

**ASSESSMENT OF TEACHING AND LEARNING CONDITIONS IN BASIC
SCHOOLS, A STUDY OF SELECTED SCHOOLS IN OFFINSO NORTH
DISTRICT**

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DECLARATION

I hereby declare that this submission is my own work toward the MSc. and that, to the best of my knowledge, it contains neither materials previously published by another person or materials which have been accepted for the award of any other degree by this or any other university except where due acknowledgement has been made in the text.

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ABSTRACT

One of the greatest developmental challenges in Ghana over the past 20 years has been the attempt to improve the quality of public education, particularly at the basic level. This has been an important area of concern to various stakeholders. The purpose of this study was to assess teaching and learning conditions in selected schools at the basic level in the Offinso North District. Here, an attempt was made to identify the nature of teaching and learning conditions in selected basic schools; factors that influence teaching and learning conditions; and their effects on pupils/students' performance. To achieve these objectives, mixed method design which contains both the qualitative and quantitative approaches was adopted. The selected basic schools were stratified into 6 circuits of which 5 were selected considering the characteristics of the various circuits and their spatial distribution. Afterwards, 7 Primary Schools and 5 Junior High Schools were chosen using the simple random method. The participants of the study were 12 head teachers, 58 pupils/students, 58 teachers and 48 parents. Questionnaires were administered to collect data from the teachers, pupils/students and parents while interview schedules were also used to gather data from the head teachers. The study revealed that 83.3 percent of the head teachers were males while female accounted for 16.7 percent. In the same vein, male constituting 54 percent outnumbered that of the females with 46 percent with regards to parents. In terms of qualification, teachers who had attained diploma were 91.9 percent while 8.1 percent of the teachers had attained SSSCE. This shows that majority of teachers had the necessary qualification in imparting knowledge. However, the classrooms were overcrowded with each having more than 45 pupils. Here, 90 percent of the teachers expressed their dissatisfaction with the class size. Based on this, 58.3 percent of head teachers and 72.4 percent of teachers considering nature of teaching and learning conditions in the schools agreed that they would change their schools if possible. The conditions of teaching and learning in the selected schools have greatly affected performance as BECE results showed that 62.3 percent passed in 2011/12 reduced to 37.9 percent in 2012/13 to 35.1 percent in 2013/14 academic year. The study therefore suggested that gender awareness campaign, provision of educational infrastructure and instructional materials, sensitizing parents on the need for education, teacher's motivation should be key in stakeholder's interventions to improve education.

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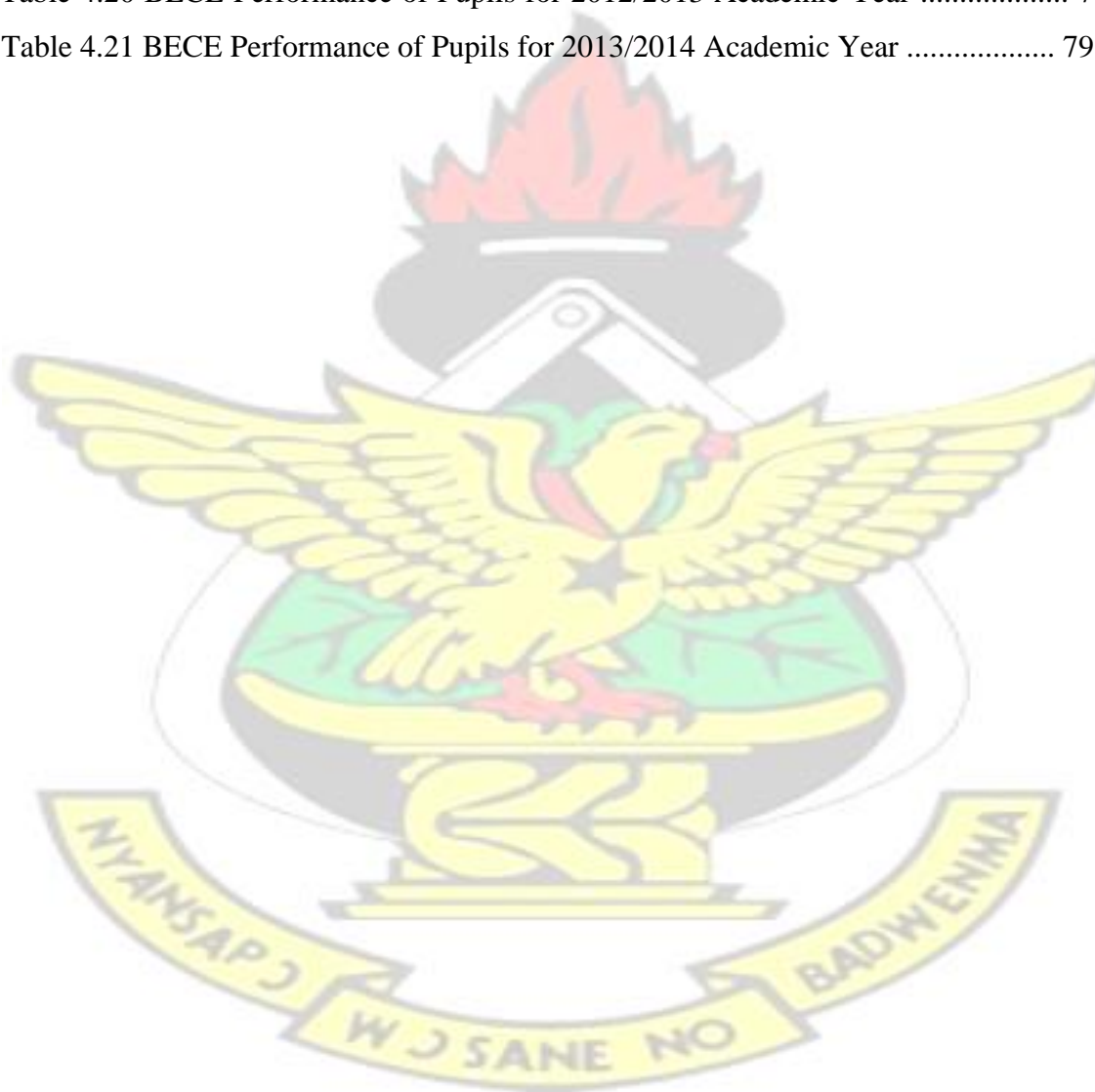
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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
BECE	Basic Education Certificate Examination
CUE	Centre for Universal Education
DA	District Assembly
DFID	Department For International Development
DVD	Digital Versatile Disk
EFA	Education For All
EGRA	Early Grade Reading Assessment
FCUBE	Free Compulsory Universal Basic Education
GDP	Gross Domestic Product
GES	Ghana Education Service
GETfund	Ghana Education Trust fund
GoG	Government of Ghana
HIV	Human Immune Virus
ICT	Information Communication Technology
ISCED	International Standard Classification of Education
JHS	Junior High School
JICA	Japan International Cooperation Agency
KG	Kindergarten
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
NEA	National Education Assessment
OECD	Organization for Economic Co-operation and Development
PIF	Policy Investment Framework
PISA	Program for International Student Assessment
SABER	Systems Approach for Better Education Results
SHS	Senior High School
TALIS	Teaching And Learning International Survey
TIMSS	The Trends International Mathematics and Science Study
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background to the Study

The purpose of education is multi-dimensional. It brings about economic growth and development. Education is viewed as a vehicle for economic modernization. It is through education that attitudes which create a climate for civilization is acquired. Positive attitudes shared by society towards productive labour, technical skills and manual work are vital requirement for economic growth. In this regard, Nziramasanga Commission (1999) recommended that educational curriculum aimed to provide essential skills and employment requirements must be in harmony with what is taught in school and what is required in the real world. The teachers should use progressive methods instead of teacher oriented traditional methods (factory-model education) and children should be accorded with an enabling learning environment to acquire skills needed to address their community challenges.

This idea was supported by businessman, founder and Chief Executive of Econet Wireless Mogul Strive Masiyiwa who once said, in life one needs to get skills not education because if you get the latter you may find yourself selling pirated DVD's at a road intersection. Although, Masiyiwa was right that individuals needs to be equip with skills relevant to today's world community needs. This is because one cannot claim to be educated without skills thus to be educated is to have skills necessary to change life for better (zvavanhuchopper.blogspot.com). Masiyiwa further opined that with half of Africa's population below 25 years of age the continent needed to create 500 million jobs in the next decade (www.newzimbabwe.com/news). Today education should address the needs of the world economy for it to sustain people's livelihood as majority of people world over are still living in extreme poverty.

Kellaghan and Greaney (2001b) have concerns with student's outcomes such as the knowledge and skills that students have acquired as a results of their exposure to schooling rather than assessing the quality of education from a concern with inputs such as student's participation rates, physical facilities, curriculum materials and teacher training. This emphasis on outcomes can, in turn be considered an expression of concern with the development of human capital in the belief that knowledge is replacing raw materials and labour as resources in economic development; that the availability of

human knowledge and skills is critical in determining a country's rate of economic development and competitiveness in an international market (Kellaghan and Greaney, 2001a).

According to Clarke (2005) the large body of empirical evidence linking education to economic growth indicates that improved enrolment completion rate is necessary, but not sufficient conditions for poverty reduction. Rather, enhanced learning outcomes in the form of increased student knowledge and cognitive skills are key to alleviating poverty and improving economic competitiveness. On the other hand, the full potency of education in relation to economic growth can only be realized if the education provided is of good quality, student knowledge and cognitive skills are well developed.

The quality of schooling is very poor in many developing countries. The available evidence indicates that the quality of learning outcomes in developing countries is very poor. Some of the factors that account for this situation, in most cases include insufficient infrastructure, large class sizes, demoralized and under-resourced teachers, and uninspiring methods and overloaded curriculum. A key determinant of demand for primary education is not so much the absence of schools but the fact that those which do exist do not function properly. In some cases schools have become the worst violators of children's rights, containing, suppressing, intimidating and silencing children. The education system in most developing countries is a terrible state of crisis- much, more acute than is generally realized Looking from the perspective of poor family, investment in education is expensive and often unrewarding gamble (Action Aid, 2002).

Studies have pointed out that the widespread and problem of teachers inertial has various inter-related roots. A teacher working in a dilapidated school building with low salary surrounded by unhappy parents, truant or irregular school children and corrupt inspectors can hardly be expected to work with enthusiasm. The working environment in rural schools are such that most teachers would find them tough; even the most committed teachers would find their passion waning. In this regard, an assessment of teaching and learning conditions in basic schools has become necessary since, concerns and criticisms have been raised on pupils achievement levels and their performance in Basic Education Certificate Examination (BECE) in the country. In the same vein,

parents, guardians and Educational Authorities agree that the huge investment in education is not bringing the desired results.

Globally, learning achievement and examination results are used to justify the performance of government, parents, teachers, pupils as well as the society. Looking at Ghana for instance, the weaknesses in the education reforms were brought up in the year 1993. A statement was made that the reforms had not achieved the quality target. This opened up the educational sector to criticism from the public. The government then responded to these criticisms which eventually culminated in the National Education Forum of 1994. The emphasis was on Basic Education up to year 2000. A research conducted by the University for Development Studies (2014), has revealed under performance of BECE results in the Northern Region of Ghana. Another research by Frimpong (2011) has also confirmed low performance of BECE results in Central Region.

International initiatives such as the Education for All (EFA) and the Millennium Development Goals have set the improvement of access and quality of primary education as the fulcrum of the initiatives (UNESCO, 2000). Cone et al., (1991) posit that the foundation of sound decision making is good measurement with the aid of accurate data. Educational practitioners suggest that assessment is of special value in ensuring effective learning.

Ghana evaluated the strengths and weaknesses of its existing assessment system via the use of standardized tools developed under the World Bank“ Systems Approach for Better Education Results (SABER). The goal of SABER – Student Assessment was to augment assessment systems that culminate in improved education quality and learning for all. Subsequently, the SABER country report (2013) observed that proper student assessment system is tantamount to ensuring quality education and learning outcomes as it endows stakeholders with the necessary information in decisionmaking. Continuous assessment of learners“ progress according to Falayalo, (1986) involves mechanisms whereby the final grading of learners (cognitive, affective and psychomotor tendencies in learning systematically considers all their performances in a given schooling period. Statistics indicate that, on the average, poor and rural children are at a much greater learning disadvantage than their wealthy urban peers According to Africa Learning Barometer(2013) children who come from the poorest households

in Mozambique and South Africa are seven times more likely than those from the richest households to rank in lowest 10 percent of students. Kevin (2013) contends that from South Korea to Singapore, Malaysia, Japan and China, economic success has been built on the foundations of learning achievement., Table 1.1 presents statistics for learning in some African countries.

Table 1.1: Learning Situation in some African Countries

Country	Children not learning (%)	Children not learning reading (%)	Children not learning Mathematics (%)
Ghana	32.1	21.1	43.1
Ivory Coast	41.0	33.6	48.3
Burkina Faso	28.2	31.4	24.9
Benin	41.7	44.8	38.5
Nigeria	58.3	65.7	51.0
Chad	40.0	45.0	34.9
Ethiopia	55.3	54.2	56.3

Source: UNESCO Institute for Statistics, 2012.

Ghana's 1974 educational reform introduced the Junior Secondary School concept which provided a curriculum which predisposed pupils to practical subjects and activities to acquire occupational and self-employable skills at school and with a little further apprenticeship become full employees or employers. This is supported by Brookings Centre for Universal Education (2013, p16) that "the ultimate aim of any education system is to equip children with the numeracy, literacy and wider skills that they need to realize their potential and that their countries need to generate jobs, innovation and economic growth". For this reason new subjects were introduced for the first time. They included Technical Drawing, Tailoring, Dressmaking, Metalwork, Automobile Practice, Woodwork, Masonry and Catering. The rest of the Reforms were the 1980's, Education Reforms Review Committee of 1993/94 and the New Educational Reform of 2002. Comparative analysis of the various reforms and committees in Ghana's educational system indicates clearly that there are still challenges in Basic Education in terms of numeracy, literacy, examination results and learning basic skills for employment as confirmed by UNESCO (2004).

1.2 Statement of the Problem

There has been a move away from focusing on basic physical resources towards improving the management of schools and classroom (Von Donge et al., 2000). The world today recognizes the importance of achieving high levels of literacy and numeracy. Studies have shown that societies with high levels of literacy and numeracy have lower levels of poverty (Policy Investment Framework, 2000). In this regard, Ghana has made tremendous effort with Development Partners such as USAID, JICA, DFID, World Bank, UNICEF and UNESCO with regards to an increase in education access and quality across the levels of basic education (GES, 2013). For instance, total government expenditure increased from GH¢ 3.6 billion in 2011 to GH¢ 6.0 billion in 2012 (GES, 2012). Core textbooks per pupil stands at 1.2 and 0.9 for Primary and JHS public schools respectively, still some way off the target of 3. Moreover, completion rates in Primary and JHS saw increment and were now at 112.4 and 70.1 respectively (GES, 2012).

In spite of the impressive expansion of education sector, equity, quality and learning achievement still remain problematic especially in remote areas. This is exhibited by the poor performance of BECE results and low learning achievements in the country as a result of pupils' inability to acquire basic learning skills in primary school level as the curriculum demands. Various researchers have expressed their views in both International and National Education Assessment levels that "good teaching and learning conditions in schools are supposed to enhance pupils' performance and achievement levels in various texts and examination in schools". However, studies carried out in Africa and Ghana by various researchers and organizations indicate that learning achievement rates in basic schools are rather on the lower side. For example, data from the Offinso-North Education Directorate revealed that pupils presented for the BECE for both sexes increased over 3 academic years (2011-2014) yet BECE performance declined. Here, 62.3 percent pupils passed in 2011/12 BECE examination which decreased to 37.9 percent in 2012/13 and a further decline was recorded in 2013/14 with 35.1 percent passes.

Even though, educational research have identified some internal and external school related factors that have contributed to this performance in certain parts of the country, it becomes prudent to investigate into the nature of teaching and learning conditions in the District. This would help identify the existing phenomena pertaining to teaching

and learning condition in the public schools and as such to suggest ways of improving upon the situation. Again, with limited study done on issue with respect to the scope, the study is purposefully designed to examine the factors that influence teaching and learning as well as its effects on pupils and teachers in selected basic schools in the Offinso North District. This would help give policy makers a sense of direction in deriving realistic strategies for improving teaching and learning achievement levels in basic schools in the district and the country at large.

1.3 Research Objectives

The core objective of the study is to assess teaching and learning conditions in selected Basic schools in Offinso North District in Ashanti Region. The specific objectives are;

1. To assess the nature of teaching and learning conditions in Basic Schools;
2. To identify the factors that influence teaching and learning in selected Basic Schools;
3. To examine the effects of teaching and learning conditions on teachers and pupils in selected Basic schools; and
4. To make recommendations to improve upon teaching and learning conditions in selected Basic Schools.

1.4 Research Questions

1. What is the nature of teaching and learning conditions in selected Basic School?
2. What are the factors that influence teaching and learning in selected Basic Schools?
3. How are the factors affecting teaching and learning in selected Basic Schools? And
4. How can teaching and learning conditions be improved in selected Basic Schools?

1.5 Justification of the Study

This study is premised on assessing teaching and learning condition in selected basic schools. This study will endow policy makers, planners, decision makers and other stakeholders with the state of teaching and learning conditions in basic schools so that they could mobilize resources for instructional provision and other logistics to enhance teaching and learning in basic schools. More so, the study will serve as point of

reference in the initiation and implementation of strategic planning on educational policy programmes and reforms to augment teaching and learning. Kellaghan (2003) asserts that attempts by government to make its education contemporary via the introduction of a business management (corporatist) approach. He contends that emphasis must be placed on strategic planning, deliverables and results via accountability based on performance. A key objective of this approach is to provide information on the operation of the education system (Kellaghan, 2003)

A challenge worth noted is governments' dearth of basic information on students' achievement levels and other basic inputs in the educational system. Policy making on teaching and learning is facilitated by comprehensive information on students' performances and achievements so as to tailor the policy into respectively augmenting and remediating challenges that are identified regarding students' performance. This study will thus serve as a guide in the initiation of National assessments. Consistent with the World Bank (2004) observation that Vietnam's national assessment of education unearthed several classrooms lack of basic resources. Nasser et al. (1998) similar assessment in Zanzibar found 45 percent of pupils lacking a suitable seat in school classrooms. Thus information on students' learning conditions in school is primal in educational development. Therefore, this research will inform Offinso North District Education Directorate on policy formation and direction. National, Government and International Agencies increasingly recognizing the key role that assessment of students learning plays in an effective education system.

1.6 Scope of the Study

The study focused primarily on the Assessment of Teaching and Learning Conditions in basic schools. The study covered public schools in the district (primary and junior high schools). Geographically, the area under study is Offinso North District of Ashanti Region-Ghana. The researcher selected the area for the study because of its urban/rural status.

1.7 Some Limitations Encountered During the Study.

There were a lot of limitations encountered during the study. Some of the students were unable to read the questionnaires well and answer accurately. Head-count of teachers also disturbed the administration of questionnaires. Inadequate resources in terms of human and time limited the administration to small group of head teachers, teachers,

students and their parents, rather than to thousands of respondents. The condition of the roads was very poor and affected the survey. The teachers did well to assist the researcher to explain the questionnaire to the students. With regards to the head-count, the researcher consulted the Education Directorate with specific dates for the circuits and planned accordingly. On the poor road, the researcher hired motorbike for the survey.

1.8 Organization of the Study

The research report has been categorized into five main chapters. Chapter one provides an introductory background to the research, Assessment of teaching and learning conditions in basic schools. Other areas under this chapter include the research problem, objectives, research questions, and justification of the study, scope and limitation. Chapter two consists of related relevant literature review of the topic and conceptual framework.

Chapter three is made up of the methodology and profile of Offinso North District, including the location and size; spatial distribution, the economy and educational institutions.

Chapter four comprises data analysis and discussions on the topic. Chapter five presents the summary of major findings, conclusion and recommendations.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This chapter provides relevant literature review related to the assessment of teaching and learning conditions in Basic schools. The review of related literature includes: definition of Education, Assessment, Teaching, Learning, Conditions, Basic Education and the factors influencing teaching and learning in basic schools. The chapter concludes with a conceptual framework for the study and a summary of major theme and emerging issues.

2.2 Definition of Education

It is believed that education developed from the Latin word “educare” and “Educatum” which means to nurture or rear and “duco” meaning to grow (Kumar &

Ahmad, 2009). Education might have stemmed from these words put together. According to Castle (1965), one of the 20th century educator said “education is what happens to us from the day we emerge from the womb to the day we enter the tomb”. This statement refers to education as a process. In other words, education includes all those experiences we encounter from the day we are born to the day we die.

Another context in which education can be used is as part of culture. Obanga (2006) reported that education and culture is inseparable, as they are simply two sides of the same coin. As we have way of celebrating events and preserving our food, so also do we have a way of preparing individuals for life that is acceptable to the society. Education is responsible for this preparation. In addition, when we look at our society, we find that our lives are kept by a number of activities which are all important. Obanga (2006) further attested that whatever the level of technical evolution devotes considerable attention transmitting its cultural heritage to the young.

2.2.1 Aims of Education

Aims of education vary from country to country and individuals as well. Generally, the aims of education include creation of literate population, healthy society and development of vocational and technical skills for manpower needs of the society. According to the Idealists, education should encourage students to focus on all things of lasting value. They asserted that education should not only emphasis the development of the mind. Together with Plato, they contended that the aim of education should be directed towards the search for true ideas. One other important aim according to Idealists is character development. They believe that the search for truth demands personal discipline and steadfast character.

In their view what they expect in society is not just the literate, knowledgeable person but also good person as well. Kant (1960) contended that education is the greatest and most difficult problem to which man devote himself.

2.2.2 Purpose of Education

For the purpose of education the following are taken into consideration; intellectual development of cultivation of mental facilities, self-realization, self-knowing and selfexplorations; development both mental and physical health. Worship is an important value which brings man close to God. Character is a value of both individual, collective importance, which is necessary for a peaceful society. Other purposes of education

include beauty, enjoyment, appreciation, and promotion, creation of beauty and nature and art necessary for successful life. Again, knowledge and skills are important for maintaining life, economic prosperity, social uplift and political stability and value inculcation is another main purpose according to this physical, intellectual, moral, spiritual, economic, social and political value can be developed through education.

