) A proprietor who contravenes a provision of this section or of the Regulations commits an offence and is liable on summary conviction to a fine not exceeding two thousand five hundred penalty units or to a term of imprisonment not exceeding five years or to both.



**Change in ownership**

24. (1) Where there is a change in the ownership or location of a private educational institution, the proprietor of the institution shall notify the Minister in writing of the change.

(2) Where there would be a long period of closure of a private educational institution, the proprietor of the institution shall within 90 days prior to the closure, notify the Minister of the closure and give reasons for the closure and the proposed date of re-opening.

**Closure of private educational institution**

25. (1) The Minister shall, acting in accordance with the advice of the National Accreditation Board or the District Assembly, withdraw the licence of a private educational institution

- (a) if the operation of the institution is detrimental to the physical or moral welfare of the pupils attending the institution, or
- (b) the continuing existence of the institution is against the public interest.

(2) Where a licence is withdrawn the owner, proprietor and the person in charge of the institution shall cease the operation of the institution.

(3) A person who contravenes subsection (2) commits an offence and is liable on conviction

- (a) to a term of imprisonment not exceeding six months or to a fine not exceeding two hundred penalty units, and
- (b) for each day during which the offence continues, to a fine of one thousand penalty units.

**Tax exemption**

26. Subject to article 174 of the Constitution, the Government may provide tax reliefs or subsidies to a duly registered private educational institution.

**Relations with Ministry**

27. The Ministry responsible for Education shall improve and strengthen its relations with private educational institutions by involving them in free and open participation in education programmes.

**Grievances**

28. (1) A parent aggrieved with the inferior standards of teaching or learning in a public or private educational institution or has cause to



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suspect discrimination or apathy or for any other sufficient cause may appeal to the National Accreditation Board or the district education oversight committee.

(2) The National Accreditation Board or the district education oversight committee shall, by directions in writing, afford the person responsible for the operation of the institution a reasonable time to correct the substance of the grievance.

(3) Where the person responsible for the institution does not correct the substance of the grievance within the time specified by the National Accreditation Board or the district education oversight committee, the Board or the oversight committee shall recommend to the Minister, the closure of the institution.

(4) A person aggrieved by the decision of the Minister by virtue of subsection (3) may appeal to the High Court.

*Miscellaneous provisions*

**Regulations**

29. The Minister may, by legislative instrument, in consultation with the appropriate body, make Regulations in respect of

- (a) the role, composition and any other functions of the inspectorate set up under section 7;
- (b) development and assessment of the curriculum for educational institutions;
- (c) the role of parent-teacher organizations in the education system;
- (d) the ownership of schools by a community;
- (e) the fee structure in the education system;
- (f) the establishment, management and operation of private educational institutions;
- (g) information and communication technology in education;
- (h) specifying the objectives, mission management, structures and functions of the schools library and information directorate including the establishment of a central catalogue of libraries and library books;
- (i) distance education;
- (j) science and technology education;
- (k) guidance and counselling;
- (l) private participation in education;



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- (i) distance education;
- (j) science and technology education;
- (k) guidance and counselling;
- (l) private participation in education;



- (m) the determination of the relationship between the district education directorate and the education units of the religious bodies;
- (n) discipline in schools;
- (o) gender equity at all levels and programmes of education;
- (p) the provision of adequate facilities for persons with disability or special needs;
- (q) the provision of in service training for teachers;
- (r) the financing of education;
- (s) a matter that is required to be prescribed or will give effect to this Act;
- (t) acts that constitute misconduct and grave misconduct and the corresponding penalties;
- (u) the level of autonomy that is commensurate with the achievements of an educational institution; and
- (v) any other matter that will advance or enhance the principles and purposes of this Act.

#### Interpretation

30. In this Act, unless the context otherwise requires,

"Board" means the National Inspectorate Board established by subsection (1) of section 7;

"college of education" means teacher training institutions;

"community college" means a post-basic educational institution which admits students with or without prior qualification;

"Council" means the National Teaching Council established by section 9;

"District Assembly" includes the Municipal and the Metropolitan Assembly;

"free education" includes tuition fees, provision of teachers and the essential requirements for quality teaching and learning for the basic level of education provided by the responsible body or authority;

"functions" includes powers and duties;

"institution of tertiary education" includes

(a) a university or university college,

(b) an open university,

(c) a polytechnic

(d) any other diploma awarding institution, and

(e) a post secondary educational institution;