2.2.3 Theories of Education

The developing countries demanded for an independence and that was met with a demonstration by Western governments that the sustenance and development of newly independent countries hinge on their adoption of their (Western) strategies specifically the human capital” and “modernization” theories embodying education as vehicle for modernization and socio-economic development. These theories became very popular in the wave of developing countries independence in the late 1950s and 1960s in their bid to achieve socio-economic development as expansion in educational opportunities was linked to economic development and technocratic visions of societal reconstruction.

According to Huq (1975) development is viewed by the International Community as the sequence of economic growth of the nations. It was later seen by developing nations and the International Community as a multi-dimensional concept. The consolidation of the term “development” was initially achieved during the initiation of the United Nations General Assembly resolution at the second United Nations Development Decade summit on January 1, 1971 UN (1971). Development was seen by the UN to entail elements including (1) a minimum living standard congruent to human dignity; (2) improvement in individual well-being (3) equity and fairness in national cake sharing (4) parity in distribution of national wealth and income (5) an enhanced security (6) environmental safety. These indicators clearly encompass a nation’s social, economic and cultural life. This put emphasis on the multidimensional feature of development thus economic growth cannot be the exclusive indicator of development (Fagerlind et al., 1989). Consistently, development could be viewed as a condition of societal wellbeing. However, De Souza and Porter (1974) posited that poor countries have not realized much modernization after independence. According to them, changes in socio-economic conditions in developing countries over the past two post-independence decades have been a source of despair instead of hope for people who expect development of third world countries. This section examines the theory of

modernization and human capital as they are replete with substantial information for developing nations'' educational objectives.

2.2.4.1 Modernization Theory

The World War II cost human life, ravaged countries infrastructure and economies and hence a coherent policy on redevelopment was needed. This stimulated the devising of the Modernization theory by scholars as an institution or nation building tool after the war. The developing countries clamour for independence made the Western world realize the need for modernization. This interest by Western governments was premised on making newly independent countries realize that their survival and development hinges on the adoption of Western strategies (Harrison 1988; Webster, 1984). David McClelland (1961) is viewed as the progenitor of the Modernization theory in the early 1960''s when he made attempts to distinguish the variance of societies in social and technological advancement. His conclusion was that modernization is ligated to modern values acquisition and that cultural and personality styles led to some countries being advanced than others. Also, he asserted that the need for achievement caused advancement in some countries. Consequently, he posited that literature on self-help, competition and general extroverted behavior could aid children develop the need for achievement. Building youth into future decision makers or drivers of the economy should be via the imparting of values and need for life achievement in young ones.

Inkeles, an American sociologist propounded the modernity scale which was very popular in the 1960''s and 1970''s. Inkeles and Smith (1974) provided the need for a modernization theory after their examination of individual modernity in six developing countries. They asserted that daily experiences and bureaucratic organizations modernize people and hence there is the need for the modification of employment avenues to facilitate people''s movement from conservative ways to the contemporary ones regarding their attitude, behaviour and values. Inkeles et al., (1974) believed that modernization and development is inextricably connected and thus societies will be stagnant in development unless the chunk of its people assimilates contemporary values. In an attempt to define modernization, Inkeles and Smith write; modernization in socio-psychological terms involves modifications in perceptions expression and values. The modern entails individual functioning means and set of characters that influence actions. Thus it embodies an „ethos'' that shares similitude with Max Weber spirit of capitalism. Societies devising of modern values depend on socialization agents

including the family, school, and factory. Thus modernization ligates with industrialization and an individual's qualities emanating from working in factories, and critically, the requisite attitude and behaviours of workers and staff in the efficient and effective operation of the factory. Therefore, inference from the modernization theory is that a modernization is ligated directly to variables via institutions, values, behavior, society, and economic development (Fagerlind et al., 1989). This sort to reason that people in Offinso North District should endeavour to modernize institutions such as (schools); values and behavior to bring about social and economic transformation through quality education.

2.2.4.2 Human Capital Theory

Social Scientist advocated for investments in education in the 1960's as they claimed it is the productivity enhancement tool of the population. Schultz (1961) posited that education is the most productive investment during his address at the American Economic Association. He observed that education improves individual choices and endows organizations with the requisite labour force for development. Schultz (1981) states that a population's acquired abilities are the fundamental available resource for societies. He states that human capital plays crucial role in the improvement of poor people's welfare worldwide. He further suggested that education produces a skilled population to propel development of nations. Thus the development of human capital or advancement of a nation's population is the nub of its national development (Becker, et al 1964).

Human capital theorists posit that education makes direct contribution to national income and societal development via the enhancement of its employees' skills and productive abilities. They further argue that economic growth and development must be in tandem with technology as societies can efficiently be productive when their human resources use technology. They observed that improved technology complemented by human skills acquired from education culminates in greater production (Michaelowa et al., 2000).

In summary, it can be realized from the discourse that both modernization and human capital theories have been reference theories for educational development in both developed and developing nations. Their similitude could be deduced from the fact that they provide reasons for governments „massive investments on education

(Psacharopoulos et al., 1985). Moreover, both theories ascribe low level of development and economic stagnation or decline to countries internal elements rather than external ones. Thirdly, both theories concur democratic and liberalization ideologies existing in Western countries. The influence of modernization and human capital theories is obvious now in most developing nations' post-independent governments in their bid to enhance national development. Developing countries view the human capital theory necessary in that policy makers see investment in it as the panacea for augmenting economic growth and individuals recognize education as a facilitator of self-development.

Fagerlind et al., (1989) suggested that society and education are integrated by a dialectical process. That is education effects change on society regardless of the fact that it is a societal product. Facets of societal developmental viz. socio-economic factors, political factors among others influence education and the vice versa. So, education's contribution to societal development process hinges on other developmental features of society at a given period.

The criticism of human capital theory by researchers' centered on the theory's own underpinnings. First, the theory stipulates that there is a perfect market for labour.

Thus it posits that skilled and educated people obtain better jobs and evince high productivity-a condition inexistent in the real world. Secondly, the human capital theory only considers education and fails to consider other factors such as job satisfaction and working conditions that also contribute significantly enhanced productivity. Thirdly, the human capital theory ignored the fact that education was a screening or filtering device (Psacharopoulos et al., 1985). Thus employers merely use education to identify workers with superior ability and personal attributes. Though education aids in the identification of productive capacity of employees it does not necessarily improve workers' skills and productivity (Woodhall et al., 1985). Thus, the underpinning of the human capital theory is that development relies only on education. Blaug (1985) criticized the human capital theory by stating that boosting educational level in a society could compound the income distribution inequality in society. Fagerlind et al., (1989) observed that though human capital theory has a naturally appealing feature, it is fraught with methodological problems including the difficulty in the measurement of

education's contribution to labor quality. Thus using the theory as an approach to the studying the economic value of schooling is difficult.

The human capital theory thus examines individual change at the expense of structural change which is a development prerequisite. The theory thus entirely neglects the effects of international relations on development through its emphasis on individual change against structural change (Fagerlind et al., 1989). Though human capital theory has played significant role in shaping education and development policy strategies for governments and more recently for International Organizations such as IDA, OECD and UNESCO, more researchers question the theory as they suggest the relationship between education and development becomes more obscured. Regardless the theory has an appealing power on individuals and governments as individuals think education would provide personal economic success and achievement and governments on the other hand think the encouragement of investment in human capital would result in rapid economic growth for society.

2.3 An Overview of Basic Education in Ghana

The World Declaration on Education for All in 1990 brought into being the concept of basic education. Basic education is viewed as the initial step in bridging the wide disparities affecting many groups especially women, the marginalized and vulnerable in society whose children have no access to school and work (UNESCO 1996).

The concept of basic education has augmented people's right to education by extending basic education to lifelong learning. It is both quantitative (for everyone), qualitative (right to what education which entails for how long, provided by whom and for whom that leads to the full development of the human personality fundamental to the fulfillment in tandem with other rights, freedom and maintenance of peace.

Basic Education is systematic foundation for lifelong learning and human development that provide the pivot for countries development (Jomtien, 1990). Internationally the universalization of access and promotion of equity, learning focus, means and scope widening, the enhancement of learning environment and partnership strengthening had been the aspects of emphasis. Again, Basic education provides a broad pool of knowledge that people from all ages and at any stage of their lives is entitled to as a right. Basic education in formal schooling is tantamount to „primary education for children and literacy programmes are the reserve of adults who missed formal basic

education. It is a necessity or requirement for all nations in various forms and with content. In strengthening basic education, emphasis needs to be placed on primary education and its traditional basic programmes of reading, writing, arithmetic and also the ability for one to express himself in a language he/she understands and can dialogue with (UNESCO, 1996). Currently in Ghana, basic education is now 11 years. It is made up of 2 years of pre-school education, 6 years of Primary education and 3 years of Junior High School education. After the Junior High School level, students may choose to go into different streams at the Senior High School level comprising General Education, Technical, Vocational, and Agriculture and training or enter into an apprenticeship scheme with some or without government support.

2.3.1 Levels of Education in Ghana

In Ghana, basically there are three levels of education. They consist of first cycle, second cycle and tertiary education. The first cycle is made up of 2 years of Kindergarten, 6 years of primary and 3 years of Junior High School. At JHS level students write BECE to get admission to SHS. The second cycle is currently 3 years with technical, agriculture and vocational education. Tertiary education includes Polytechnics, Colleges of education and Universities

2.3.2 The Free Compulsory and Universal Basic Education (FCUBE)

The Education Act 1961 and through to the Educational Reforms in Ghana in 1987 gave birth to the Free, Compulsory and Universal Basic Education. FCUBE which has its roots in the 1992 constitution of Ghana is designed to provide comprehensive, good quality basic education for all children of school-going age in Ghana by the year 2005 i.e. a decade after its promulgation. The FCUBE was premised on (1) improving the quality of teaching and learning (2) improving efficiency in management and (3) to increase access and participation. The FCUBE is believed to have led to massive educational decentralization and also the advent of school monitoring and improvement plans.

2.3.3 Aims and Objectives of Basic Education in Ghana

The aims and objectives of Basic Education are divided into two based on the curriculum. Primary Education, being the basis for the rest of Education System has the following objective: The numeracy and literacy. That is the ability to count, use numbers, read, write and communicate effectively, others laying foundation for inquiry and creativity; development of sound moral attitudes and healthy appreciation of our

cultural heritage and identity; development of the ability to preserve and adopt constructively to a changing environment; laying the foundation for the development of manipulative and life skills that prepare the individual pupil to function effectively to his own advantage as well as that of his community and inculcating good citizenship education is a basis for effective participation to national development.

In addition to the general and specific objectives outlined for primary schools, the junior high school curriculum has been design to provide opportunities for pupils to acquire basic pre- vocational and scientific knowledge and skills that will enable them to discover their opportunities and potentialities and induce in them the desire for self-improvement; appreciate the use of the hand as well as the mind and make them creative and production oriental , including in the child the value of hand work; and understand their environment and make them contribute towards its survival and development (GES, 1994).

2.3.4 Brief History of Educational System in Ghana

Formal education in Ghana according to scholar's dates back to the colonial era where the Danish, Dutch and English merchants and other Evangelical organizations established schools to educate their children by native women and educate their local assistants to augment their missionary works. Ghana's educational system modeled on the British system had seen various educational developments in the preindependence or colonial era and the post-colonial era.

In the post-colonial or independence era, the educational system has seen several reforms. Since the Nkrumah Government in 1952 envisaged education as a major instrument for national development and introduced the policy of education for all to augment access to education several educational reforms ensued. Particularly, the 1980 reform in the education system was aimed at moving away from purely academic to more in tune with the nations manpower needs.

Regrettably, the current educational system in Ghana has shifted from practical oriented type of education to the production of students without requisite manpower to harness the available resources in the country for economic growth. For instance agriculture which is the bedrock of Ghana's economic development and other sectors have seen their practical studies relegated in basic schools.

2.3.5 Legal and Institutional Frameworks for Education

Educational sector has various Legal and Institutional frameworks that safeguard the sector. Some of the relevant institutional and legal frameworks include International, Regional Conventions, Laws and National Commitments. These include the constitution of 1992 (Article 28) on the Rights of Children, the Children's Act (Act 560 1998 and its Legislative Instrument, UN Convention on the Rights of the child. Ghana was the first country ratified the Convention on February in 1990 after the Convention came into force in September 1989. The rest are Educational Sector

Policy Review Report (ESPRR) August 2002. Educational Sector Review ESR, October 2002 and the government White paper and the Report (2004); Meeting Education challenges in 21st century. Education for All (EFA), UNESCO, Dakar 2000. Education Sector Performance Review, 2013. The Education Strategic Plan (ESP) 2010 -2020 Star Ghana, 2013 www.star-ghana.org)

2.4 The Concept of Learning

It is very difficult to come by a universally acceptable all-embracing definition of learning. This because various attempt to define the concept has come from different theoretical viewpoints. Marx (1971) as a behaviorist defines learning as “a relatively enduring permanent change in behavior which is a function of prior behavior or experience”. Wittock (1977) belonging to the Cognitivist tradition sees learning as “the process of acquiring a relatively permanent change in understanding attitude, knowledge, information, ability and skill through experience”.

According to Oxenham (1987) learning comprises the processes by which we use our senses, experiences, memory and intelligence to acquire much behavior, many habits and customs, all values, knowledge and skills both mental and muscular. It also comprises the process by which we modify, refine, extend or develop what we know or can do. Gagne (1977) puts it as a change in human disposition or capability which persists over a period of time and which is not simply ascribable to processes of growth.

In general all known definition of learning seems to point to the fact that, it is a relatively permanent change in behavior resulting from experience. The most popular definition suggested by Kimble (1961), which says learning is “a relatively permanent change in behavior potentiality that occurs as a result of reinforced practice”.

Kimble's definition of learning raises some issues and emphasizes some attributes of learning and emphasizes some as a process and product. Learning must involve a change in behavior. That is, learning must always be indicated by an overt change in behavior. This means that after learning the organism must be capable of doing something that he could not do before learning took place. Gagne (1988) expresses this idea well when he said, "A learning event takes place when a stimulus situation is followed by a time of being in it". It may be said then that, the process of learning is a psychological construct presence of which cannot be observed directly, but the evidence that learning has occurred can be inferred from the change in the organism's behavior.

The behavioral change is relatively permanent, that is it is neither transitory nor fixed. Changes in behavior as a result of fatigue, drugs, and maturational processes cannot be attributed to learning. The change in behavior needs not to occur immediately following the experience although there may be potential to act differently. This potential to act may not be translated into behavior. The change in behavior should result from experience or practice. McGeoch (1982) defines learning as a "change in behavior or performance which comes under conditions of practice" and Thorpe (1986) stated that learning is "that process which manifests itself by adaptive changes in individual behaviors as a result of experience". The practice component however cannot be used as a sole criterion for differentiating learning from all the processes which are capable of producing changes in behavior.

The experience or practice must be reinforced (reward or punished); that is only those responses that lead to reward will be learned. The process of learning that is how learning takes place in the organism has been described in various ways by different theorists. Among them are Behaviorist, Cognitivist and the Gestalts. The behaviorists can also be called stimulus-Response (S-R) theorists, Associationists and Connectionists or connectivity. The Behaviorists explain the process of learning as the establishment of bonds or connections between stimuli and responses. They strictly see learning as over response or behavior. To them learning is forming associations or connections between either stimuli or response or between responses and reinforcement.

2.4.1 The Cognitivists Theory of Learning

The word cognition derives from the Latin word “cogito” which means “think”. Cognition therefore implies the use of the mind to reason or analyses events in order to come to a conclusion or give appropriate responses. It also implies knowing or knowledge.

The Cognitivist theory of Learning is therefore based on the use of the mind in an organized manner to perform operations that led to changes in behavior which may be called learning. The cognitivist sees learning as the result of the active organization and utilization of the learner’s cognitive capacity that lead to adaptations to the environment. To the cognitivists, learning is a product of organism environment interaction in which the organism undergoes constant re-organization of its innate mental structure for satisfactory adjustment to its environment. Learning to the cognitivists involves the power of the mind which is rooted in the brain and depends on the whole body for its expression.

The cognitivists unlike the behaviourists, therefore, would not accept any passive reaction to external stimulation. Some prominent cognitivists is Jerome Bruner, David Ausubel, Robert Gagne, Benjamin Bloom and Jean Piaget.

2.5 The Nature of Teaching

The nature of teaching can be inferred from the various definition of teaching. Fleming (1965) defined teaching as any situation in which one person tries to pass to another his knowledge (belief), feeling (appreciation) purpose or action. According to Dewey (2015), an American philosopher stressed that can be said to successes in his task of teaching if he achieves learning in his pupils. Melby (1963) proposed that meaningful teaching calls for the full and active participation of learners. The task requires the teacher to accept new ideas and experience, create an appropriate environment for learning and recognize the individual differences of learners. Parkin (2013) indicated that “teaching is getting at the heart and mind so that the learner begins to value learning and to believe that learning is possible in his own case”. His definition brings to bear that, the teacher is expected to encourage his students to love learning and appreciate its importance; and the teacher to equip the learner with skills and attitudes that will enable the child to do independent learning.

Flanders et al (1970) observed two contrasting styles of teaching; thus “direct” and “indirect” teaching. The direct teaching according to Flanders is characterized by

teacher reliance on lecture, criticism, justification of authority and giving of directions. On the other hand indirect teaching is characterized by teacher reliance on asking questions, accepting pupils' feelings acknowledging pupils' ideas, giving praise and encouragement. A substantial number of studies have found that pupils of indirect teachers learn more and have better attitudes towards learning than pupils of direct teachers. Flanders suggested that both direct and indirect behaviours are necessary in good teaching strategy. Brown and Nacino-Brown (1990) also emphasized on the transfer of skills, attitudes and knowledge from one person to another. Their emphases are on the goal of teaching which is to bring about a desired change in the learner.

2.5.1 Teaching as an Art and a Science

Schlechty (2002) defined teaching as the art of inducing students to behave in ways that are assumed to lead to learning including attempts to induce students to so behave. This implies that the teacher's behaviour must be the factor that induces students has in the way teacher intends. Maina et al., (2015) attested that teaching and learning could describe many different pedagogical approaches (instructivist, constructivist, cognitive, etc) and more and less effective examples of these approaches. Teaching as an art is explained in terms of the different skills or tools, verbal and non-verbal communication skills materials and the learning activities presented in a meaningful way to pupils. This implies that the teacher should be competent in the action system and subject matter, content and knowledge.

Teaching as a science is seen in terms of its structured methodology and the applications of scientifically tested principles and theories that lead to established patterns in the teaching and learning process. Gage (1972) asserts that the scientific aspect of teaching is seen its theoretical basis and applications as it explains, predicts and controls the behaviour of the teacher and affects the way pupils learn. Following the scientific method enables the teacher to predict outcomes of teaching and learning. The teacher gains a measure of control on the factors that may influence his/her own behavior and that of the learners.

Also, teaching as a science is seen in terms of its dynamism. Some of theories of teaching have either undergone or are undergoing modifications just as the discipline of science. In this way, new methods, techniques and materials are constantly being tested and implemented to improve the teaching and learning process. In modern times

teachers are trained through a body of systematized knowledge on teaching methodology.

2.5.2 Concept Based Teaching and learning

The concept- based teaching and learning by the International Baccalaureate posit that classroom time use must move away from covering and memorizing information to thinking and knowledge application at both the factual and conceptual levels. Deep thoughts with factual knowledge and concepts must communicate ideas, solve problems, transfer knowledge across distinct global contexts and situations, and establish patterns and connections between concepts, ideas and situation.

2.5.3 Concept-Based Curriculum and Instruction

Concept-based curriculum and instruction involves three dimension design model that conflates factual content and skills with disciplinary concepts, generalizations and principles. Concept-based curriculum opposes traditional two-dimensional model of topic-based curriculum which emphasizes on factual content and skills usually assumed instead of deliberate attention to the conceptual understanding development and knowledge transfer.

2.5.4 Two-dimensional and Three-dimensional Curriculum and Instruction

The two-dimensional curriculum models emphasizes on facts and skills development. The premise is to achieve the goals of content coverage, analysis and information assimilation. On the other hand three-dimensional models concentrates on concepts, principles and generalizations with the aid of related facts and skills as tools for the garnering of disciplinary content, trans disciplinary themes and interdisciplinary issues understanding, and the facilitation of conceptual transfer through time, cultures and situations. Three-dimensional models attach value to critical factual knowledge across the disciplines and augments curriculum and instruction by aiding in the design of conceptual level understanding (Erickson, 2008).

Important concepts are the premise for connecting and organizing experts' knowledge as stipulated by Newton's second law of motion. Developing competence in an area of inquiry by students involves a deep foundation of factual knowledge, facts and idea comprehension in a conceptual framework, and the organization of knowledge to facilitate retrieval and application (Bransford et al., 2000).

Students' comprehension relies on the connections between the "new" knowledge to be gained and their prior knowledge. Thus the incoming knowledge is integrated with existing schemas and cognitive frameworks and these schemas and framework developed conceptual knowledge that provides a basis for understanding (Anderson and Krathwohl, 2001).

2.6 Teaching and Learning Conditions

According to Cambridge International Dictionary of English, Condition (State) is the particular state that something or someone is in. The conditions of a situation are all the different influences which have an effect on it. In generic meaning or sense, the conditions of teaching and learning may include the social relations, physical environment, classroom situations, psychological influence and other related issues in the area. In school situation it involves teacher- pupil relationship, instructional materials, parental involvement, atmospheric situation and teacher-teacher relationship.

Many factors operate to bring about pupil learning and achievement. The child's socio-economic background, the curriculum, the instructional materials ,the language used, the time developed to instruction and homework, the climate and culture of the school, the teachers and pupils motivations, the teachers' perceptions of the ability of the class, teachers' level of qualification and status, their behaviour and teaching practices, others include teachers working conditions, teachers environment, teaching aids, students textbooks, teachers and pupils absenteeism, teacher preparation and lateness; and the strength of head teacher all intervene and influence teaching and learning in basic schools. Teachers are the key element in the teaching and learning process and they constitute the agent of transmission of knowledge and skills in school.

2.6.1 Teachers' Guidance and Supervision

Educational supervision is based on principles, of which consideration shall guaranty purposefulness and dynamism in an educational system. In order to accomplish a certain task, either simple or specialized, it is required that doer must start his activity, continues and accomplish the same by fully observing respective principles of the said activity. Realization of views and theories of educational supervision in an educational system, and getting assistance of the same for constant improvement of quality and production of new educational qualities depends on fundamental principles of supervision. Supervisors must follow principles of educational supervision and

guidance for improvement of educational and learning conditions. They must always be concerned about the said principles in their plans and activities. EchsonVegal defines educational supervision and guidance as cooperation with individuals and is interactive instead of being direct; and instead of authority, it is a sign of people-orientation and instead of supervisor-orientation, it is teacher-oriented.

Snops considers supervision an operation and experience, aiming at improvement of teaching and educational plans. Kimble Wise contends that the main goal of educational supervision and guidance is to modify educational plan, to modify teaching methodology, on-the-job training, to encourage using educational aids during teaching, to conduct effective evaluation, to promote participation of society in development of school plans and to modify learning conditions for students. In fact, supervision is a service activity, which has been designed in order to help improve teaching methodology of teachers.

According to Soltani (2004) educational supervision and guidance are the most important duties, which required administration of a desirable educational system. Its main goal is to modify and improve educational status. Available educational supervision and guidance plans and quality of its perpetuation in materialization of educational goals play a determining role.

2.6.2 Teachers' Working Conditions.

Teachers who are the dispenser of knowledge are supposed to work in very conducive and supporting environment. Nations need a breed of people especially youth with good analytical thinking, communication and complex problem solving skills in order to facilitate their development. Thus highly skilled, accomplished teachers working within a school climate that promotes powerful learning experiences are required. Teaching and learning is augmented by the design, leadership, and culture of schools. Emerick et al. (2004) stipulates that highly qualified and competent teacher is an embodiment of a positive step toward increasing student learning. A study by the US Centre for Teaching Quality (CTQ) found that teachers' perceptions of their working conditions significantly influence their schools' Adequate Yearly Progress (AYP) status and students' ability to reach their achievement growth targets.

Thus an improvement in teacher working conditions moves beyond the emphasis on their remuneration, resources, class sizes and physical structures. It must incorporate mechanisms to determine the effect of time allocation, empowerment, professional development, and leadership that have bearing on the capacity of professionals to improve student learning. According to Ingersoll (2001) approximately 50 percent of new teachers in the US in any given year leave their profession within five years as a result of unfavorable working conditions. He further posited that leadership, empowerment, and time determine teachers' dissatisfactions especially in high poverty urban schools. Again, Ingersoll (2006) national survey of teachers apropos factors that cause their dissatisfaction, found that poor administrative support 60.1percent and lack of faculty influence 42.6percent were the leading factors for dissatisfaction of teachers in high poverty schools. Conversely, poor salary 61.1 percent lack of administration support 30.1 and faculty influence 14.3 were the teaching factor for dissatisfaction in low-poverty suburban schools.

2.6.3 Parents Involvement in School

The success of every school depends greatly on the involvement of parents. Parents play significant role as far as teaching and learning is concerned. In the home, they provide basic needs such as shelter, clothing, food and security. They give children informal education, guidance and comfort.

In the school situation they pay school fees, buy instructional materials, support teachers in different ways. They attend PTA/SMC meetings, participate in communal labour, and initiate plans and programmes for school projects to improve teaching and learning conditions. Also, they partner teachers to discipline teachers and students in the school. Various researchers have confirmed the role or involvement of parents in education.

2.7 The Concept of Assessment

The concept of assessment has been attributed to the work of Ralph Tyler. In his work, Tyler discusses the interrelatedness of curriculum, instruction and assessment. The role of assessment in the instructional arena harkens back to Ralph Tyler and his classic, Basic Principles of Curriculum and Instruction, in which he declares the triad of curriculum, instruction, and assessment inextricably linked (Fogarty & Kerns, 2009).

Since that time, further research supports the notion that curriculum and instruction cannot be effective without keeping the end in mind, assessment.

Therefore, one cannot talk about assessment without talking about instruction.

Assessment has been defined as gathering information about student's achievement for the purpose of making instructional decisions. Assessment can be viewed as vehicles for gathering information about students' achievement or behavior (Marzano, 2000).

According to Black & Wiliam (1998) the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Assessment is therefore a valuable tool as it provides teachers with evidence of student understanding and gives valuable feedback so that teachers may adjust instruction in order to meet the needs of their students. To the surprise of some educators, major reviews of the research on the effects of classroom assessment indicate that it might be one of the most powerful weapons in a teacher's arsenal (Marzano, 2006). Therefore, it is imperative that quality assessment occurs.

2.7.1 Types of Assessment

This section presents the type of assessments thus Summative and Formative Assessment

2.7.1.1 *Summative assessment*

It occurs when teachers evaluate a final product. It usually takes places at the end of the chapter, a unit of study, a benchmark period, a quarter, a course, a semester, or an academic year. According to Burke (2010) summative assessments report the students' final results to the students themselves, their parents, and the administration, as well as the school district, the state, and the national government. These final results become the data that are used for many purposes, including the promotion and retention of students and the evaluation of individual schools and districts. It refers to the use of tests whose purpose is to make a final success/failure decision about a relatively modifiable set of instructional activities (Popham, 2011).

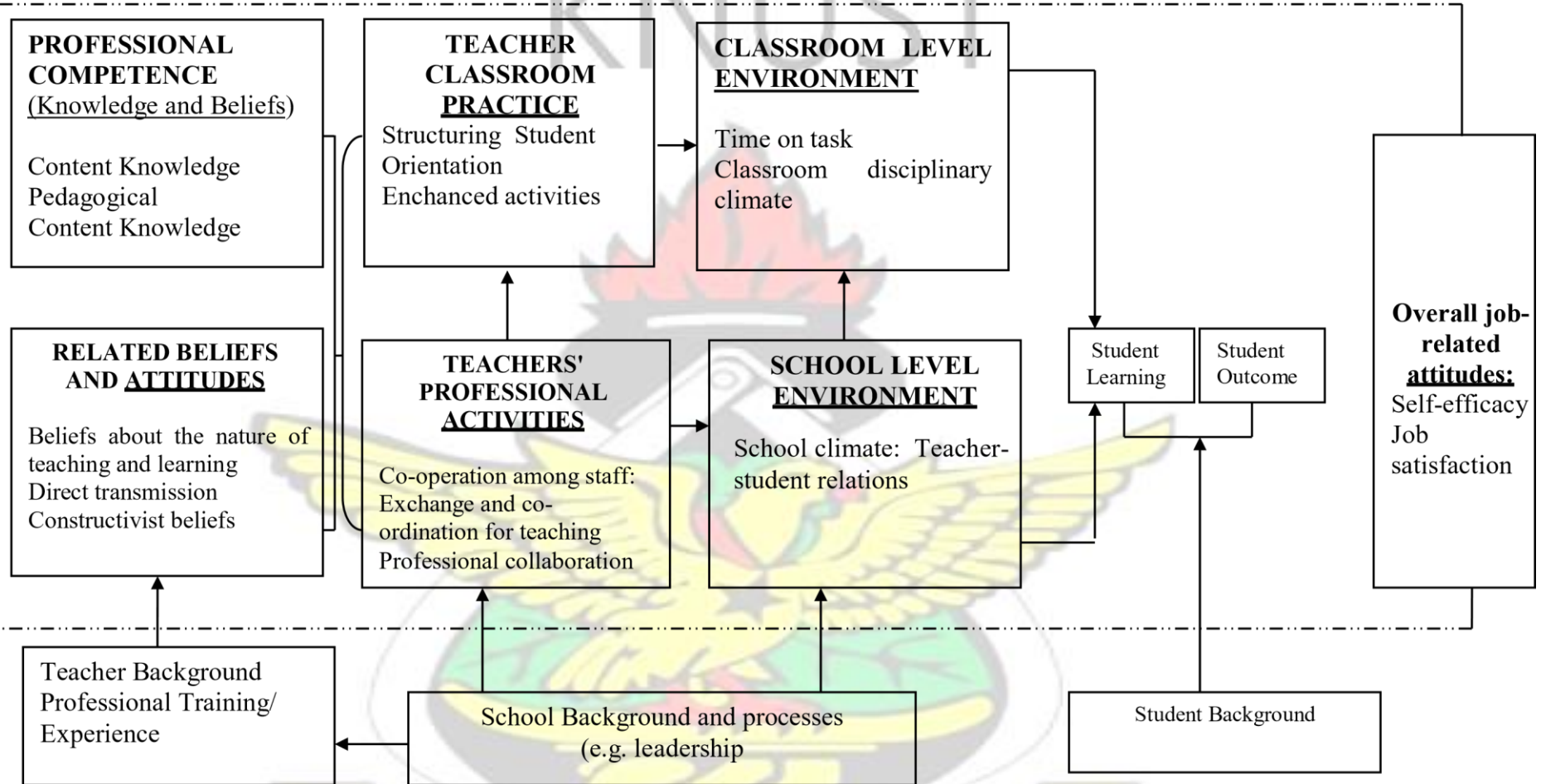
2.7.1.2 *Formative Assessment*

Formative assessment is the informal, ongoing assessments that are used through the learning experience to inform and modify teaching to better meet student needs.

Strategies effective in keeping students actively involved also provide insights into their understanding and progress. Burke (2010) contends that formative assessment provides ongoing feedback to improve learning, during the learning segment; summative assessment evaluates final efforts to prove learning at the end of the learning segment. Marzano (2010) defines formative assessment as a process that narrows the scope by requiring that the assessments be used for purposes of modification. Formative assessment is not an assessment used for scoring and grading. It is not used to formally report student status at a given point in time.



Figure 2.1: Conceptual Framework for the Analysis of Teaching Practices and Beliefs



Source: OECD/TALIS Data base, Adapted ,2015

KNUST



2.8 Conceptual Framework

The figure 2.1 describes the interrelated aspect of teaching and beliefs. The framework starts with teacher's background, which includes related beliefs, attitudes and professional competency. On the school background is made up of professional activities of the teacher, classroom practice, classroom level of environment, management of the school to students background which results to students learning to students outcomes supported by job related attitudes such as efficiency of the teacher and job satisfaction.

Trophy and Good (1986); Wang Haertel et al (1993) have described aspect of teaching practice which are related to effective classroom learning and student outcomes. They contend that close monitoring, adequate pacing, classroom management and clarity of presentation, well-structured lessons and informative and encouraging feedback known as key aspects of direct instruction have a positive impact on student's achievement.

Also, motivation, goals and outcomes have to be considered. According to Shulman (1981), Campbell et al (2004); Baument and Kunt (2006) instructional practices depend on what teachers bring to the classroom. They assert that professional competence is believed to be a crucial factor in classroom and school practices.

According to OECD/TALIS (2009) school climate is defined as the quality of social relations between students and teachers (including the quality of support teachers give to students) have direct influence on motivational factors, like students commitment to school, learning motivation and student satisfaction. Darling-Hammond et al. (2005) contended that a modern view of teaching includes professional activities on the level, such as co-operating in teams, building professional learning communities, participating in school development, and evaluating and changing working conditions. These activities according them shape the learning environment on the school level such as the school climate, ethics and culture, in way directly and indirectly (via classroom-level processes) affect students learning (www.oecd.org).

2.9 Summary of Major Themes and Emerging Issues

There is an important body of development literature that has long documented the positive impact of basic education on various facts of social, cultural and economic

development. It is well-established that education is an important catalyst for achieving all development goals.

It has been recognized that, within the MDG framework, there is an interconnectedness of all goals with key inter-linkages between education, health, poverty reduction and gender equality where improvement in one area has positive effects on others (UNESCO, 2014). According to the reports there has been rapid progress made in expanding access to formal basic educational worldwide. Significant inequalities between countries persist and nation and national averages in many countries continue to mask striking inequalities in levels of educational attainment and outcomes. Traditional factors of marginalization in education such as gender and rural/urban residence continue to combine with language, income, minority status, HIV and AIDS, age (especially in the case of young adolescent girls) and disability to create “mutually reinforcing disadvantages” particularly so in low income and conflict-affected countries (UNESCO, 2014).

Frey (2010) asserts that with formal education traditionally emphasizing teaching more than learning, education systems have focused on the transfer of information and knowledge from the teacher to the learner. In his view teacher-dependent education system is also “time-dependent”, location dependent and situation dependent. Also he posits that with the multiplication of new information and communication technologies (ICT’s) and digital media, sources of information, knowledge and values are becoming more diversified and accessible beyond the confines of formal educational settings, the role of teachers have to evolve from dispensers of information and knowledge to facilitators and enablers of learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology and the research design used in the study. It also provides information on participants (sample), including sampling techniques, methods and instruments used in data collection: questionnaires, interviews, classroom observation checklist and observation schedules. This chapter also gives a description of the study area thus Offinso North District in relation to the subject under study.

3.2 Research Design

Research design refers to all the overall strategy that integrates the different components of the study in a coherent logical way thereby ensuring that the research problem is effectively addressed. It constitutes the blueprint for collection, measurement and analysis of data. Considering the research problem, the purpose and the research questions formulated as spelt out in chapter 1, the researcher adopted the mixed design which is also called parallel/simultaneous mixed methods design (Creswell, 1995; Tashakkori et al., 1998).

In mixed design, quantitative and qualitative data were collected at the same time and analysed in complementary manner. Whereas Creswell (1995); Tashakkori et al., (1998) contended that quantitative results would necessarily not relate to corroborate qualitative results and vice versa. With this design, a number of studies that adopted it generate numerical or statistical and narrative data that answer similar questions. Data analysis in this design is done separately, and integration done usually at the interpretation or conclusion session (Hanson et al., 2005). The interpretation critically includes discussing the degree to which data triangulate or converge. This design is useful in an attempt to confirm, cross-validate and corroborate study findings. This purpose is what Hanson et al (2005) refers to as triangulation. In other words, the aim for the use of this design in this study was to make use of stakeholders in some selected Basic schools in the Offinso North District and as well triangulate the response given by each respondent in the data analysis.

3.3 Population of the study

The target population for the study encompassed the wide range of stakeholders involved in covertly and overtly in the operations of basic schools in the Offinso North District of Ashanti Region of Ghana. Among the target population were school administrators within hierarchy of the District Education Directorate such as District Director of Education, Assistant Directors in charge of logistics and supervision, Circuit Supervisors, Head teachers and teachers of basic schools. Others were School Management Committee (SMC), Parent Teacher Association (PTA) Assembly Members, pupils and parents. The specific setting is strategically and conveniently selected for the study and on the grounds of closeness and familiarity.

3.4 Sampling Procedure

The research adopted the multi-stage sampling technique to select the respondents. Here, the researcher used the stratified sampling technique to group the schools into stratum based on circuits. On this note, 6 strata (circuits) were identified. Table 3.1 gives the number of circuits and their respective number of schools.

Table 3.1 Categories of Schools in the District

Circuit	Number of Schools	Number of Primary Schools	Number of Junior High School
Afrancho	14	9	5
Akumadan A	11	5	6
Akumadan B	13	8	5
Nkenkansu	16	8	8
Nkwankwaa	14	9	5
Nsenoa	12	8	4
Total	80	47	33

Source: District Education Directorate 2014

In summary, there are 47 Primary schools and 33 JHS with a total of 80 basic schools within 6 circuits in the District. The researcher focused on 5 circuits instead of 6 for the study. Here, Basic schools within Nsenoa, Nkwankwaa, Akumadan B, Akumadan A, Afrancho circuits were considered. Nkenkansu Circuit was not considered because of its similar characteristics with Afrancho and Akumadan A. These circuits fall within the urban settings in the District and therefore portray similar characteristics. This helped to avoid duplication of study results and as well helped to acquire data that gave a true reflection of teaching and learning conditions in the District.

The researcher further selected 7 Primary Schools and 5 Junior High Schools from the selected circuits. Here, the researcher considered the number of Primary schools and JHS located in each circuit to choose the number of schools that was/were sampled from each circuit. This implies that Circuits with high proportion of Primary and JHS had the probability of greater number of schools being selected. For instance, Afrancho and Nkwankwaa had 9 Primary Schools and as such 2 Primary Schools were selected from each circuit using the simple random method. The same approach was adopted in the selection of the Junior High Schools. Here, each school had equal chances of being selected to avoid bias. Table 3.2 shows the selected shows from each stratum using the simple random method.

Table 3.2: Sample Schools and their Location/Community

Circuit	School	Location
Afrancho	Afrancho D/A Primary and JHS	Afrancho
	Takwaem D/A Primary and JHS	Takwaem
Akumadan A	Akumadan Methodist primary and JHS	Akumadan
Akumadan B	Bosomposo D/A Primary	Bosomposo
Nkwankwa	Darso D/A Primary	Darso
	Mantukwa D/A Primary and JHS	Mantukwa
Nsenoa	Dwendabi D/A Primary and JHS	Dwendabi

Source: Author's Construct, December 2014

After, the stratified sampling technique has been used to group respondents into stratum (circuits) and as well the Simple Random method has been used to select individual schools, the researcher employed the snowball sampling technique to select respondents particularly parents to make up the sample. Here, the population sizes of the mentioned respondents were not known and therefore the researcher upon meeting a parent asked them if they know any parent who had their wards in the selected schools. Here, the researcher when showed then did a follow up to meet those parents. Though some parents were not interviewed, the researcher assumed that parents selected had the same characteristics with the others to ensure validity and reliability of the study findings. With this technique, the researcher sampled 48 parents.

Concerning the Head teachers, the researcher interviewed all the head teachers in the selected basic schools. The selected Primary Schools had 7 head teachers while the JHS had 5 teachers. In total, 12 head teachers were selected. Simple random method was used to select head teachers since the same technique was used in selecting the basic schools. However, the students/pupils were also stratified into classes and then the researcher adopted the systematic sampling with a random start to select the respondents. With this, a total of 58 pupils/students were selected.

Since the teacher's population was acquired during the preliminary survey from the selected schools. A mathematical formula was adopted for the purpose of determining the sample size for teachers. Yamane (1967) cited in Israel (2013) suggested the following mathematical formula for determining sample size.

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

Where, N is the total population, and α is the error or confidence level

The conventional confidence level of 95percent was used to ensure a more accurate result from the sample. Based on this, the error term was equal to 0.05, using the total teacher's population of 125and error margin of 0.05, the sample size was calculated as follows. Where n= sample size; N= sample frame and e = error or significance level

$$\begin{aligned}
 n &= \frac{125}{1 + 125 (0.05)^2} \\
 &= \frac{125}{1 + 0.3125} \\
 &= \frac{125}{1.3125} \\
 &= 95
 \end{aligned}$$

The total number of 95 teachers was to be sampled out of the teacher's population yet resources constraints and difficulties in visiting the communities due to the bad nature of roads resulted in 58 teachers being sampled. Table 3.3 shows the selected samples from each of category of respondents.

Table 3.3 Questionnaires Distribution in the Circuit

Respondents	Afrancho	Akomadan "A"	Akomadan "B"	Nkwankwa	Nsenoa	Sample Size
Head Teachers	4	2	1	3	2	12
Teachers"	13	12	7	14	12	58
Parents	12	11	5	9	11	48
Students	14	15	6	13	10	58
Total	43	40	19	39	35	176

Source: Author's Construct, July 2015

3.6 Methods of Data Collection

The study obtained primary data from respondents using direct interview, classroom observation and pupils' exercise books. Others include lesson note books, teachers' attendance book, pupils' attendance register and questionnaires. Also, secondary data was collected from Ministry of Education and District Education Directorate.

Table 3.4 Total Number of Questionnaires Distribution

	Afrancho	Akomadan "A"	Akomadan "B"	Nkwankwa	Nsenoa
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No. of Questionnaires Distributed	43	40	19	39	35
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Source: Author's Construct, July 2015

3.7 Instruments

Questionnaire for District Director, Circuit Supervisors, Head teachers and teachers were used for data collection on their knowledge, perception, beliefs, and practices on assessment of teaching and learning conditions in basic schools in Offinso North District.

Table 3.5 Targeted Group, Instruments and Data needs

Category	Targeted Group	Research Instrument	Data Needs
Basic School teachers	Primary school teachers and JHS teachers.	Questionnaire	Knowledge, interest and ideas on assessment of teaching and learning conditions
Basic Schools pupils	Pupils in primary 3 to 6 and students in JHS 1 and 2)	Observation on pupils report cards and SBA forms (last exams)	Achievement/performance in English, Ghanaian Language, Mathematics and Science
Basic Schools pupils and JHS students	Selected pupils and students	Interview guide	Basic school students' Knowledge, interest opinion on assessment of teaching and learning conditions
Parents	Parents of selected pupils and students	Interview guide	Parents interests and opinion on assessment of teaching and learning conditions.
Circuit Supervisors	The Lead supervisor	Questionnaires	Issues on assessment of teaching and learning conditions
Head Teachers	Selected Head teachers (Primary & JHS)	Questionnaire Interviews guide	Issues on assessment of teaching and learning conditions
District Education Directorate	District Director and Assistant Director	Questionnaire	Issues on assessment of teaching and learning conditions, instructional materials and teaching and learning aid.
SMC/PTA	PTA/SMC Chairman	Interview guide	Issues on assessment of teaching and learning conditions, instructional materials and teaching and learning aid

Source: Author's Construct, July 2015

3.8 Method of Data Analysis

Data analysis forms one of the most important components of a modern research. In this regards the field survey were analyzed as following. After data collection, coding and cleaning were employed followed by data entry to generate the results. Descriptive analysis of the research questions and interpretation were presented through graphs,

charts and tables. The analysis was made easily courtesy Predictive Analytic Software (PASW) formerly Statistical Package for Social Scientist (SPSS).

3.9 Profile of Offinso North District

This section provides the profile of the district under study with its location and size; education, spatial distribution and the economy as the main source of livelihood. The District was inaugurated on 29th February, 2008. It was established by LI 1856. It was carved out of the former Offinso District currently Offinso Municipal. Akomadan is the capital. The district lies between longitudes 1° 60 W and 1° 45 E and latitudes 7° 20 N and 6° 50 S. Its total land area is about 741 kilometres square. It shares boundaries with the Techiman Municipal to the North, the Sunyani Municipal in the West, the Ejura. Sekyeredumasi District to the East and Offinso Municipal to the South. Other districts that it shares boundaries with are the Nkoranza South District in the Northeast, the Wenchi District in the Northwest, the Tano North and South District Assemblies in the Southwest. The South-North Trans-West African Highway traverses the district. This serves as the gateway to the Ashanti Region from the Northern part of the country. Most of the districts and Municipalities that share common boundaries with the Offinso North District Assembly are found in the Brong-Ahafo Region.