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- “Minister” means the Minister responsible for Education;
- “National Council” means the National Council for Curriculum Development and Assessment;
- “open college” includes a community college;
- “open university” includes a post secondary educational institution which admits mature students;
- “parent” includes a natural parent and a person acting in the capacity of a parent
- “prescribed” means prescribed by this Act or the Regulations;
- “pre-tertiary education” means education below university, university college, polytechnic, community college and colleges of education;
- “pre-tertiary educational institutions in the public system” means schools and institutions for pre-tertiary education for which Government has direct responsibility in providing teachers, teaching and learning material;
- “public” in relation to an institution means established or maintained wholly or in part from moneys provided by Parliament, from the Consolidated Fund or any other public funds;
- “religious bodies” includes the National Catholic Secretariat, the Christian Council, the Anglican Church of Ghana, the Pentecostal Council, the Federation of Muslim Councils and the Ahmadiyya Mission;
- “register” means the register of teachers;
- “Regulations” means the Regulations made under this Act;
- “school going age” means the age determined by the Minister for the purposes of section 2;
- “Service” means the Education Service provided for under article 190 of the Constitution;
- “special education” means a course of instruction approved by the Minister for a person with disability.

**Repeals, savings and transitional provisions**

31. (1) The Education Act, 1961 (Act 87) is hereby repealed.
- (2) Until Regulations are made under this Act, Regulations made under the repealed Act shall continue in force in so far as those Regulations are not inconsistent with a provision of this Act.



(3) Within twelve months of the coming into force of this Act, the Ghana Education Service Act, 1995 (Act 506) shall be amended to conform with the provisions of this Act.

(4) Until arrangements are made for the licensing and registration of persons who are not professionally qualified as teachers, those persons shall be certified by the Council to teach.

(5) All certificated teachers in the educational system before the coming into force of this Act, shall be recognized as teachers and shall be permitted by the Council to teach until otherwise directed by the Council.

Date of *Gazette* notification: 9th January, 2009.



**APPENDIX B**

**QUESTIONNAIRES FOR VICTIMS OF SCHOOL DROP-OUT**

**PERSONAL INFORMATION**

1. Sex:  Male  Female
2. Age:  2-6  
 7-11  
 12-16  
 17-21  
 Others, specify

**CAUSES OF DROP-OUT**

3. Are you a school drop-out?  Yes  No

4. At what class were you out of school?

- 1-3  
 4-6  
 JSS 1 - JSS 3

5. At what age were you dropped of out school?

- 1-3





4-6

7-9

10-13

14-16

17-19

6. What inspired you to stop schooling?

to enable me embark on kayayo

I was a victim of bethrodal or given out for marriage

I could not afford paying my school feels

my parents wanted me to help them in farming activities

I got pregnant and dropped-out

all of the above

7. Did you leave the school because of any unpleasant action shown by a teacher or school authority?

Yes

No

8. If your answer is yes to question 7, kindly give reasons

a.....

b.....

c.....

d.....

e.....

f.....

9. Have you regretted for dropping-out of school?

- Yes                       No

10. How do you feel when you meet your colleagues who are still in school?

- I feel very uncomfortable
- I feel nothing
- I feel ashamed
- I feel embarrassed
- all of the above

11. Will you go back to school when you get the opportunity?

- Yes                       No

12. What was your dream profession in the near future when you were u school?

- Lawyer
- Medical doctor
- Accountant
- Teacher
- Others, specify.....



13. As a drop-out what options are available for you to carry on with your life?

- travel to engage in kayayo business
- looking to find a husband
- I don't know what to do next
- I want to enroll in non formal education
- I want to go back to join my colleagues in school
- Others, specify.....

14. have you seen any changes in your life since you were dropped-out of school?

- Yes
- No

15. if you answer yes to question 14, please indicate the nature of the changes

- negative
- positive

16. If your answer is negative to question 15 please, list the negative impacts school drop-out has had on you

- a.....
- b.....
- c.....
- d.....



**QUESTIONNAIRES FOR TEACHERS AND OFFICE STAFF OF GES**

**PERSONAL INFORMATION**

1. Sex:  Male  Female

2. Age:  20- 27

28-35

36-42

43-50

51-60

3. Is school drop-out alarming in this school or district?

Yes

No

4. what are the effects of this drop-out of the basic education of the community?

a.....

b.....

c.....

...

d.....

e.....

5. how does the drop-out affect overall development of the community? Please list them

a.....

...

b.....



c.....  
...

d.....

e.....

6. How do you think the community/district can overcome its problem of drop-out? Please list them

a.....

b.....

c.....

...

d.....

e.....