The District has about 95 communities. According to (GSS, 2001), rural-urban classification of localities is based on whether population of a settlement is more or less than 5, 000. In the case of a rural community it should be less than 5,000 whilst an urban population should be 5,000 or more. The Offinso North District has only three of the communities described as urban. These include Akumandan, Nkenkaasu and Afrancho. The vast majority of the communities are of rural status. In terms of the labour force, government employees constitute about 6percent which is very minimal with a population of about 57,000 according to the 2010 Population and Housing Census. Self-employed is 87percent, unpaid family workers constitute 4percent, apprentice 2percent. About 62.3percent of the population are engaged in agriculture.

This implies agriculture is the major economic activity followed by commerce with 19.4percent, service constituted 14.5percent and industry being 3.8percent.

The Offinso-North District is endowed with many educational institutions which can be utilized for human capital development in the district. There are forty seven public pre-schools and twelve private; forty seven public primary schools and twelve private.

Others are thirty three public JHS, nine private and two SHS. Table 8 presents enrolment levels in the district for 2013/2014 academic year.

Table 3.6 Enrolment levels in the district for the 2013/2014 Academic Year Level					
Boys	Percent	Girls	percent	Total Gender	
KG		3071	52.7	2750	47.2
Primary		8331	56.3	6447	43.7
JHS		2578	58.2	2158	41.8
Total		13980	55.1	11355	44.9
					25366

Source: District Education Directorate, 2014

Table 3.7 Gross Enrolment Rate (GER), Net Enrolment Rates (NER) and Gender Parity Indices

Level	Gross Enrolment Rate (GER)	Net Enrolment Rate (NER)	Gender Parity Indices (GPR)
KG	157	42.52	1.09
Primary	135	94.1	1.00
JHS	100	44.0	1.04
SHS	37.7	13.2	0.87

Source: District Education Directorate, 2014

In the district, the GER for KG is 157percent, followed by 135percent for Primary; JHS had a GER of 100 and the SHS being the lowest with 37.7percent. This is due to inclusion of the over-aged and under-aged pupils in the various levels of education in the District. Concerning the NER, majority of the people within the age group (94.1percent) regarded to be primary level are enrolled in school compared to that of the SHS (13.2percent)

3.9.1 Teacher/Pupil Ratio

As part of the educational characteristics of the District, Teacher pupil ratio cannot be overlooked. This shows the number of pupils each teacher supervises in the basic schools in the District. According to the District Education Directorate (2014), the teacher/pupil ratio as at 2010/2010 academic year was 1:33 whereas it reduced to 1:30 in 2011/12.

3.9.2 Male/Female Teacher Ratio

This section provides the ratio of male teachers to female teachers in the District. The male/female teacher ratio of 1:8: 1 is skewed in favour of the male. In sponsoring teacher trainees, there is a need to make room for more female applicants so that they

can also contribute their quota to human resource development. This would help close the gap.

Table 3.8 Outline of the Male/Female Teacher Ratio in the district

Gender	Male	Ratio
Male	582	1:1:8
Female	318	

Source: District Education Directorate, 2014

3.9.3 School Performance (BECE)

The quality of education is measured by the performance level of pupils presented for their end of basic education exam thus Basic Education Certificate Examination.

Table 12 gives the BECE Performance of pupils for 2013/2014 academic Year.

Table 3.9 BECE Performance of Pupils for 2013/2014 Academic Year

Boys (660 Candidates Presented)			Girls (508 Candidates Presented)		
Aggregate	Number of Boys who obtained Aggregate (6-30)	% Passed	Aggregate	Number of Girls who obtained Aggregate (6-30)	% Passed
6	0	34	6	0	36
7-15	11		7-15	9	
16-24	98		16-24	61	
25-30	168		25-30	113	
Total	227		Total	183	

Source: Offinso North District Education Directorate, 2014

Out of a total number of 887 candidates that was presented for the 2012 BECE Examinations, 537 of them passed representing 60.5percent. In terms of gender, 566 were boys whilst 321 were girls representing 63.8percent and 36.2percent respectively. Out of the 321 girls presented, 171 of them passed thereby representing 36percent and out of the 566 boys presented 366 of them passed which also represents 64percent.

The implication is that, there is a lot to be done in terms of improving the quality of teaching and learning in schools in the district. In the face of this, the following have been recommended to ensure improvement in the BECE performance and education in the district in general;



Figure 3.1: Map of Offinso North District in the National Context

Source: Offinso North Town and Country Planning Department (2013)

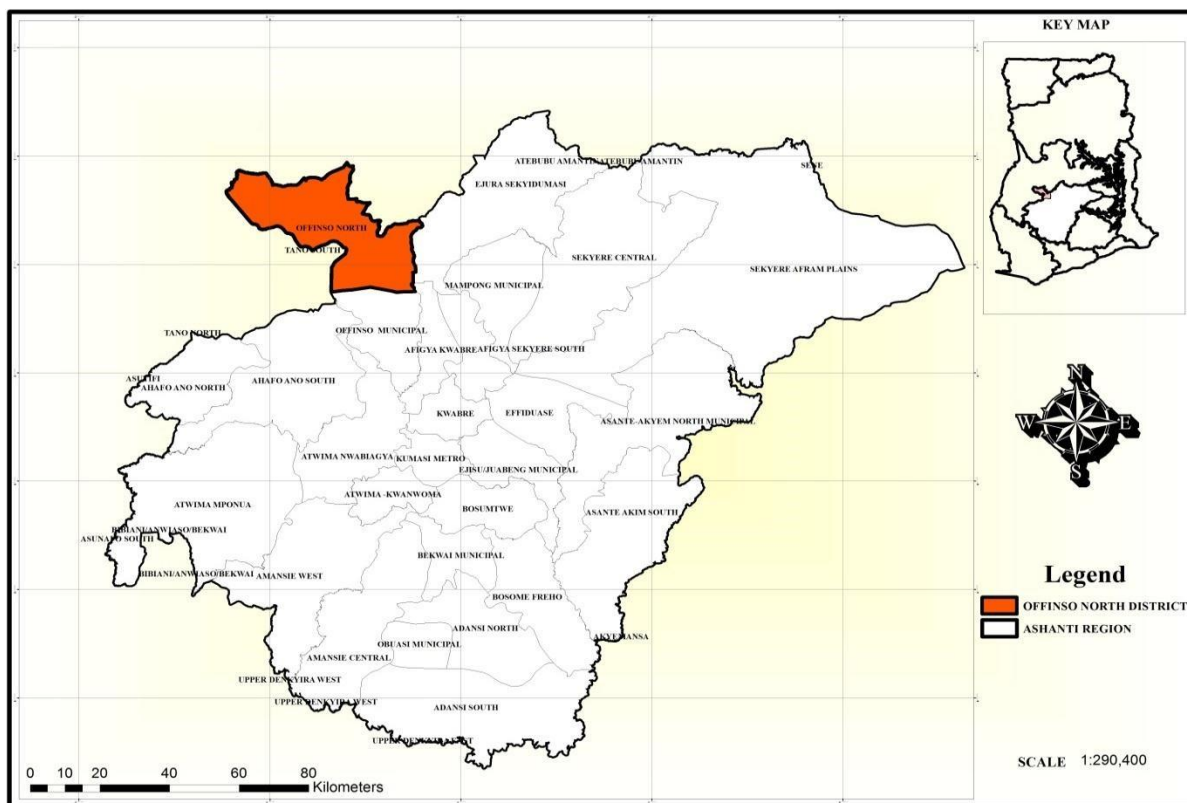


Figure 3.2: Map of Of finso North District in the Ashanti Region

Source: Offinso North Town and Country Planning Department (2013)

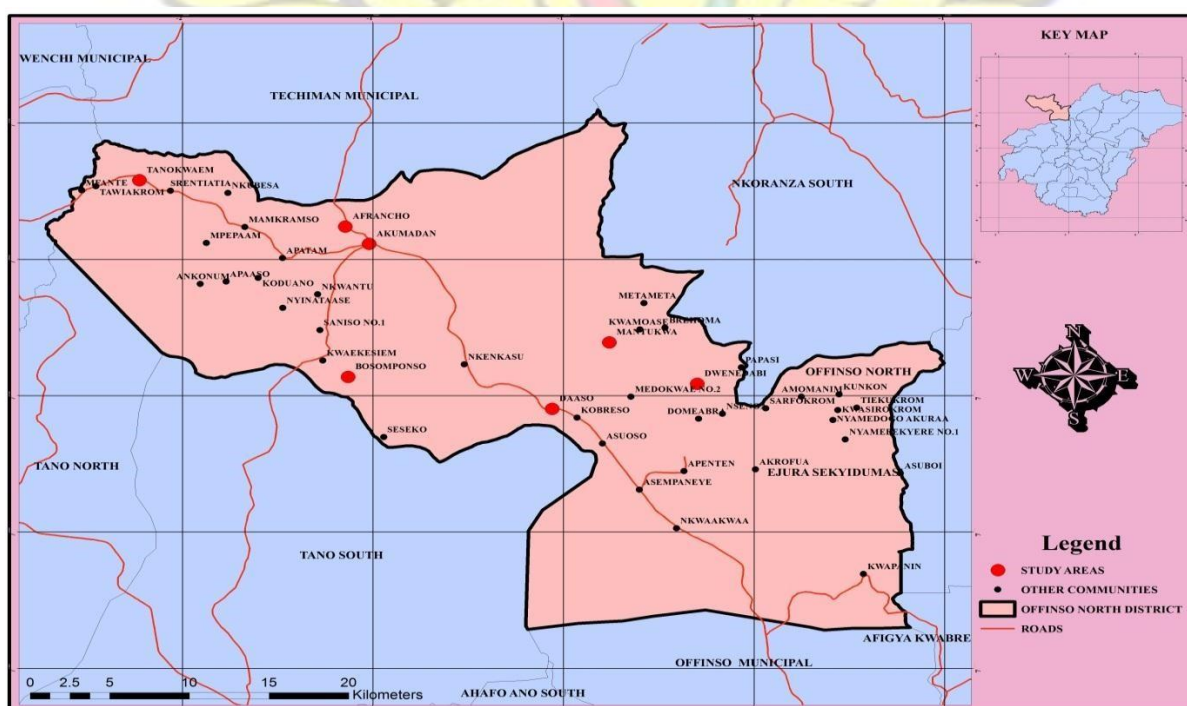


Figure 3.3: Map of Offinso North District

Source: Offinso North Town and Country Planning Department (2013)

3.10 Preliminary Field Visit

To ensure the suitability, reliability and validity of the data collection, a preliminary field visit was conducted by the researcher in the study area. The visit involved the informal visit to the opinion leaders in the study area. The District Chief Executive and the Traditional Authorities were informed about the purpose of the study.

3.11 Observation of Research Ethics

An introductory letter was obtained from the Head of Department of Planning at the Kwame Nkrumah University of Science and Technology; Kumasi together with application letter to the District Director of Education for consideration and approval for the research.

Permission letter was issued to the researcher on 14th May, 2015. The introductory letter and permission letter from the District Director were shown to the Head Teachers, Teachers and Parents for their consent. Schools were adequately informed about the purpose of the study before interviews began. The unit of inquiry and analysis covered by the study were also briefed. They were reassured that their responses would be treated with the deserving confidentiality. Participants were required to give consent prior to the interviews upon agreeing to participate voluntarily in the study.

3.12 Conclusion

The study used different research approaches to enhance the strength of each while overcoming the weakness of the other. Both primary and secondary data sources were obtained for the research. The research techniques employed were stratified sampling, simple random, snowball and systematic sampling with a random start. The primary data was analysed using the SPSS Version 20 and Microsoft Excel Spreadsheet (MESS) Software. The analysis of the data used both qualitative and quantitative forms. These methods employed in the research contributed to achieve the objectives set out for the study which the findings have been presented in Chapter Four and recommendations and conclusion in Chapter Five.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter presents the analysis of the data collected on assessment of teaching and learning conditions in basic schools, a study of selected schools in the Offinso-North

District. The analysis made use of descriptive statistics such as tables, frequency, charts to present study findings and inferential analysis was done with the narrative given by respondents as well as the use of plates. Discussions and inferences were drawn to link study findings to literature.

4.1 Demographic Characteristics of Respondents

This subsection presents the demographic characteristics of head teachers, teachers, parents and pupils involved in basic schools activities in the selected schools in Offinso North District.

Table 4.1 shows the gender distribution of respondents selected for the study. The study identified that head teachers who were males accounted for 83.3 percent while female accounted for 16.7 percent. This supported Ministry of Education in Ethiopia (2006) findings that school administrators are more than the male and as such there is a need for government to set a plan to increase the proportion of females in leadership position. Again, Gobena (2014) identified that females participate less as both head teachers and assistant head teachers in primary schools. Here, the researcher attributed it to the lack of support for females to win competition for leadership position in the education system. However, Kiamba (2006) attributed it to the notion of masculinity and the belief that men make better leaders than women.

In terms of teachers, 91.9 percent were males and 8.1 percent were females. This shows a total gender imbalance with respect to the sex composition of teachers in the District. A study conducted by Agyenim-Boateng, (2011) revealed that male teachers dominates in Basic School in the country. Again, the Education Directorate of the District data provided that the ratio of male teachers to females is 1:2. This is attributed to the educational bias (socio-cultural bias) which restricts many women from going to school

The study also considered the sex composition of pupils in the basic schools in the District. Out of the sampled population of 58 pupils, 58.7 percent were males and 41.3 percent were females. This finding was affirmed by the data collected from the District Education Directorate where the percentage of pupils who were males constituted 55.1percent and females accounted for 44.9percent. Here, Casely-Hayford & Wilson (2001) attributed it to the low number of female teachers in basic schools who might have serve as a role models for pupils especially females to ensure gender sensitive approaches and as well encourage the females to acquire basic education. OECD (2005)

reported that the effects of feminization of teaching on education offer a greater potential and therefore efforts must be made to identify the source of the discrepancy.

Table 4.1 Gender of Respondents

	No. of Respondents	Percent
Head Teachers		
Male	10	83.3
Female	2	16.7
Teachers		
Male	53	91.9
Female	5	8.1
Parents		
Male	25	54.0
Female	23	46.0
Pupils		
Male	34	58.7
Female	24	41.3
Total	176	

Source: Field Survey, July, 2015

4.1.1 Age Distribution and Years of Experience of Head teachers and Teachers

Another demographic feature which the study looked into pertains to the age distribution of head teachers and their corresponding years of experience in teaching and as well school administration.

Table 4.2 shows the age distribution and the corresponding years of teachers and head teachers experience in the selected schools. The study identified that majority of the head teachers in the basic education level in the District falls within the ages of 31-49 years recording 53.8 percent; followed by 50-59 years with 25 percent and 30 years and below had 16.7 percent. In this regard, the head teachers are likely to stay in their position for 15 years more before they reach economically inactive age (64 years and above) as given by the GSS (2001). With regards to teachers, 60.6 percent falls within the ages of 30 years and below with 50-59 years being the least with 10.1 percent. This shows that when the teachers decide to stay in the teaching profession for their entire active ages, then there is a probability that they will gain experience and new ideas to create an appropriate environment for teaching and learning in the schools.

More so, the researcher investigated into the years of experience teachers have taught in their respective schools. The number of years spent in school by a head teacher and teacher enables them to identify the individual differences of learners to help in

choosing the appropriate teaching style thus direct and indirect teaching as given by Flanders et al., (1970). The study observed that 58.3 percent of the head teachers had been in the school for 4-6years, followed by 1-3years with 25 percent. In terms of teachers, the study identified that none of the teachers have spent more than 5years in the school. However, 70 percent of the teachers have taught in the school for 2-5years and the remaining 30 percent being one year. The number of years teachers have taught in the various schools is generally low and as such will affect teaching in terms of supervision and guiding learners in finding solutions to the problems of life. However, if the teachers have acquired experience before being posted to the schools, then there is a propensity that they can assist the less experienced pupils to learn.

Table 4.2 Age Distribution and Years of Experience

Age	No. of Respondents	Percent
Head Teachers		
Source: Field Survey, July 2015		
4.2 Nature of Teaching and Learning Conditions in Selected Basic Schools		
In an attempt to establish the nature of teaching and learning conditions in the selected		
31-49years	17	29.3
50-59years	6	10.1
Years of Experience		
Head Teachers		
1-3years	3	25.0
4-6years	7	58.3
7-9years	1	8.3
10years and above	1	8.3
Teachers		
1year	17	30
2-5years	41	70
≤ 30 years	2	16.7
31-49	7	58.3
50-59	3	25.0
Teachers		
≤30years	35	60.6

schools in the District, the researcher was interested in the Head teachers and teacher's academic/ professional qualification, classroom characteristics, school management, sex composition of pupils and teachers; number of teachers in schools, number of trained and untrained teachers, class size, teachers assessment of pupils, parents

perception on the characteristics of the teaching and learning conditions and school climate in schools.

4.2.1 Academic/Professional Qualification of Head teachers and Teachers

This section presents the academic/professional qualification of teachers in the selected schools in the District. Head teachers and teachers are key elements in the teaching and learning process as they serve as the agent of transmission of knowledge and skills to pupils and therefore it becomes prudent to assess their level of qualification.

Table 4.3 shows the academic qualification of the head teachers and teachers. Head Teachers who had attained degree were 50.0 percent and 33.3 percent of the head teachers had also attained diploma qualification. Finally, 16.7 percent of the head teachers had attained SSCE certificate.

Table 4.3 Education Level of Head Teachers and Teachers

	No. of Respondents	percent
Head Teachers		
SSCE	2	16.7
DIPLOMA	4	33.3
DEGREE	6	50.0
Teachers		
SSCE	5	8.1
Diploma	53	91.9

Source: Field Survey, July 2015

Again, the study investigated into academic qualification of teachers in the selected basic schools in the District. Teachers who had attained diploma were 91.9 percent while 8.1 percent of the teachers had attained SSCE. This implies that schools were managed and taught by persons with high qualification in the teaching profession. However, the study finding contradicts the assertion of Brown, (2003) that one-third of teachers of some African countries are either unqualified or without formal teaching qualification.

Ankomah and Amoako-Essien contended that quality of teaching and learning conditions does not lie on the high qualification of teachers but rather the availability of professionally qualified teachers and their readiness to offer quality teaching, effective school leadership and management. Based on this premise, the researcher further examined the readiness of teachers in the various schools from the perspective of pupils. At this point, study implored a likert scale, where “Strongly Disagree =1”,

“Disagree=2”, “Agree= 3” and “Strongly Agree=4” to measure the views of pupils on teachers.

Table 4.4 shows that pupils strongly agree (53.4 percent) that their teachers get time to listen to them on academic matters, 34.5percent agrees while 5.2 percent and 6.9 percent disagree and strongly disagree respectively. In addition, pupils’ views on teachers keeping the class orderly were also investigated into. Here, 46.5 percent being the majority of pupils strongly agree that teachers keep the class orderly whereas 3.4 percent disagree. This is a positive sign as productive learning is achieved when teachers maintain a sense of order and decorum in the classroom (Ripple, 2005).

Data collected further revealed that pupils (34.5 percent) strongly agree that teachers use more teaching and learning materials to support lessons had, agree (37.9 percent), disagree (15.5 percent) and 12.1 percent strongly disagree. With this, about 27.6 percent of the pupils disagree that teachers use teaching and learning materials to support lessons. This brought to the fore that teachers hardly use teaching and learning materials in teaching and this may be due to the non-availability of these materials. In terms of teachers not coming to the class at all time, out of the 58 pupils, 27.6 percent strongly agree that teachers do not come to class at all time, 24.1 percent agree to this indicator, 22.4percent disagree and finally 25.9percent strongly disagree.

Another indicator used was “*My teacher marks the work and gives feedback on time*”, with this 32.8 percent strongly agree that teachers mark assignment and give feedback on time, 37.9 percent also agree, 17.2 percent disagree and 12.1 percent agree. The overall views of pupils revealed that teachers at the various schools shows readiness to raise pupils educational achievements even though they need to improve upon their regularity in class, the use of teaching and learning materials to support teaching and as well as waiting for a long time for pupils to keep quite before they proceed with the lesson. This would help improve upon the quality of education as attested by Ankomah (2002) good teaching, adequate materials and facilities for effective teaching, and a congenial atmosphere for education.

Table 4.4 Pupils Views on Teacher Readiness/ Effectiveness

Indicators	Strongly Disagree	%	Dis agree	%	Agree	%	Strongly Agree	%
My teacher get students to listen to him or her on academics	4	6.9	3	5.2	20	34.5	31	53.4

My teacher keeps the class orderly	2	3.4	7	12.1	22	37.9	27	46.5
My teacher starts the class period on time	4	6.9	8	13.8	24	41.4	22	37.9
The teacher has to wait a long time for student to quiet down	9	15.5	14	24.1	27	46.6	8	13.8
My teacher uses more teaching and learning materials to support us	7	12.1	9	15.5	22	37.9	20	34.5
My teacher does not come to the class all the time	15	25.9	13	22.4	14	24.1	16	27.6
My teacher marks the work and gives the feedbacks on time	7	12.1	10	17.2	22	37.9	19	32.8

Source: Field Survey, July 2015

4.2.2 Classroom Characteristics

As part of the nature of teaching and learning conditions in the selected basic schools, the researcher used the classroom characteristics relating to classroom size, satisfaction with the condition of the class, access to textbooks and subjects taught by teachers as an indication of the classroom characteristics.

Table 4.5 depicts teacher's response on class size. Data collected on the size of class was sourced from the teachers. The researcher identified that 52 percent of the teachers supervise and teach an average of pupils more than 45 at the basic level (Primary and JHS) whereas 6 percent of the teachers teach an average class size less than 45 pupils. Comparing this to the planning standards (Primary maximum 45 pupils; JHS 40 students) given by Maple Consult & Cersgis, (2010) revealed that teachers in the district supervise large class size. This supported the general observation that the quality of schooling is very poor in many countries due to cases including inadequate infrastructure, large class sizes and uninspiring methods.

Table 4.5 Teacher's Response on Class Size

Class size	Frequency	Percentage
Large (above 45)	52	90
Small (below 45)	6	10
Total	58	100

Source: Field Survey, July 2015



Plate 1: Pupils in Akomadan Methodist JHS

Plate 1 shows the classroom size of basic schools in the Akomadan Methodist JHS. Based on this, teacher's satisfactions on the classroom conditions were examined using a "YES" or "NO" approach. The results showed that 90 percent of the teachers were not satisfied with the classroom conditions while 10 percent said "Yes" meaning they were satisfied. The condition of the class as expressed by the teachers affirm Adedeji & Olyaniyan, (2011) reported comments made by teachers that *"poor classroom condition affect our performance in the classroom and this reduce our ability to deliver satisfactory learning outcomes thus reducing the quality of education"*. Plate 1 shows clearly that students are overcrowded in classrooms and as such does not augur well in the pursuit of delivering quality education.

In terms of access to textbooks, 91percent of the teachers reported that their students do not have their own textbooks for every subject whereas 9.9 percent reported that their students have their own textbooks. This implies that majority of the pupils in the selected basic schools do not have their own textbooks for the taught subjects. This may be attributed to the fact that parents especially those in the rural areas are not convinced of the quality and value of education thereby resulting in the low provision of required teaching and learning materials for their children (UNDP, 2008). In line with this, the researcher interviewed parents to affirm the assertion made by UNDP concerning parent's perception about the conduct and attitude of the school. This was done measuring parents perception on some variables using a likert scale for the measurement (Strongly Agree=1, Agree=2, Disagree=3, Strongly Disagree=4). Table 4.6 presents parents perception on teacher's attitude and conducts

Table 4.6 Parents Perception on Teacher's Attitude and Conducts

Indicators	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
Most teachers seem competent and dedicated	9	18.8	18	37.5	6	12.5	15	31.3
Standard of achievement are high	1	2.1	25	52.1	4	29.2	8	16.7
I am happy with the content taught	3	6.3	21	43.8	17	35.4	7	14.6
The atmosphere in the school is satisfactory	1	2.1	18	37.5	18	37.5	11	22.9
The teachers carefully monitor my children's performance	2	4.2	25	52.1	16	33.3	5	10.4
My child's welfare is considered in the school	0	0	42	35.4	22	45.8	9	18.8
Useful and regular information on my children's progress is provided by school	0	0	27	56.3	14	29.2	7	14.6
The school is doing well in educating my wards	1	2.1	18	37.5	19	39.5	10	20.8
Most of the teachers absent themselves from school	4	8.3	13	27.1	18	37.5	13	27.1
Most teachers report to school early	7	14.6	19	39.6	13	27.1	9	18.1

Source: Field Survey, July 2015

Table 4.6 shows that 31.3 percent of the parents strong disagree that most of the teachers are competent and dedicated, 12.3 percent disagree, 18.8 percent strongly agree, and

37.5 percent agree. Moreover, the only 2.1 percent of the parents strongly agree that standard of achievement are high, 52.1 percent of the parents agree, 29.2 percent disagree while 31.3 percent strongly disagree. Moreover, only 6.3 percent of the parents strongly agree that they were happy with the content taught, 43.8 percent also agreed, 35.4 percent disagree that they were happy with the content taught in the schools whereas the remaining of 14.6 percent strongly disagree. Again, parents were made to share their views on teacher supervision of their wards in school; thus

“Teacher carefully monitors my children’s performance in school”. Here, study findings revealed that only 4.2 percent of the parents strongly agree that teachers carefully monitor their wards progress and performance in school, 52.1 percent also agreed, 33.3 percent of the parents disagree and 10.4 percent strongly disagree that their wards are not supervised properly by teachers. Furthermore, the researcher identified that none of the parents agree that their child’s welfare is a concern to the teachers, parents who agreed represented 35.4 percent, those who disagreed constituted 45.8 percent and those who strongly disagreed had 18.8 percent. With regards to assessing parents view on the basis of useful and regular information on child’s progress provided by the school to them, none of the parents opined that the schools provides them with useful information concerning their child’s progress.

Again, only 2.1 percent of the parents interviewed strongly agree that the basic schools are doing well in educating their wards, 37.5 percent of the parents agree that the teachers are doing well in educating their children, 39.5 percent disagree and 20.8 percent strongly disagree that the schools are performing in educating their children. The study results affirmed the UNDP (2008) assertion that parents are not convinced with the quality and value of education in some African countries. For instance, parents view on the teachers competence and dedication revealed that 18.8 percent agreed that teachers are competent and dedicated whereas 31.3 percent strongly disagreed (18.8 percent < 31.3 percent). On the indicator “*the school is doing well in educating my wards*” the study results revealed that only 2.1 percent strongly agree that the school is doing well whereas parents who strongly disagree had 20.8 percent (SA < SD). The same situation evolved when parents were asked about the standard of achievement being high. Here, only 2.1 percent of parents opined that the achievement level is high while 16.7 percent strongly disagree (SA < SD). However, parent’s response on “*most of the teachers absent themselves from school*” revealed that 37.5 percent and 27.1

percent disagree and strongly disagree respectively that teachers do absent themselves from school. This is showed a satisfactory situation as Casely-Hayford et al., (2013) attested that the presence of teachers in school gives educational stakeholders particularly parents and officials that teaching and learning is taking place. Moreover, the study finding supports Kuyini (2010) that teachers had relatively positive attitude towards work.

Even though, 93.7 percent of the teachers reported that they do assess their pupils on every lesson, parents also hold a different view as 4.2 percent of the parents strongly agree that teachers carefully monitor their children's progress. In addition, none of the parents accented that useful information concerning the performance or progress of their wards is disclosed to them. Clearly, the study findings shows ineffective communication between the parents and teachers as teachers do assess their pupils yet information on these assessments are not released to parents. However, Adedeji & Olyaniyan (2011) do not ascribe the issue to communication but rather parents feeling embarrassed to discuss school topics with teachers and pupils due to their poor educational background. This is true because study identified that 36 percent constituting the majority of the parents had Junior High School as the highest level of formal education attained, MLSC being 18.7 percent, Senior High School had 14.7 percent, never been to school had 12 percent and the others comprising of Diploma, Masters, GCE taking 12.7 percent.

In establishing teacher's readiness to teach, plate 2 gives a pictorial view of a teacher who has arrived in a classroom even before learner's arrival.



Plate 2: Teacher Early in the Classroom before pupil's arrival

Source: Field Survey, July 2015

4.2.3 Number of Subjects Taught by Teachers and Head teachers

As part of establishing the nature of teaching and learning conditions in the selected schools in the district, the researcher investigated into the number of subject's taught by each teacher and head teacher in the school. See table 4.7 for findings.

Table 4.7 Number of Subjects Taught by Teachers and Head teachers

Subjects	Head teachers	%	Teachers	%
English language	1	8.3	23	40
Mathematics	4	33.3	12	20
Social Studies	2	16.7	12	20
Science	2	16.7	6	10
Others	3	25	6	10
Total	12	100	58	100

Source: Field Survey, July 2015

The researcher identified that head teachers as part of their administrative and management duties also teach pupils. Here, 8.3 percent of the head teachers teach English, 33.3 percent also teach Mathematics, 16.7 percent of head teachers teach Social Studies, and others teach subjects consisting of Citizenship, Religious and Moral Education, Pre-Technical Skills. This revealed that head teachers have higher workloads as they undertake administrative duties and as well teach. Even a head teacher at Darso Primary School when asked about why he has included teaching in his

duties, revealed that *“The number of teachers in my school is inadequate so I also have to teach to help teachers finish the curriculum”*. Another head teacher at Bosomposo D /A Primary School also reported that *“I was once a teacher teaching English and therefore I cannot stop if I have become the headteacher”*. The head teachers opined that they experience some challenges in undertaking multiple duties at school.

This was affirmed by Kapaya, (2008) that head teachers are expected to assist staff members to make a maximum contribution to the school’s effort to providing quality and up to date education. Again head teachers are perceived to have experience in teaching and therefore their contribution in proving appropriate leadership and teaching efforts cannot be overlooked. With this, Sergiovanni (1996) confirmed that knowledge about teaching and learning abilities to share these insights with teachers is a key factor in any head teacher selection process.

On the other hand, the researcher looked into the number of taught subjects taken by teachers at the basic level in the study area. The study results observed that 40 percent of the teachers take English, teachers in mathematics constituted 20 percent, 20 percent of the teachers took Social Studies, and 10 percent of teachers teach Science and Other subjects taking 10 percent. The study identified that many teachers and head teachers were into English and Mathematics compared to Science. However, Sakyi (2014) accented that a solid foundation in Science and Mathematics is all it takes to take off and explore on one’s own. He further elucidated that special incentives should be made available to Science and Mathematics teachers to help them impart skills training and managerial skills into pupils.

Moreover, the researcher investigated into the number of trained and untrained teacher in the basic school as a means of establishing the nature and characteristics of teaching and learning condition.

Table 4.8 Number of Teachers in the Selected Basic Schools

Level	No. Of Trained Teachers	Percent	No. Of Untrained Teachers	Percent
Primary	74	59.2	7	5.6
JHS	42	33.6	2	1.6
Total	116		9	

Source: Field Survey, July 2015

Table 4.8 indicates that 59.2 percent of Primary teachers are trained and 5.6 percent untrained. At the JHS level, 33.6 percent of teachers are trained and 1.6 percent untrained. This implies that there are adequate numbers of trained teachers in selected basic schools in the District. Emerick, et al., (2004) stipulated that highly qualified and competent teacher is an embodiment of a positive step toward increasing student learning.

4.2.4 Facilities and Resources Available in the Basic School

The researcher considered the facilities and resources as a means of establishing the nature of teaching and learning conditions in the basic schools. The study results were acquired by interviewing head teachers and teachers to respond to questions relating to the availability of these resources and facilities. Table 4.9 shows the study findings

Table 4.9 Head teacher's Response on Available Resources and Facilities in Schools

Indicators	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
Inadequate qualified and/or well performing teachers	3	25	6	50	2	6.7	1	8.3
Inadequate teachers with competence in teaching students with special needs	3	25	6	50	2	6.7	1	8.3
Inadequate vocational teachers	5	41.7	5	41.7	1	8.3	1	8.3
Shortage or inadequacy of instructional materials (e.g. textbooks)	5	41.7	5	41.7	1	8.3	1	8.3
Shortage or inadequacy of computers for instruction	9	75	3	25	0	0	0	0
Insufficient Internet access	12	100	0	0	0	0	0	0
Shortage or inadequacy of library materials	7	58.3	4	33.3	0	0	0	0
Shortage of support personnel	3	25	9	75	0	0	0	0

Source: Field Survey, July 2015

The study identified that most of the head teachers (50 percent) believe that the schools are staffed with inadequate qualified/well performing teachers. Even, 25 percent of the

head teachers strongly agree that there is inadequate performing or qualified teachers in the school. However, 16.7 percent of the head teachers disagree that there are inadequate qualified teachers in school whereas 8.3 percent strong agree. Adedeji & Olyaniyan (2011) asserted that good teachers are essential for good education and therefore the absence of qualified teachers in the school will affect pedagogy as well as the curriculum delivery. Pertaining to “*inadequate teachers with competence teaching students with special needs*”, 50 percent agree that the teachers are not competent in teaching students, 25 percent also strongly agree that the teachers do not have adequate competence in teaching students. The head teachers attested to the fact that the adequacy of instructional materials like textbooks is very low (41.7 percent strongly agree, 41.7 percent agree, 8.3 percent disagree and 8.3 percent strongly agree). Acheampong, (2003) confirmed that there are complaints that school lacked sufficient instructional materials such as textbooks and instructional aids in the country.

In terms of access to internet, all the head teachers asserted strongly that they do not have access to internet. Again, head teacher’s response on shortage/inadequacy of computers for instruction revealed that 75 percent of the head teachers strongly agree and 25 percent agree while none of the head teachers agree or strongly disagree that computers in schools are adequate. Finally, head teachers shared their view on adequacy of library materials; thus 58.3 percent of head teachers strongly agree and 33.3 percent agree that library materials in schools are inadequate. With this, Benveniste and McEwan (2000) reported that without additional training and teaching materials the quality of education is reduced and as well put a strain on teachers. The general findings on the nature of teaching and learning condition pertaining to the defined variables affirmed Adedeji & Olyaniyan (2011) report that lack of adequate supply of teachers and failed system to equip them with adequate skills has led to the achievement of Education for All programmes to be slow.

After taking the head teachers view on the available resources and facilities in the schools, the researcher had interest in looking at this same issue from the perspective of teachers. The study findings are presented in Table 4.10.

Table 4.10 Teachers Level of Agreement on Available Resources and Facilities in School

Indicators	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
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Teachers have sufficient access to appropriate instructional materials	0	0	3	30	3	30	4	40
Teachers have sufficient access to instructional technology including computers, printers, software and internet access	0	0	0	0	2	20	8	80
Teachers have access to reliable communication technology, including phones, faxes and email	1	10	1	10	3	30	5	50
Teachers have access to toilet and urinal	2	20	3	30	2	20	3	30
Teachers have access to drinking water	2	20	4	40	2	20	2	20
Teachers have access to electricity	3	30	0	0	0	0	7	70
Teachers have sufficient access to a broad range of professional support	0	0	2	20	2	20	6	60
The school environment is clean and well maintained	3	30	6	60	1	10	0	0
The physical environment of classrooms in the school supports teaching and learning	0	0	7	70	3	30	0	0
Teachers have sufficient instructional time to meet the needs of all students	1	10	6	60	2	20	1	10

Source: Field Survey, July 2015

Teachers being at the center of every educational reform process around the world (Ghana Basic Education Division, 2004) needs to be provided with the necessary facilities and resources that would help prepare them adequately to provide quality education. On this note, data was collected on resources and facilities available that aid teaching and learning. Study findings revealed that 40 percent strongly disagree that teachers have access to appropriate instructional materials, 30 percent of the teachers also disagree that teachers have access to appropriate materials and the remaining 30 percent agree. Concerning, teachers having sufficient access to instructional technology including computers, printers, software and internet access, 80 percent strongly disagree, 20 percent disagree and none of the teachers agree and strongly agree. With regards to “*teachers have access to reliable communication technology, including phones, faxes and email*” results showed that 50 percent of the teachers strongly

disagree, 30 percent disagreed, 10 percent agreed and as well 10 percent strongly agree. This shows the availability of ICT items available and its access to teachers in basic schools in the District. Moving on, teachers shared their views on access to toilet and urinal facilities; thus 20 percent strong agree that they have access to these facilities, 30 percent agree, 20 percent agree and 30 percent strongly disagree. Here, there is a break even as (*50 percent strongly disagree and disagree whereas 50 percent agree and disagree*); thus there is a likelihood that some of the schools do have a urinal and a toilet facilities but others do not have.

In terms of access to electricity, 70 percent of the teachers do not have access to electricity while the remaining 30 percent agree. More so, 60 percent of teachers strongly disagree, 20 percent disagree, 20 percent agree that they have sufficient support to a broad range of professional support. In this regard, the study result reveals a shortfall in the duties of head teachers in the basic schools. This is so because, Heywood (2008); Bush & Glover (2003) posited that head teachers are supposed to exhibit instructional leadership to manage the teaching and learning activities of education institutions. From the viewpoint of Fullan & Steigelbaurs (2008), head teacher behaviours and leadership skills help to build teachers and therefore teachers not having a broad range of professional support can be attributed to the head teacher's deficiencies in carrying out their responsibilities. On the other hand, one may attribute this phenomenon to the absence of in-service training to build the capacity of teachers. Again, teachers were made to share their view on the physical environment of classrooms in the school whether its support teaching and learning or not. With this, 30 percent agreed that classroom conditions support teaching and learning, 30 percent disagree to this indicator and 40 percent strongly disagree. Plate 3, 4 and 5 give a pictorial view of the classroom conditions in the selected schools in the Offinso North District.



Plate 3: Schools under Trees in Tanokawem D/A Primary School at Afrancho Circuit



Plate 4: Bosomposo D/A Primary School Block in Akomadan B



Plate 5: Darso D/A Primary One Class at Nkwankwa Circuit as they were writing an exams.

Source: Field Survey, July 2015

4.2.5 Teachers Response to the Purpose of Assessment

In the quest of establishing the nature of teaching and learning conditions in the selected schools, the study investigated into the purpose of pupils/students assessment from the point of teachers. The researcher implored a “YES” or “NO” approach to identify the objective behind pupil’s assessment using set of indicators shown in table 4.12.

The study identified that 90percent of the teachers assess their pupils in order to inform their parents on the progress of their wards in terms of academic performance. This is measured using the pupils continuous assessment test. In Offinso North District, 80 percent of teachers assess students to take decision on whether a student needs to be promoted or repeated whereas 20percent said otherwise. One of the teachers revealed that *“I repeat/promote a student based on his/her academic performance/examination results which gives a true reflection of his/her understanding of the subjects taught in class”*.

Furthermore, 40 percent of the teachers do assess students for comparison with other schools or national performance while 60 percent do not. Here, the researcher identified that assessment done for the purpose of comparison is a step in the right direction. This is because Casely-Hayford et al. (2013) in their assessment of education quality and inclusiveness considered assessment data of schools in choosing their sample for the research. Again, teachers were made to share their view on assessment done with the objective of monitoring progress of school from year to year. The study results observed that 70 percent mentioned YES; meaning that assessment is done to monitor schools progress. In addition, 80 percent of the teachers reiterated that they group pupils for instructional purposes. This was supported by Arrigada (1981) that regular (year by year) assessment, working together in groups and giving pupils regular feedback is a key to their performance. More so, Marzano (2006) confirmed that classroom assessment is the most powerful weapon in a teacher’s arsenal.

Furthermore, study results evident that 43 percent of the teachers opined that the objective behind assessment is to identify aspects of instructions/curriculum that could be improved. On the other hand, 57 percent said no. The stands taken by these teachers may be attributed to Husen (1979) assertion that education system in the country is rigid and conservative. In all, OECD (2009) reported that many tutors and teacher trainees recognized continuous assessment as an important method for professional learning and instruction.

Table 4.11 Teachers response on Purpose of Assessment

Indicators	YES	%	NO	%
Informing parents about their child's progress	52	90	6	10
Making decisions about students' retention or promotion	46	80	12	20
Grouping students for instructional purposes	46	80	12	20
Comparing the school to district, or national performance	23	40	35	60
Monitoring the school's progress from year to year	41	70	17	30
Making judgments about teachers' effectiveness	52	90	6	10
Identifying aspects of instruction or the curriculum that could be improved	25	43	33	57
Comparing the school with other schools	35	60	23	40

Source: Field Survey, 2015

4.3 Factors that Affect Teaching and Learning Conditions in the Selected Basic Schools in the Offinso North District

Another objective the study seeks to achieve pertains to the factors that affect teaching and learning conditions in the District under study. This objective was measured along the line of job satisfaction, head teacher participation, community support, instructional support, background of children, school leadership, teaching environment and mode of lesson delivery

4.3.1 Job Satisfaction

In attaining the factors that influence teaching and learning conditions, the researcher investigated into the job satisfaction from the viewpoint of teachers and head teachers in the selected schools. This factor is necessary because teachers have influence on pupils as a result their working condition should be conducive and supportive.

Table 4.12 Response of Head Teachers on Job Satisfaction

Indicators	Strongly Agree	%	Agree	%	Dis agree	%	Strongly Disagree	%
The advantages of this profession are more than the disadvantages	5	41.7	7	58.3	0	0	0	0
I would still choose this job/position, if I could choose again	4	33.3	6	50	1	8.3	1	8.3

I want to change to another school if that is possible	6	50	4	33.3	1	8.3	1	8.3
I regret that I decided to become a head teacher	1	8.3	4	33.3	4	33.3	3	25
I am happy working at this school	2	16.7	3	25	7	58.3	0	0
I recommend my school as a good place to work	3	25	7	16.7	7	58.3	0	0
I think that the schooling is valued in this society	4	33.3	6	50	1	8.3	1	8.3
I have satisfaction with my performance in this school	4	33.3	6	50	1	8.3	1	8.3
I am satisfied with my job.	5	41.7	7	58.3	0	0	0	0

Source: Field Survey, July 2015

From the angle of the head teachers, data gathered revealed that 41.7 percent strongly agree that the advantages of this profession are more than the disadvantages. More to this, 7 head teachers out of the 12 agree to the fact that there are more advantages in the teaching profession. Surprisingly, none of the head teachers disagree or strongly disagree that the teaching profession is disadvantaged. Moreover, when the head teachers were asked on “I would still choose this job/position, if I could again” showed that 33.3 percent strongly agree and 50 percent agree that they will stay in teaching, however, 8.3 percent disagree and 8.3 percent strongly disagree. Majority of the head teacher’s willingness to stay in teaching portrays the interest they have in the teaching profession. However, the majority of the head teachers reported that they want to change to another school when the opportunity arises. With this, 50 percent strongly agree that they would like to change the school, 33.3 percent agreed. Similar response were given when head teachers were asked whether “*they are happy at the school*”; thus 16.7 percent strongly agree that they are happy working in the school whereas 58.3percent disagree. Again, 58.3 percent of the head teachers opined that they will not recommend their school as a good place to work. Here, the headmasters attributed it to inadequate numbers of teachers in the schools. Ghana Education Service recommended that primary schools are supposed to have 8 teachers for both KG and primary, five

teachers for single stream including the head teacher and eleven teachers for double stream. However, the situation is so acute that the required number of teachers to handle all the classes and subjects are not adequate. For instance, the head teacher at Dwendabi D/A Primary and JHS reported that some classes and subject do not have teachers to handle or teach. At the JHS level, subjects like Mathematics, Science, Technical and Vocation teachers are not enough in some schools. This put a lot of burden on him and well the teachers available. This makes it difficult for teachers to have ample time to prepare their lesson notes, give enough exercises and teach as well thereby affecting the teaching and learning conditions in the school.

Aside these concerns raised by the head teachers, 50 percent agreed that they were satisfied with their performance, 33.3 percent strongly agree and the remaining disagrees. Moreover, 58.3percent of the head teachers were satisfied with their job, 41.7percent strongly agree. Interestingly, all the head teachers were not satisfied with their jobs. This will augur well for teaching and learning process as lots of criticism was leveled against the human capital theory due to its failure to consider job satisfaction. Therefore, head teachers being satisfied with their job would enhance their productivity and teaching and learning outcomes.

Table 4.13 Response on Job Satisfaction from the perspective of Teachers

Indicators	Strongly Agree	%	Agree	%	Dis agree	%	Strongly Disagree	%
The advantages of this profession are more than the disadvantages	22	37.9	11	19.0	25	43.1	0	0
I would still choose this job/position, if I could choose again	16	27.6	16	27.6	26	44.8	0	0
I want to change to another school if that is possible	6	10.3	42	72.4	10	17.2	0	0
I regret that I decided to become a head teacher	0	0	20	34.5	21	36.2	17	29.3
I am happy working at this school	0	0	42	72.4	5	8.6	11	19
I recommend my school as a good place to work	5	8.6	19	32.8	22	37.9	12	20.7
I think that the schooling is valued in this society	11	19	17	29.3	25	43.1	5	8.6

I have satisfaction with my performance in this school	37	63.8	16	27.6	5	8.6	0	0
I am satisfied with my job.	11	19	35	60.3	12	20.7	0	0

Source: Field Survey, July 2015

Job satisfaction is a force that determines how much effort teachers put into teaching. For instance, a study undertaken by Oko (2014) on impacts of job satisfaction in Nigeria revealed that teachers motivation impacts on pupils desire to learn, it encourages learners to express themselves through answering questions, taking part in both group and individual assignment and learners remain committed in the learning process. on this note, the researcher explored the job satisfaction of teachers and its influence on teaching and learning. The study revealed that 43.1 percent being the majority disagree to the fact that there are more advantages in the teaching profession compared to the disadvantages though 37.9 percent strongly agree and 19 percent agree. Again, the 44.8 percent of teachers revealed that they would change their job if they are made to choose again. Teachers attributed their stands to the inadequacy of instructional materials such as textbooks, curriculum materials, content references etc. which makes their job difficult.

In as much as 63.8 percent of the teachers were satisfied with their performance in the school, 8.6 percent disagree. Based on this premise, the researcher delved into the basis for their dissatisfaction with their performance. The study observed that 39.7 percent of the teachers do not stay in the communities within which they teach. Consequently, it takes more than 45minutes for 29.3 percent of the teachers to travel from their residence to the school. In addition, 13.8 percent takes more than 30minutes whereas 56.9 percent takes more than 15minutes to get to school. Here, the teachers revealed that they sometimes get tired and stressed out even before they get to school as a result of the bad nature of roads to the communities. This makes them unable to function properly as a result of the emotional and mental stress they have experienced hence affecting teaching conditions and performance. Plate 6 gives the nature of road to the various communities of selected schools in the District.



Plate 6: A Commercial Vehicle Stacked due to bad nature of the road

Source: Field Survey, July 2015

Furthermore, 60.3 percent of the teachers agree that they are satisfied with their job yet 72.4 percent of the teachers want to change to another school if the opportunity arises. Even, 37.9 percent also disagree that they would recommend their school as a good place to work. A teacher at Bosomposo D/A Primary School opined that *“I do not have access to electricity in my house/community. Therefore, I find difficulties in preparing lesson notes, mark pupils exercise and as well studying in the evening”*



Plate 7: Accommodation facility for Teachers in Bosomposo D/A Primary School

Source: Field Survey, July 2015



Plate 8: A Teacher in Bosopomso Primary School Preparing Lesson Notes at Residence during the day after school

Source: Field Survey, July 2015

Other teachers also expressed their displeasure concerning the teacher's accommodation. They said "*We are accommodated in an abandoned building formerly used for hoarding cocoa*". Aside this, the researcher observed that buildings that accommodate teachers were in a dilapidated state from the roof, down to the foundation including the facilities available. Plate 6 and 7 give a pictorial view of teacher's accommodation, their bedroom, bathroom and kitchen. This nature of these facilities brought fore why the teachers were dissatisfied with their accommodation facilities.

Plate 9, 10, 11 and 12 depict teacher's accommodation facilities in selected schools in the District. The conditions of teacher's accommodation have an impact on their effectiveness which in turn undermines teaching processes thereby leading to poor academic performance. Oko, (2014) posited that teachers motivation both material and non-materials factors is very central in energising the teachers to teach to seek to impart knowledge effectively.



Plate 9: Teachers Accommodation facility in Tanokwaem

Source: Field Survey, July 2015



Plate 10: Bedroom of Teachers in Tanokwaem D/A Primary School

Source: Field Survey, July 2015

Moving on, 43.1percent of the teachers hold the view (agree) that the community do not value schooling. This sometimes also reduces their zeal and intrinsic interest to impart knowledge. Adedeji & Olyaniyan (2011) mentioned that many rural parents are unwilling to invest in their children's education because they are not convinced of the quality of education and its value. In this regard, the researcher elucidated further to look into the location of schools (rural, village, hamlet, urban) from the head teacher's perspective.

Table 4.14 presents the location of schools in the district in terms of rural, urban, village among others. Data collected showed that 7 head teachers out of the 12 testified that

their schools are located in rural areas with a population fewer than 3000 people. Out of the 12 head teachers, 2 mentioned that their school were located in the urban centres. Based on this premise, the researcher confirmed Adedeji & Olyaniyan (2011) view that many parents in the rural areas do not value education.



Plate 11: Bathroom Condition of Teachers Accommodation Facility in Tanokwaem

Source: Field Survey, July 2015



Plate 12: State of Teachers Kitchen in Tanokwaem

Source: Field Survey, July 2015

On the other hand, the researcher further probed examines the location of schools and its influence on teaching and learning conditions. Here, the study identified that parents and guardians have interest in the level of productivity derived when their wards skip school to help them in their farming activities which include selling of farm produce and farming. Here, some of the parents revealed that

“We have to eat and as much my children have to join me in my trading activities especially on market days to make enough money to cater for the family”. This situation

has led to absenteeism and dropout in the schools as remarked by head teacher. This factor affects teaching and learning condition which replicate in their academic performance. No wonder Adedeji & Olyaniyan (2011) identified that education performance in rural areas is poor.

Table 4.14 Location of Schools

Location of Schools	Head teachers	%
A village, hamlet, or a rural area(fewer than 3000 people)	7	58.3
A small town (3,000 to about 4,000 people)	1	8.3
A town (more than 4,000 but less than 5,000 people)	2	16.7
An urban(more than 5,000 or more people)	2	16.7
Total	12	100.0

Source: Field Survey, July 2015

4.3.2 School Climate

The qualities of social relation between students and teachers (including the quality of support teachers give to students) have direct influence on motivational factors, like students commitment to school, learning motivation and student satisfaction. On this note the researcher assessed the school climate from the angle of the teachers.

Table 4.15 the gives the teachers response on school climate. Data collected relating to the existing relationship among teachers and student in the school showed that 60.3 percent of the teachers agree and 20.7 percent strongly agree that staff share a common set of belief about teaching and learning. However, 8.6 teachers and 10.3 teachers disagree and strongly disagree respectively. Based on the results, the study identified that 89.7 percent of teachers share a common belief that teaching should be constructivism while the minority thus 10.3 percent prefer direct transmission. OECD (2009) reported that constructivist beliefs that regard the students as active participants in the process of acquiring knowledge are more likely to provide classroom discipline climate whereas direct transmission report negative classroom climate. This means that teachers approach to teaching and learning will influence teaching and learning.

When teachers were asked whether “there is a high level of cooperation between the schools and the local community”, 20.7 percent strongly agreed that such cooperation exist, 39.7 perecent agree and 39.7 percent disagree. Though, 20.7 percent of the teachers agree that they cooperate with the community, the other 39.7 percent who

disagree creates doubt. This phenomenon has a major impact on teaching and learning conditions. According to UNESCO (2000) community cooperation is a prominent factor in ensuring access to quality education and therefore its unstable nature will negatively affect teaching and learning conditions. Darling-Hammond et al. (2005) supported that a modern view of teaching includes co-operating in teams among educational stakeholders to help attain proper outcomes. Moreover, teachers were asked about how difficulties were addressed in schools. The study finding provided that 51.7 percent strongly agree that difficulties are brought to the open for it to be addressed, 37.9 percent agree while 10.3 percent disagree. This shows that staff members are involved in addressing challenges and problems confronting the school.

Moving on, teachers views on the mutual respect they have for each other was investigated into. The results showed that 51.7 percent of the teachers strongly agree that there is mutual respect for colleagues, 37.9 percent also agree and 10.3 percent disagree. This implies that teachers co-exist in harmony and such makes the teaching environment conducive for teaching and learning. This helps teachers to deliver on the job for maximum outcomes to be achieved. Ankomah et al., (2005) reiterated that quality education should be linked with the culture, beliefs and values of the actors involved. Based on this premise, the study further identified that 79.3 percent of the teachers agree that there is a culture of sharing of success in the school. This feature motivates teachers to contribute their quota towards imparting knowledge and skills into the pupils/students. On top of it all, the researcher identified that the relationship between teachers and students are good. This helps to create a conducive environment for teaching and learning to take place.

Table 4.15 Response on School Climate from the perspective of Teachers

Indicators	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
The school staff share a common set of beliefs about schooling/learning	12	20.7	35	60.3	5	8.6	6	1.3
There is a high level of co-operation between the schools and the local community.	12	20.7	23	39.7	23	39.7	0	0

The school staff have an open discussion about difficulties	30	51.7	22	37.9	6	10.3	0	0
There is mutual respect for colleagues' ideas	30	51.7	22	37.9	6	10.3	0	0
There is a culture of sharing success	12	20.7	46	79.3	0	0	0	0
The relationships between teachers and students are good.	42	72.4	16	27.6	0	0	0	0

Source: Field Survey, July 2015

4.3.3 Background and Home Conditions of Pupils/Student

The researcher used the background of pupils as well as home conditions in measuring the factors that influence teaching and learning in the District. Here, parent's occupation, job description and items within students home which support teaching and learning were considered.

The study identified that 43.8 percent of parents were farmers, followed by commercial activities (trading) representing 37.5 percent, parents who were into teaching had 2.1 percent, banking 8.3 percent. Parents under the teaching profession may have the willingness to invest in their wards education however; those in farming constituting the majority had less regard for education. For instance, a student at Bosomposo D/A Primary School opined that

"I go to farm during school hours with my parents to help prepare land for crop cultivation". A similar situation was reported by head teacher at Tanokwaem D/A JHS that "When it rains, almost half of the pupils join their parents to farms". The researcher in a conversation with some of the students especially those in the Junior High School level recorded that some of the school children have their own farms.

This situation causes absenteeism and sometimes dropouts which affects teaching and learning conditions in the district. This notwithstanding, the study investigated into the job description (full time working) of parents. This was aimed at identifying whether parents had time in assisting their children in terms of homework or even monitoring their attitudes towards learning after school. Aside the farmers who do not spent much time in the farm, all the other parents 56.2 percent works full time in their respective work. This does not augur well in monitoring and evaluation children's progress and as well teacher's performance.

Again, pupils were asked about the availability/adequacy of teaching and learning materials in the house. The researcher used a “YES” or “NO” approach in getting answers to the questions asked. Table 4.16 depicts the responses given by students/pupils.”

Table 4.16 Response of Students on the Availability of Learning Materials in their Homes

Indicators	YES	%	NO	%
A table and chair to study	33	56.9	25	43.1
A quiet place to study	29	50	29	50
A lantern or electricity for studies	24	41.4	34	58.6
A computer you can use for school work	28	48.3	30	51.7
Educational software	28	48.3	30	51.8
Textbooks to help with your school work	34	58.6	24	41.4
<u>A dictionary to help with your school work</u>	<u>29</u>	<u>50</u>	<u>28</u>	<u>48.3</u>

Source: Field Survey, July 2015

Data collected showed that majority of the children (56.9 percent) have tables and chairs in the respective homes which they used to study. Even though, parents have limited time to monitor the activities of their wards due to the demand of their jobs, they make enough income to provide learning materials for their children. There was no clear cut as to whether children have a quiet place in the house. Furthermore, the study identified that 58.6 percent of the children do not have lantern and electricity to aid them in learning in the evening. In the same vein, 51.8 percent do not have educational software in their homes to also facilitate their learning. In as much as students do not have computer in their home will affect ICT knowledge and technological skills. Furthermore, limited access to electricity on the part of pupils makes it difficult for them to study in the evening and this influence learning.

In addition, majority of the children (58.6 percent) do have textbooks and dictionary in their homes. Mege (2014) attested that the availability of textbooks in the house gives pupils the chance to read on their own and as well as assist them in doing their homework. This shows that the availability of learning materials in the house is an important factor on pupils’ achievement. Again, availability of textbooks for private studies help pupil not to depend solely on the teachers. Pupils get new ideas, words and better understanding as they read along.

4.3.4 Community Support and Involvement

Another indicator used to obtain the study objective thus factors that influence teaching and learning conditions in the district under study is Community Support and Involvement. Data on this indicator was sourced from the teachers.

Table 4.18 entails teacher's response on community support and involvement in school activities. The study identified that 37.9 percent disagree that parents/guardians are influential in decision making, 31 percent agree that they are influential whereas 20.7 percent strongly agree. The fact that 51.7 percent agree tells that parents are actually influential in decision making process which will help improve teaching and learning conditions. This is because parents sometimes provide schools with instructional materials, provide teacher's with accommodation among others. Therefore their involvement in decision will imbibe in them the sense of ownership and this would influence them to provide school needs. The indicator "The school does good in involving the parents" showed that 58.6 percent agree that the school makes effort in the engaging parents in schools activities. Here, the researcher upon arriving at Bosomposo D/A Primary School met two executives of the PTA discussion issues that borders on the development of the school with head teacher. This can be evident in Plate

The study result further identified that the school maintains a clear two way communication with the community. This manifested in the level of agreement of teachers when asked on "Parents know what is going on in this school". The findings showed that 58.6 percent of the teachers agree that parents are abreast of the happenings in the school. None of the teachers strongly disagree or disagree with this fact. On the "community we serve is supportive" 41.4 percent of the teachers strongly agree and 37.9 percent agree that the community are supportive. This was attested by Mege (2014) in her study where she identified that 50 percent of teachers accented that community supports the school. In terms of material support, the head master in AfranchoD/A Primary and JHS posited that the community provides them with revision materials. The provision of these materials promotes teaching and learning process. Though, the 20.7percent of the teachers who mentioned that the community is not supportive attributed it to the high poverty levels. This is in agreement with Woolfolk (2007) that when poverty level of community is high, it reduces their support to school. See table 4.17 for teacher response on community support and involvement.

Table 4.17 Teachers Response on Community Support and Involvement

Indicators	Strongly Agree	%	Agree	%	Dis agree	%	Strongly Disagree	%
Parents/guardians are influential decision makers in this school.	12	20.7	18	31	22	37.9	6	10.3
This school does a good job of encouraging parents/guardians involvement.	30	51.7	22	37.9	6	10.3	0	0
This school maintains clear, two-way communication with the community	12	20.7	34	58.6	12	20.7	0	0
Teachers provide parents with useful information about student learning	42	72.4	16	27.6	0	0	0	0
Parents know what is going on in this school	24	41.4	34	58.6	0	0	0	0
Parents/guardians support teachers, contributing to their success with students	6	10.3	23	39.7	17	29.3	12	20.7
Community members support teachers contributing to their success with students.	0	0	24	41.4	16	27.6	18	31.0
The community we serve is supportive	24	41.4	22	37.9	12	20.7	0	0

Source: Field Survey, July 2015

4.3.5 School Leadership and Instructional Support

The study explored the school leadership and instructional support as a means of establishing the factors that affect teaching and learning conditions in the District. The study identified that all the school are publicly managed. It is obvious that most of the schools in the country as publicly owned and managed. However, concerns have been raised on the poor performance of public schools in BECE recently. Huze (2011) confirmed that privately managed schools provide good education and are better equipped with textbooks and physical facilities such as chairs and tables compared to public schools. He further stressed that children receive better care and attention in the Preparatory schools which intend reflect in their performance. On this note, the management of schools if not improved poses a huge threat to public schools.

In line with this, the study elucidated further to assess the school leadership in terms of the presence of School Management Committee (SMC) and PTA. All the schools have SMCs and PTAs which also help in improving the teaching and learning conditions of the school.

For instance, the head teacher at Afrancho D/A Primary and JHS reported that “*Our PTA recently provided our pupils with textbooks, chalks and 15 dual desks*”. This implies that the presence and activeness of school leadership in providing school needs to complement government support has the offer a great opportunity in influence teaching and learning in a positive manner. Plate 13 depicts a pictorial view of a discussion between the researcher and SMC executives on the plans the leadership have for the school.



Plate 13: Discussion with SMC Executives on school’s situation at the Dwendabi Basic school in the Nsenoa Circuit

Source: Field Survey, July 2015

As part of the school leadership, the researcher considered the instructional support given to teachers by supervisor and head teachers as a factor that influence teaching and learning in schools. Out of the 58 teachers, 57 confirmed that they get instructional support from head teachers and Circuit supervisors. Here, Guloba et al., (2010) revealed that head masters have instructional experience that can be used to deal with new practical problems to ensure effectiveness in classroom activities. Again, Adedeji & Olyaniyan, (2011) contended that teachers are responsible for more subjects and cannot repeat lessons every time. In this regard, enough support given to teachers will promote purposeful teaching and learning thereby increasing the quality of teaching and learning in the District. See figure 4.1 for teaching methods used by teaching.

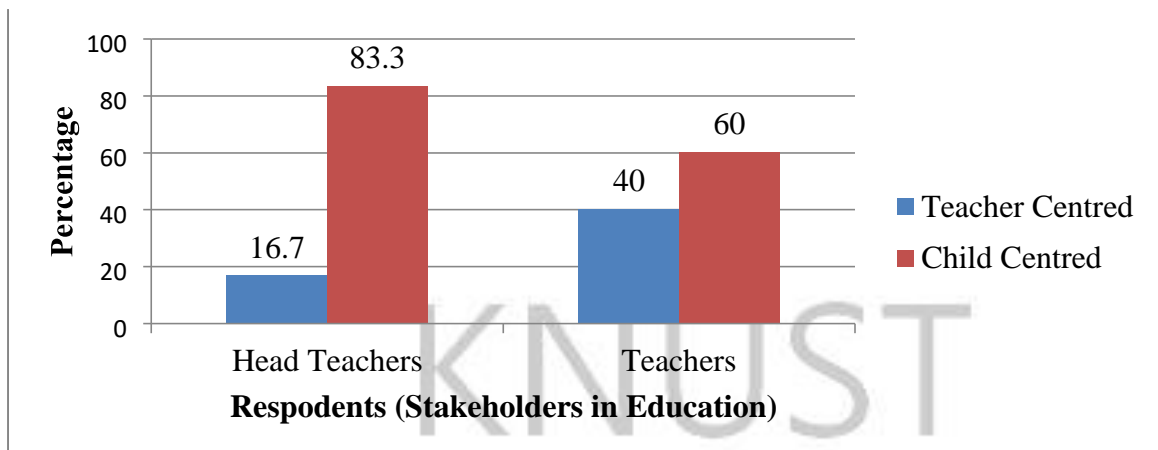


Figure 4.1 Teaching Practices

Source: Field Survey, July 2015

Another factor that influences teaching and learning conditions is the teaching practices used by instructors. The study revealed that both teachers (60 percent) and head teachers (83.3 percent) provide child centered techniques in delivering lessons. Child centered method is where the instructor makes the needs of the students/pupils his/her key priority. A study by Guloba et al., (2010) in four districts in Uganda revealed that Primary teachers employed teacher centered methods, which are less effective and as well explains the poor quality of education in Ugandan Primary schools. They therefore suggested that child-centered method of teaching is more effective for both males and females as regards improvement of education quality. On this note, the adoption of child centered approach by head teachers and teachers in the Offinso North could influence pupil's achievement level and as well portray a level of quality of lesson delivery in basic schools.

4.3.6 Head teachers Participation in School Activities

Head teachers performed primary functions such as ensuring that teachers take responsibility for the students' performance, observing instructions, informing parents with useful and regular information on the school and students' performance and ensuring that teachers took responsibilities for improving their teaching skills. Also, head teachers assisted teachers to resolve classroom discipline problems and also cooperated among teachers to develop modern teaching practice. These functions and roles of head teachers were premised on augmenting teaching and learning in their schools.

To conclude on the factors that influence teaching and learning conditions, the researcher have identified that factors such as Job satisfaction, teaching practices, teachers and pupils conduct, school leadership and instructional support, school climate, `background and home conditions when positive would help rise students achievement levels across all educational levels and statistical models.

Table 4.18 Challenges faced by the Schools from the Viewpoint of Head teacher

Indicators	Not at all	%	Very little	%	To some extent	%	A lot	%
Inadequate school budget and resources	1	8.3	6	50.3	1	8.3	4	33.3
Government regulation, intervention and policies	1	8.3	4	33.3	5	41.7	2	16.7
Teachers' absenteeism	2	16.7	3	25	6	50	1	8.3
Inadequate parental or guardian involvement and support	1	8.3	3	25	1	8.3	7	8.3
Inadequate opportunities and support for my own professional development	1	8.3	3	25	5	41.7	3	25
High workload and level of responsibilities in my job	3	25	4	33.3	3	25	2	16.7
Inadequate shared of leadership with other school staff members	2	16.7	2	16.7	4	33.3	4	33.3

Source: Field Survey, July 2015

Table 4.18 shows that public basic schools in the Offinso North District face challenges subjected to the inadequacy of resources and school budget. Here, 33.3 percent of the head teachers opined that they face such challenge whereas 50.3 percent attested that they do face it but not intense (very little). Ghana Basic Education Division (2004) attested that basic education in the country is challenged by accessibility, curriculum inflexibility and inadequate assessment facilities, poor facilities due to limited resources. Head teachers attested that schools to some extent receive government intervention and as well enjoy social intervention programmes like the School Feeding Programme, however, 33.3 percent opined that government efforts is very little. Plate 9 shows some of the challenges the school face.



Plate 14: Pupils in a queue to take food at break time in Mentukwa D/A Primary School



Plate 15: Textbooks kept on opened Shelves without any Protection in Afrancho D/A

Source: Field Survey, July 2015



Plate 16: Nature of Chalkboard Used by Tanokwaem Primary 2 Class



Plate 17: JHS Students at Dwendabi D/A JHS writing an Exam under trees

Source: Field Survey, 2015

The limited government intervention has resulted in inadequate instructional materials influence teaching. Recently, instructional materials such as chalk, lesson note books, registers, syllabus, teaching aids and textbooks are inadequate in schools. These are basic materials teachers need as tools for their work. They serve as motivation for teachers to commit themselves to their duty. If there are adequate instructional materials, they facilitate the work of teachers during instruction hours and the preparation of lesson notes.

Another challenge faced by basic schools includes teacher's absenteeism. About 50 percent of the headmaster reported teacher to some extent absent themselves from school. This affects teaching and learning as studies have shown that without teachers we cannot have a good education and without a good education no country can provide

their citizen with quality life. This makes teachers presence key in propelling quality education. With, inadequate parental involvement and support, 58.3 percent of the headmasters asserted that it happens a lot. This may be attributed to the low income level of parents in the community. The head teachers also contended that inadequate opportunities and support for their own professional development is also a challenge. Here, 41.7 percent reiterated that they face this challenge to some extent while 25 percent posited that it occurs a lot. Workshops to train teachers are hardly organised especially for those in the rural centers.

4.4 Effects of Teaching and Learning Conditions on Pupils/Student Performance

After examining the factors that influence teaching and learning conditions in the district, the study further researched into how the nature of teaching and learning conditions affects pupils in the district. The effects were assessed from the point of students BECE performance.

Good teaching and learning conditions in schools are supposed to enhance pupils' performance and achievement levels in various texts and examination in schools. On this note, the researcher measured the effectiveness and quality of teaching and learning conditions using BECE performance of pupils.

Table 4.19 showed the BECE performance for 2011/2012 academic year. Data collected from the District Education Directorate revealed that 67percent of boys passed whereas 54percent girls also passed. This means that more than half of the both sexes presented for the exams passed. This shows that teaching and learning conditions existing augur well for teaching and learning.

Table 4.19 BECE Performance of Pupils for 2011/2012 Academic Year

Boys (559 Candidates Presented)			Girls (319 Candidates Presented)		
Aggregate	Number of Boys who obtained Aggregate (6-30)	% Passed	Aggregate	Number of Girls who obtained Aggregate (6-30)	% Passed
6	0	67	6	0	54
7-15	16	7-15	9		
16-24	127	16-24	48		
25-30	276	25-30	114		

Total

376

Total

171

Source: Offinso North District Education Directorate, 2014

In the quest of establishing the effects of teaching and learning conditions in the district, BECE performance of candidates for the 2012/2013 academic year was also assessed. Table 4.21 revealed that out of the 605 boys presented for exams, 37 percent passed whereas 39 percent girls passed. This shows a drastic decrease in the performance level of candidates. This was also attributed to the teaching and learning conditions present.

Table 4.20 BECE Performance of Pupils for 2012/2013 Academic Year

Boys (605 Candidates Presented)			Girls (451 Candidates Presented)		
Aggregate	Number of Boys Passed who obtained Aggregate (6-30)	%	Aggregate	Number of Girls Passed who obtained Aggregate (6-30)	%
6	0	37	6	0	39
7-15	10	7-15	5		
16-24	88	16-24	51		
25-30	157	25-30	119		
Total	225		Total	175	

Source: Offinso North District Education Directorate, 2014

For 2013/2014 academic year, BECE performance also reduced. Data recorded that performance level of boys reduced from 37 percent to 34 percent while girls performance also reduced from 39 percent to 36 percent.

Table 4.21 BECE Performance of Pupils for 2013/2014 Academic Year Boys (660 Candidates Presented) Girls (508 Candidates Presented)

Aggregate	Number of Boys who obtained Aggregate (6-30)	% Passed	Aggregate	Number of Girls who obtained Aggregate (6-30)	% Passed
6	0	34	6	0	36
7-15	11	7-15	9		
16-24	98	16-24	61		
25-30	168	25-30	113		
Total	227		Total	183	

Source: Offinso North District Education Directorate, 2014

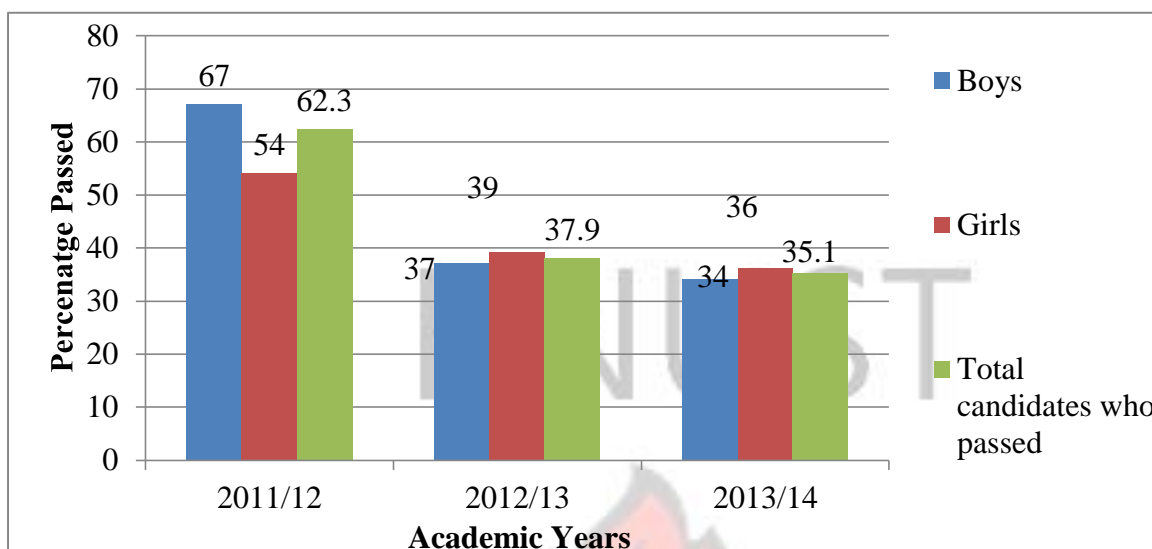


Figure 4.2: BECE Performance for Boys/Girls

Source: Offinso North District Education Directorate, 2014

The results for the various academic years revealed that no candidate was able to obtain aggregate 6 for both boys and girls. Though, the number of pupils presented for the BECE for both sexes increased over the 3 academic years yet BECE performance decreased. For instance, the number of candidates presented for BECE increased significantly in 2013/2014, but 34 percent and 36 percent of boys and girls passed respectively compared to the previous academic year. Moving on, girls performance over two academic years (2012/13 and 2013/14) surpassed that of the boys thus 39percent against 37percent in 2012/13 and 36percent as against 34 percent in 2013/14. Even though, girl's performance decreased by 3percent between 2012/13 and 2013/14, they are improving little better than boys with appreciable percentage. This may be attributed to Girls Project in the district. This notwithstanding, total performance is on the decline side as 62.3 percent passed in 2011/12 reduced to 37.9 percent in 2012/13 to 35.1 percent in 2013/14 academic year. This means that the existing teaching and learning conditions do not enhance/support pupil's achievement level in the district. What makes the situation gloomy is that performance level keeps on worsening year by year. This reveals why 50 percent of head teachers and 33.3 percent of the teachers strongly agree that they would want to change to another school when the opportunity arises.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter presents the summary of major findings emanating from the analysis. Also conclusions on the finding are presented in this chapter. Finally, the chapter presents the recommendation of the study.

5.2 Summary of Findings

This section provides the summary of key findings of the study under each objective thus; nature of teaching and learning conditions, factors that influence teaching and learning conditions and the effects of teaching and learning conditions on pupils. This notwithstanding, findings on demographic characteristic of respondents (teachers, students, parents and head teachers) were not left out.

5.2.1 Demographic Characteristics of Respondents

The study identified that head teachers who were males accounted for 83.3percent while female accounted for 16.7 percent. This finding supports the general notion that males take major leadership and administrative positions (Kiamba, 2006). In terms of teachers, 91.9 percent were males and 8.1percent were females. With respect to sex composition regarding pupils, the gender parity index showed 1 female: 2 male in school. OECD (2005) also identified same situation of which they suggested that efforts must be made to address the discrepancy. In the same vein, male constituting 54 percent outnumber that of the females with 46 percent with regards to parents.

In terms of age distribution, majority of the head teachers in the basic education level in the selected basic schools falls within the ages of 31-49years; followed by 50-59years with 25 percent and 30years and below had 16.7 percent. In this regard, the head teachers are likely to stay in their position for 15 years more before they reach economically inactive age (64years and above) as given by the GSS (2001). Looking into the number of years taught in school, 58.3 percent of the head teachers had been in the school for 4-6years, followed by 1-3years with 25percent. The numbers of years teachers have taught in the various schools is generally low and as such will affect teaching in terms of supervision and guiding learners in finding solutions to the problems of life.

5.1.2 Nature of Teaching and Learning Conditions in the Selected Basic Schools in

Offinso North District

With respect to academic qualification, Head teachers who had attained degree were 50.0 percent and 33.3 percent of the head teachers had also attained diploma. In addition, 16.7 percent of the head teachers had attained SSCE. Teachers who had attained diploma were 91.9percent whilst 8.1percent of the teachers had attained SSCE. However, the study finding contradicts the assertion of Brown, (2003) that one-third of teachers of some African countries are either unqualified or without formal teaching qualification. This notwithstanding, overall views of pupils revealed that teachers at the various schools shows readiness to raise pupils educational achievements even though they need to improve upon their regularity in class, the use of teaching and learning materials to support teaching and as well they waiting for a long time for pupils to keep quite before they proceed with the lesson.

Concerning classroom characteristics, 52 percent of the teachers supervise and teach an average of pupils more than 45 at the basic level (Primary and JHS) whereas 6percent of the take an average class size less than 45pupils. Comparing this to the planning standards (Primary maximum 45 pupils; JHS 40 students) teachers teach and supervise large class size. About 90 percent of the teachers were not satisfied with the classroom conditions as it makes supervision difficult. More to this, 91 percent of the teachers reported that their students do not have their own textbooks for every subject whereas 9.9 percent reported that their students have their own textbooks.

Parents perception on teachers conduct showed that .1 percent strongly agree that the school is doing well whereas parents who strongly disagree had 20.8 percent (SA<SD). The same situation evolved when parents were asked about the standard of achievement being high. Here, only 2.1percent of parents opined that the achievement level is high while 16.7percent strongly disagree (SA<SD). However, parent"s response on "*most of the teachers absent themselves from school*" revealed that 37.5 percent and 27.1 percent disagree and strongly disagree respectively that teachers do absent themselves from school.

Aside this, the study revealed that (50 percent) of head teachers believe that the schools are staffed with inadequate qualified/well performing teachers. However, 40 percent of teachers strongly disagree they have access to appropriate instructional materials, 30 percent of the teachers also disagree that teachers have access to appropriate materials

and the remaining 30 percent agree. Access to electricity is also an issue that affects teachers. Finally, 80 percent of teachers assess students to take decision on whether a student needs to be promoted or repeated whereas 20 percent said otherwise. On the same objective behind assessment, 40 percent of the teachers do assessment students for comparison with other schools or national performance, 70 percent also mentioned that they assess pupils to monitor schools progress. Whereas, 43 percent of the teachers opined that the objective behind assessment is to identify aspects of instructions/curriculum that could be improved.

5.1.3 Factors that Affect Teaching and Learning Conditions in the Selected Basic Schools in Offinso District

Data gathered revealed that 41.7 percent of head teachers strongly agree that the advantages of the teaching profession are more than the disadvantages. However, 50 percent strongly agree and 33.3 percent of them agree that they would like to change the school. Despite, head teachers willingness to change their schools, 58.3 percent of the head teachers were satisfied with their job. The willingness of head teachers and teachers to change their schools was due to the inadequacy of instructional materials such as textbooks, curriculum materials, content references etc. which makes their job difficult. Teachers also showed displeasure with their state of the accommodation facilities. The dissatisfaction of teachers has the propensity to affect teaching and learning conditions in a negative manner.

On the other hand, most of the schools (7 out of 12) were located in the rural areas with 43.8 percent of parents engaged in farming activities. Though, children have access to learning items such as table and chair, textbooks and dictionary, majority of them thus 58.6 percent do not have electricity for studies. Low income levels of parents also affect their contribution to school development and provision of learning materials for their wards. Sometimes, parents come together as the PTA to support schools by providing instructional materials.

Response on school climate showed that that 60.3 percent of the teachers agree and 20.7 percent strongly agree that staff share a common set of belief about teaching and learning. Here, 89.7 percent of teachers share a common belief that teaching should be constructivism while the minority thus 10.3 percent prefer direct transmission. .

OECD (2009) reported that constructivist beliefs that regard the students as active participants in the process of acquiring knowledge are more likely to provide classroom discipline climate whereas direct transmission report negative classroom climate. This means that teachers approach to teaching and learning will influence teaching and learning.

The results showed that 51.7 percent of the teachers strongly agree that there is mutual respect for colleagues, 37.9 percent also agree and 10.3 percent disagree. This implies that teachers co-exist in harmony and such makes the teaching environment conducive for teaching and learning. To supplement teacher's efforts, Head teachers performed primary functions such as ensuring that teachers take responsibility for the students' performance, observing instructions, informing parents with useful and regular information on the school and students' performance and ensuring that teachers took responsibilities for improving their teaching skills. The factors that influence teaching and learning condition when exist in their positive state propel learning outcomes.

5.1.4 Effects of Teaching and Learning Conditions in the Selected Schools in the Offinso North District

First and foremost, challenges that school faces borders on inadequacy of resources and school budget. Here, 33.3percent of the head teachers opined that they face such challenge whereas 50.3percent attested that they do face it but not intense (very little). Another challenge faced by basic schools includes teacher's absenteeism. About 50percent of the headmaster reported that teachers to some extent absent themselves from school. In addition, inadequate parental involvement and support, 58.3percent of the headmasters asserted that it happens a lot. This may be attributed to the low income level of parents in the community.

In terms of educational performance, the number of candidates presented for BECE increased significantly in 2013/2014, but 34 percent and 36 percent of boys and girls passed respectively compared to the previous academic year. Moving on, girls performance over two academic years (2012/13 and 2013/14) surpassed that of the boys thus 39 percent against 37 percent in 2012/13 and 36 percent as against 34 percent in 2013/14. Even though, girl's performance decreased by 3 percent between 2012/13 and 2013/14, they are improving little better than boys with appreciable percentage. This

may be attributed to Girls Project in the district. This notwithstanding, total performance is on the decline side as 62.3 percent passed in 2011/12 reduced to 37.9 percent in 2012/13 to 35.1 percent in 2013/14 academic year. This shows that teaching and learning conditions in the district keeps on worsening leading to poor performance level.

5.2 Recommendations

These recommendations are for government/policy makers in education, schools, their heads and staff, parents and students who are all stakeholders in ensuring high teaching and learning standards in basic schools.

5.2.1 Government/Policy Makers

All the selected schools were publicly managed. This provides that government is the principal financier of the schools and as well managed them. On this note, policy; government policy and programmes on education must be regularly reformed to incorporate new and modern teaching ideas and initiatives to consolidate teaching and learning in the various school environments. More so, teaching and learning environments are embodied in its facilities and materials. The adequacy of school facilities and teaching and learning materials facilitate teaching and learning in schools. Hence government must provide the needed education infrastructure and education materials in the form of books, tools, equipment etc. for teaching and learning to be enhanced.

On the part of teachers, irrespective of the adequacy of facilities, it cannot function or will remain useless if not utilized by human. Teaching and learning is augmented when the requisite human resources is available to be complemented by the material resources. Thus government must provide schools with the requisite human resource so that teaching and learning in school would be enhanced. In addition, man exudes the best of performance if well motivated. School authorities and teachers must be well remunerated and also incentivized to be able to give off their best in the performance of their duties so as to improve teaching and learning in schools.

Finally, government needs to support supervision, monitoring and evaluation of school activities and teaching staff is one of the surest ways of ensuring teaching and learning in schools. Authorities support for school staff through supervision and monitoring and

evaluation of school activities will aid policy makers unearth challenges and auspicious areas in school that need to be respectively addressed and consolidated.

5.2.2 Schools/heads/teachers

School heads and their staff must devise benchmark teaching and learning standards in consonance with stipulated national school rules and regulations in their schools by creating favorable school environments where teachers and students feel comfortable in their activities. Moreover, Schools heads through the relevant stakeholders must ensure that their schools are endowed with the requisite human resources and teaching and learning materials to facilitate studies. In as much as these materials are provided, requisite supervision and support visits must be done by authorities to keep teachers on their toes so as to deliver quality in their teaching exercises. In addition, teachers must know the value of imparting knowledge on a person and hence show commitment and dedication to their profession by exhibiting benchmark teaching standards in their schools and also provide students with the needed support. School authorities must instill the needed discipline in school to ensure staff and students' discipline.

5.2.3 Parents

Parents must build a collaborative effort with school authorities in matters that concern their wards education. They must also provide schools with the necessary support in order to augment teaching and learning in schools. Last but not least, parents must be the primary tutelage source and counselors of their wards so that they could be very discipline in any environment they find themselves.

5.2.4 Students

On the part of pupils/students, they should know that their fate in life lies in their own hands and hence they must dedicate themselves to their studies and observe all school rules and regulations. In the same vein, pupils should also build amiable relationships with their authorities so that they can benefit from the requisite support of authorities

5.3 Conclusion

Head teachers performed their primary function of ensuring teaching and learning in schools by ensuring the school environment is conducive enough, ensuring a collaborative approach and amiable relationship among the staff, parents and schools. Most head teachers were satisfied with their job though personnel, resource, school

facility and teaching and learning material challenges and inadequacy of parent and community support impede their work. Regardless, periodic assessments were done by headteachers to identify gaps in teaching and learning in the school to be addressed.

Most teachers were positive of their school environments, relationship with their superiors, parents, students and the community. Most teachers were satisfied with their job and assessed their students to ascertain their level of performance regardless of challenges such as overcrowding, lack of school and social infrastructure, technology and the needed learning materials. Teachers refreshingly had support of their headteachers and circuit supervisors.

Parents selected wards schools by considering performance, proximity, existence of financial aid and discipline. Most parents had faith in the competence and dedication of their wards teachers. This was borne-out of parents' satisfaction with their wards school environment where their wards welfare was considered, teacher-parent collaboration and the existence of a high teaching and learning standards. Parents supported their wards schools in diverse means specifically contributing to school development initiatives and participation in PTA or SMC meetings. Students had faith in their school environment, teachers and mentioned computers, lanterns, dictionary, textbooks and quiet environments as supportive items in their education.

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APPENDICES

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY COLLEGE OF ART AND BUILT ENVIRONMENT DEPARTMENT OF PLANNING

Introduction:

This questionnaire is to assist Mr. Kwaku Konadu M.Sc. student of KNUST to carry out the study on the topic: “Assessment of Teaching and Learning conditions in Basic schools, A study of selected schools in Offinso North District”.

Please the information required is for academic purposes only and will be treated with a high sense of confidentiality. Please kindly answer the questions to help assess the kind of education being imparted in your institution/community. You will find questions about you and what you think. For each question, you should choose the answer you think is best. .

APPENDIX 1: PARENTS QUESTIONNAIRE

A DEMOGRAPHIC PROFILE OF PARENTS

SECTION A: Demographic Profile Of Parents

1. School Name.....
2. Circuit.....
3. Location.....
4. Community.....
5. Phone number.....
6. Gender: 1. ☐ Male 2. ☐ Female
7. Age: ☐ 3 Less than 30yrs 4 ☐ 30-49 years old
 ☐ 50-59 years ☐ 6 60 years old
8. First Language:.....

8 SECTION B: Education Background

1. ☐ MSLC 2. ☐ BECE
 3. ☐ LEVEL 4. ☐ SSCE
 5. ☐ GCE A LEVEL 6. ☐ DIPLOMA
 7. ☐ MASTERS

9 SECTION C: PARENTS OCCUPATION (FATHER)

1. ☐ Farming 2. ☐ Trading 3. ☐ Nursing
 4. ☐ Teaching 5. ☐ Artisan 6. ☐ Banking
 7. Others (specify)..... MOTHER

1. Farming ☐ 2. Trading ☐ 3. Nursing ☐ 4. Teaching ☐
 5. Artisan ☐ 6. Banking ☐
 7. Others (specify).....

D: Attitudes And Conduct Of Teachers To My Children's School

Strongly Agree = 1 Agree= 2 Disagree =3

Strongly Disagree = 4

I am interested in what you think about your children's school.

10. Please, how much do you agree or disagree with the statement below?
 (Please choose only one box in each row)

a	Most teachers seem competent and dedicated	1	2	3	4
b	b. Standard of achievement are high	1	2	3	4
c	I am happy with the content taught	1	2	3	4
d	The atmosphere in the school is satisfactory	1	2	3	4
e	The teachers carefully monitor my children's performance	1	2	3	4
f	My child's welfare is considered in the school	1	2	3	4
g	Useful and regular information on my children's progress is provided by school	1	2	3	4
h	The school is doing well in educating my wards	1	2	3	4
i	Most of the teachers absent themselves from school	1	2	3	4
k	Most teachers report to school early	1	2	3	4

E PARENTS' INVOLVEMENT WITH SCHOOL ACTIVITIES

Yes = 1

No = 2

11 Please, do you participate in one of the following school activities ?.
 (Please kindly choose one box in each row)

a	I discuss my children's attitudes with teachers on my own initiative	1	2
b	I discuss my children's attitudes on the initiative of his/her teachers	1	2
c	I discuss my children's performance with a teacher on my own initiative	1	2

d	I offer communal labour. E.g. building, maintenance, carpentry, weeding	1	2
e	I volunteer in extra-curricular activities. E.g. school play, sports field trip	1	2
f	Assisted a teacher in the school	1	2
g	Participation in school meetings eg PTA/ SMC	1	2
F School Choice			

Please, I am interested in the options you have as parents when choosing school for your children.

12 Please which of the following statements best describe the schooling available to students in your community? (Please choose only one box)

a	This community has two or more other schools that compete with the school my children attending	1
b	This community has one other school that competes with the school my children attending	2
c	This community has no other school that competes with school my children attending	3

G Importance for choosing a school for my child

Not Important = 1 Somewhat Important = 2 Important = 3 Very Important = 4

Q 13. Please, how much important are the following reasons when choosing a school for your children

a	The school is close to home.	1	2	3	4
b	The school has a good reputation	1	2	3	4
c	The school adheres to a particular religious beliefs	1	2	3	4
d	Expenses are low (e.g. tuition, books,	1	2	3	4
e	The school is financial support for needy but brilliant student,	1	2	3	4
f	The school has an active and pleasant school climate.	1	2	3	4
g	The students academic achievements of in the school are high	1	2	3	4
h	There is a safe school environment.	1	2	3	4

Q 14 What other factors affecting your administration and the school?

Q 15 What recommendations do you have to improve teaching and learning conditions in your school?

.Thank you

13 What is the size of your class?_____

Large [] Small []

14. Are you satisfy with the classroom in condition

Yes [] No []

If your answer is No, state the reason

15 Do your students have their own textbooks for each subject?

Yes [] No []

If your answer is No give your reasons

16 Do you get instructional support through classroom visits by head teacher and circuit Supervisors?

Yes [] No []

If yes what kind of instructional support do you get?

If No state the reason

17. Do you assess your pupils on every lesson?

Yes [] No []

If your answer is yes, give reasons

If No explain

18. Do you stay in the community in which you teach?

Yes [] No []

If your answer is No state the reason

19. How many minutes from your house to school?

Less the 15 minutes, more than 15 minutes, 30minutes, 45 minutes, more than45minutes

C Facilities and Resource
Strongly Disagree=1 Disagree=2 Agree=3 Agree Strongly=4

20 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.(Please choose only one box in each row)

a	Teachers have sufficient access to appropriate instructional materials	1	2	3	4
b	Teachers have sufficient access to instructional technology including computers, printers, software and internet access	1	2	3	4
c	Teachers have access to reliable communication technology, including phones, faxes and email	1	2	3	4
d	Teachers have access to toilet and urinal	1	2	3	4
e	Teachers have access to drinking water	1	2	3	4
f	Teachers have access to electricity	1	2	3	4
g	Teachers have sufficient access to a broad range of professional support personnel	1	2	3	4
h	The school environment is clean and well maintained	1	2	3	4
i	The physical environment of classrooms in the school supports teaching and learning	1	2	3	4
j	Teachers have sufficient instructional time to meet the needs of all students	1	2	3	4

1. Instructional materials include items such as textbooks, curriculum materials, content References etc

2. Professional personnel include positions such as counselors, nurses, school psychologist and social workers, specialists etc

D	Community support and Involvement
Strongly Disagree = 1 Disagree = 2 Agree = 3 Agree Strongly = 4	

21 .Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

(Please mark only one box in each row)

a	Parents / guardians are influential decision makers in this school.	1	2	3	4
b	This school does a good job of encouraging parents/guardians involvement.	1	2	3	4
c	This school maintains clear, two-way communication with the community	1	2	3	4

d	Teachers provide parents with useful information about student learning	1	2	3	4
e	Parents know what is going on in this school	1	2	3	4
f	Parents/guardians support teachers, contributing to their success with students	1	2	3	4
g	Community members support teachers contributing to their success with students.	1	2	3	4
h	The community we serve is supportive .	1	2	3	4

E Job Satisfaction and teacher Quality

Strongly Disagree = 1 Disagree = 2 Agree = 3 Agree Strongly = 4

22 Please, I am interested to know how you generally feel about your job.

How strongly you agree or disagree with the following statements?

Please choose one choice in each row.

a	The advantages of this profession are more than the disadvantages	1	2	3	4
b	I would still choose this job/position, if I could choose again	1	2	3	4
c	I want to change to another school if that is possible	1	2	3	4
d	I regretted that I decided to become a teacher	1	2	3	4
e	I happy working at this school	1	2	3	4
f	I recommend my school as a good place to work	1	2	3	4
g	The society value teaching profession	1	2	3	4
h	I have satisfaction with my performance in this school	1	2	3	4
i	l, I am satisfied with my job.	1	2	3	4

F School Climate

Strongly Disagree=1 Disagree=2 Agree=3 Strongly Agree=4

Q 23. Please how strongly do you agree or disagree with these statements as applied to your school?(Please choose one in each row).

a	The school staff share a common set of beliefs about teaching and learning	1	2	3	4
b	There is a high level of co-operation between the school and community	1	2	3	4

c	The staff have an open discussion about difficulties	1	2	3	4
d	There is mutual respect for colleagues' ideas	1	2	3	4
e	There is a culture of sharing success	1	2	3	4
f	The relationships between teachers and students are good.	1	2	3	4

G Assessment

Yes= 1

No = 2

24 Please, are assessments of students used for any of the following purposes?

(Please choose only one box in each row)

a	Informing parents about their children's performance	1	2
b	Making decisions about students' retention or promotion	1	2
c	Grouping students for instructional purposes	1	2
d	Comparing the school to district/ national performance	1	2
e	Monitoring the school's progress from time to time	1	2
f	Making judgments about teachers' effectiveness	1	2
g	Comparing the school with other schools	1	2

SECTION H: Opinion On Factors Influence teaching and learning in Basic Schools.

25 Please, in your opinion what are the factors influence teaching in your school in the district/circuit?

26 Please, in your opinion how do these factors influence teaching in your school?

11 Please, in your opinion what are the factors influence learning in your school?

12. Please, in your opinion how do these factors influence learning in your school?

13 .In your own view which of the following do you hold for teaching and learning in your school?

☐ 1 Direct Transmission ☐ 2 Constructivism

If your answer is (1) state the reason _____

If your answer is (2) explain

(1= Teacher centered) (2= Child centered)

Q 21.What other factors in your opinion affecting your schools?

Q22 What recommendations do you have to improve teaching and learning conditions in Basic Schools in the district?

Thank you

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For each question, you should choose the answer you think is best. .

APPENDIX 3: STUDENT QUESTIONNAIRES

A DEMOGRAPHIC PROFILE OF STUDENT

10. School name _____
11. Circuit _____
12. Location _____
13. Community _____ Date _____
14. Gender Male ☐ Female ☐
15. Age: less than 30 years ☐ 30- 49 ☐ 50-59 ☐ 60years or higher

16. First language:_____

17. Class / subject taught_____

Number of

SECTION A: DEMOGRAPHIC PROFILE OF STUDENT

9. School Name.....

10. Circuit.....

11. Location.....

12. Community.....Date

13. Gender: 1. ☐ Male 2. ☐ Female 6 How old are you ---
-----?

14. Class.....

B: PARENTS EDUCATIONAL BACKGROUND

9. What is the highest level of schooling/education completed by your father/guardian?

1 Never ☐ 2 ☐ P1-PRIMARY 3 ☐ 3 ☐ P4-PRIMARY 6 ☐ 4 JHS

5 SHS ☐ 6 College ☐ 7 ☐ Tertiary

10. What is the highest level of schooling/education completed by your mother/guardian?

1 ☐ Never ☐ 2 ☐ P1-PRIMARY 3 ☐ 3 ☐ P4-PRIMARY 6 ☐ 4 ☐ JHS

5 ☐ SHS 6 ☐ College 7 ☐ Tertiary

C: PARENTS OCCUPATION

11. What is your father doing?

☐ 1 Working full-time for pay

☐ 2 Working part-time for pay

☐ 3 Not working but looking for a job

4 others (e.g. Home duties, retired)

12. What is the main occupation of your father?

1 Farming 2 Trading 3 Nursing 4 Teaching 5 Banking 6 Artisan

Others (write).....

13. What is your mother/guardian doing?

- ☐ 1 Working full-time for pay
- ☐ 2 Working part-time for pay
- ☐ 3 Not working but looking for a job
- ☐ 4 others (e.g. Home duties, retired)

14. What is the main occupation of your father?

- 1 Farming 2 Trading 3 Nursing 4 Teaching 5 Banking 6 Artisan

Others (write).....

15. Which of the following are in your home? (Please tick only one box in each row)

Yes= 1

No = 2

a	A table and chair to study	1	2
b	. A quiet place to study	1	2
c	A lantern or electricity for studies	1	2
d	. A computer you can use for school work	1	2
e	Educational software. Story book	1	2
f	Textbooks to help with your school work	1	2
g	A dictionary to help with your school work	1	2

16. How many of these are there at your home?

None= 1

One = 2

Two = 3

Three or more

a	Cell phones	1	2	3	4
b	Television	1	2	3	4
c	Computer	1	2	3	4
d	Bicycle	1	2	3	4
e	Motor bike	1	2	3	4
d	cars	1	2	3	4

17. How many books are there in your home? (Do not include magazines, newspapers or your school ☐ books)

☐ 0-10 books ☐ 11-25 books ☐ 26-100 books ☐ 4 101-200

books more than 200 books

D: AT YOUR CLASS				
Strongly Disagree= 1	Disagree =2	Agree = 3	Strongly Agree 4	

18. Thinking about your class/teacher, rate how strongly you agree or disagree with the following statements (Please tick only one box in each row)

a	My teacher get students to listen to him or her	1	2	3	4
b	My teacher keeps the class orderly	1	2	3	4
c	My teacher starts the class period on time	1	2	3	4
d	The teacher has to wait a long time for student to quiet down	1	2	3	4
e	. My teacher uses more teaching and learning materials to support us	1	2	3	4
f	My teacher does not come to the class all the time	1	2	3	4
g	My teacher does not come to the class all the time	1	2	3	4
h	. My teacher marks the work and gives the feedbacks on time	1	2	3	4

D: ABOUT YOUR SCHOOL

Strongly Disagree=1 Disagree=2 Agree=3 Strongly agree=4

19. Thinking about the teachers at your school; to what extent do you agree with the following statements? (Please tick only one box in each row)

a	Students get along well with most teachers	1	2	3	4
b	. Most teachers are interested in students well being	1	2	3	4
c	Most teachers are really listen to what I have to say	1	2	3	4
d	If I need extra help, I will receive it from my teachers	1	2	3	4
e	Most of my teachers treat me fairly	1	2	3	4
f	I feel like an outsider	1	2	3	4
g	I make friends easily at school	1	2	3	4
h	I feel bad and out of place in my school	1	2	3	4
i	I feel lonely at school	1	2	3	4
j	I feel happy at school	1	2	3	4
k	Things are good/ideal in my school	1	2	3	4
l	I am satisfied with my school	1	2	3	4

Q 20 What recommendations do you have to improve teaching and learning conditions in your school?

Thank you

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF ART AND BUILT ENVIRONMENT

DEPARTMENT OF PLANNING

This questionnaire is to assist Mr. KwakuKonadu M.Sc. student of KNUST to carry out the study on the topic: “Assessment of Teaching and Learning conditions in Basic schools, A study of selected schools in Offinso North District”.

Date.....

Position held:

Phone number -----

A DEMOGRAPHIC PROFILE OF -----

1. School name _____

2. Circuit _____

3. Location _____

4. Community _____ Date _____

5. Gender male [] female []

6. Age: less than 30 years [] 30- 49 [] 50-59 [] 60years or higher

7 Academic Qualification

MSLC [] BECE [] GCE O LEVEL []

SSCE [] GCE A LEVEL [] Diploma []

Degree [] Post Graduate Certificate []

Post Graduate Diploma [] Masters Degree []

8 Professional Qualification

Certificate A [] Diploma [] Degree []

Post Graduate Certificate [] Post Graduate Diploma []

Master"s Degree []

Other (specify) _____

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- 9 .In your opinion what are the factors influence teaching in your schools in the district/circuit?

10. In your opinion how do these factors influence teaching in your schools in the district/circuit?

- 11 . In your opinion what are the factors influence learning in your schools in the district/circuit?

12. In your opinion how do these factors influence learning in your schools in the district/circuit?

- 13 .In your own view which of the following do you hold for teaching and learning in your schools in the district/circuit?

1 Direct Transmission ☐ 2 Constructivism ☐

If your answer is (1) state the reason _____

If your answer is (2) explain _____

(1= Teacher centered) (2= Child centered)

C. Facilities and Resources Available in the Schools
Strongly Disagree=1 Disagree=2 Agree=3 Agree Strongly=4

14. Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

a	Teachers have sufficient access to appropriate instructional materials (1)	1	2	3	4
b	Teachers have sufficient access to instructional technology including computers, printers, software and internet access	1	2	3	4
c	Teachers have access to reliable communication technology, including phones, faxes and email	1	2	3	4
d	Teachers have access to toilet and urinal	1	2	3	4
e	Teachers have access to drinking water	1	2	3	4
f	Teachers have access to electricity	1	2	3	4
g	Teachers have sufficient access to a broad range of professional support personnel (2)	1	2	3	
h	The school environment is clean and well maintained	1	2	3	4
i	The physical environment of classrooms in the school supports teaching and learning	1	2	3	4

j	Teachers have sufficient instructional time to meet the needs of all students	1	2	3	4
---	---	---	---	---	---

1. Instructional materials include items such as textbooks, curriculum materials, content references etc

2. Professional personnel include positions such as counselors, nurses, school psychologist and social workers, specialists etc

D .Community support and Involvement in Schools					
Strongly Disagree = 1		Disagree =2	Agree = 3	Agree Strongly = 4	

15. Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

(Please mark one choice in each row)

	Parents / guardians are influential decision makers in this school.				
	This school does a good job of encouraging parents/guardians involvement				
	This school maintains clear, two-way communication with the community				
	Teachers provide parents/ guardians with useful information about student learning.				
	Parents/guardians know what is going on in this school				
	Parents/guardians support teachers contributing to their success with students				
	Community members support teachers contributing to their success with students				
	The community we serve is supportive				
	E Limitations				

Not at All =1 Very Little =2 To some extent =3 A Lot = 4

Q 16 Please, to what extent do the following limit your effectiveness?

a	Inadequate school budget and resources	1	2	3	4
b	Government regulation, interventions and policies	1	2	3	4
c	Teachers absenteeism	1	2	3	4
d	Inadequate parental or guardian involvement and support .	1	2	3	4
e	Inadequate opportunities and support for my own professional development.	1	2	3	4
f	Inadequate opportunities and support for teachers professional development	1	2	3	4
g	High workload and level of responsibilities in my job	1	2	3	4
h	Inadequate shared of leadership with other school staff members	1	2	3	4
i	Insufficient powers to deal with poor teachers behaviour	1	2	3	4

F School Climate

Strongly Disagree=1 Disagree=2 Agree=3 Strongly Agree=4

Q 17. How strongly do you agree or disagree with these statements as applied to schools in the district/ circuits

(Please mark one choice in each row).

a	The school staff share a common set of beliefs about schooling/learning	1	2	3	4
b	There is a high level of co-operation between the schools and the local community.	1	2	3	4
c	The schoolstaff have an open discussion about difficulties	1	2	3	4
d	There is mutual respect for colleagues' ideas	1	2	3	4
e	There is a culture of sharing success	1	2	3	4
f	The relationships between teachers and students are good.	1	2	3	4
I Other Facilities and Resources					
Strongly Disagree=1 Disagree=2 Agree=3 Strongly Agree=4					

Q 18. Is this district's capacity to provide quality instruction currently hindered by any of the following issues? (Please mark one choice in each row).

a	Inadequate qualified and/or well performing teachers	1	2	3	4
b	Shortage of teachers with competence in teaching students with special needs	1	2	3	4
c	Shortage of vocational teachers	1	2	3	4
d	Inadequacy of instructional materials (e.g. textbooks)	1	2	3	4
e	Inadequacy of computers for instruction	1	2	3	4
f	Insufficient Internet access	1	2	3	4
g	Shortage or inadequacy of computer software for instruction	1	2	3	4
h	Shortage or inadequacy of library materials	1	2	3	4
i	Shortage of support personnel	1	2	3	4

G Job Satisfaction

Strongly Disagree=1 Disagree=2 Agree=3 Strongly Agree=4

Q 19 Please I am interested to know how you generally feel about your job. How strongly do you agree or disagree with the following statements? Please choose one in each row.

a	The advantages of this profession are more than the disadvantages	1	2	3	4
b	I would still choose this job/position, if I could still choose again.	1	2	3	4
c	I want to change to another district if that is possible	1	2	3	4

d	I regretted that I decided to become a director, supervisor, headteacher etc	1	2	3	4
e	I am happy working at this district	1	2	3	4
f	I recommend my district, circuit, schools as a good place to work	1	2	3	4
g	The society value teaching profession in this district/society	1	2	3	4
h	I satisfaction with my performance in this district, circuit schools	1	2	3	4
i	I am satisfied with my job	1	2	3	4

H	Assessment
Yes=1	No=2

Q 20 .In your district, are assessments of students used for any of the following purposes?

(Please check only one box in each row)

a	Informing parents about their child's progress	1	2
b	Making decisions about students' retention or promotion	1	2
c	Grouping students for instructional purposes	1	2
d	Comparing the school to district, or national performance	1	2
e	Monitor the school's progress from year to year	1	2
f	Making judgments about teachers' effectiveness	1	2
g	Identify aspects of instruction or the curriculum that could be improved	1	2
h	Comparing the school with other schools	1	2

Q 21 Please .what other factors in your opinion affecting your administration and the schools?

Q22 Please what recommendations do you have to improve teaching and learning conditions in Basic Schools in the district?

Thank you

KNUST



KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
COLLEGE OF ART AND BUILT ENVIRONMENT
DEPARTMENT OF PLANNING

Introduction:

This questionnaire is to assist Mr. Kwaku Konadu M.Sc. student of KNUST to carry out the study on the topic: “Assessment of Teaching and Learning conditions in Basic schools, A study of selected schools in Offinso North District”.

Please the information required is for academic purposes only and will be treated with a high sense of confidentiality. Please kindly answer the questions to help assess the kind of education being imparted in your institution/community. You will find questions about you and what you think. For each question, you should choose the answer you think is best. .

APPENDIX 5: HEAD TEACHER QUESTIONNAIRES

A DEMOGRAPHIC PROFILE OF HEAD TEACHER SECTION

A

1. School name _____
2. Circuit _____
3. Location _____
4. Community _____ Date _____
5. Gender male ☐ female ☐
6. Age: less than 30 years ☐ 30- 49 ☐ 50-59 ☐ 60years or higher
7. First language: _____
8. Class / subject taught _____

Q 9 Number of years taught in the school _____

. Q 10 Academic Qualification

MSLC ☐ BECE ☐ GCE O LEVEL ☐

SSCE ☐ GCE A LEVEL ☐ Diploma ☐

Degree ☐ Post Graduate Certificate ☐ ☐

Post Graduate Diploma ☐ Masters Degree ☐

Q11. Professional Qualification

Certificate A ☐ Diploma ☐ Degree ☐

Post Graduate Certificate ☐ Post Graduate Diploma ☐ Master's

Degree ☐

Other (specify)_____

SECTION C

School Background Information

Q 12 Which of the following best describes this school's location?

Please mark one choice

- 1 A village, hamlet, or rural area (fewer than 3,000 people)
2 A small town (3,000 to about 4,000 people)
3 A town (more than 4,000 but less than 5,000 people) 4 An urban (more than 5,000 or more people).

Q 13 Is this school publicly or privately managed?

Please mark one choice.

- ☐ 1 Publicly-managed ☐ 2 Privately-managed

SECTION D: SCHOOL ENROLMENT

Q 14. What is the total number of pupils in the School?

Q 15 Please Indicate the number of boys and girls

(i) boys _____ (ii) girls _____ Q

17 How many teachers employed in the school ?

Q 18 Please indicate the number of male and female teachers in the school

(I) male _____ female _____

Q 19. Are those teachers enough for providing education to the students?

- 1 ☐ Yes 2 ☐ No

20. Please indicate the total number of trained teachers and untrained teachers in the school

(i) trained teachers _____ (ii) Untrained teachers _____

SECTION E :SCHOOL LEADERSHIP

Q 21. Do you have a school management committee (SMC) and the parents - teacher association?

- 1 Yes ☐ 2 No ☐

If your answer is Yes state their support for your administration.

If No state the reason

Never=1 Sometimes=2 Often=3 Very Often=4

Q 22 Please indicate how frequently you engaged in the following activities in this school during the last

a	I collaborate with teachers to solve classroom discipline problems	1	2	3	4
b	I observe instruction in the classroom	1	2	3	4
c	I take action to support co-operation among teachers to develop new teaching practice	1	2	3	4
d	I take action to ensure that teachers take responsibility for improving their teaching skills	1	2	3	4
e	I take action to ensure that teachers feel responsible for their students' learning outcomes	1	2	3	4
f	I provide parents or guardians with information on the school and student performance	1	2	3	4

Please mark one choice in each row.

Strongly Disagree=1	Disagree=2	Agree=3	Strongly Agree=4
---------------------	------------	---------	------------------

23 Please how strongly do you agree or disagree with these statements as applied to this school?

Please mark one choice in each row

a	The school provides staff with opportunities to participate actively in school decisions	1	2	3	4
b	The school provides parents or guardians with opportunities to participate actively in school decisions.	1	2	3	4
c	The school provides students with opportunities to participate actively in school decisions	1	2	3	4
d	I make the important decisions on my own	1	2	3	4
e	There is a collaborative school culture which is characterised by mutual support	1	2	3	4
Not at All=1 Very Little=2 To some extent=3 A Lot=4					

Q 24 To what extent do the following limit your effectiveness as a head teacher in this school?

a	Inadequate school budget and resources	1	2	3	4
b	Government regulation, intervention and policies	1	2	3	4
c	Teachers' absenteeism	1	2	3	4
d	Inadequate parental or guardian involvement and support	1	2	3	4
e	Inadequate opportunities and support for my own professional development	1	2	3	4
f	Inadequate opportunities and support for teachers professional development	1	2	3	4
g	High workload and level of responsibilities in my job	1	2	3	4
h	Inadequate shared of leadership with other school staff members	1	2	3	4
i	Insufficient powers to deal with poor student behaviour	1	2	3	4

F	School Climate
---	----------------

Strongly Disagree=1	Disagree=2	Agree=3	Strongly Agree=4
---------------------	------------	---------	------------------

Q 25 How strongly do you agree or disagree with these statements as applied to this school?

Please mark one choice in each row.

a	The school staff share a common set of beliefs about schooling/learning	1	2	3	4
b	There is a high level of co-operation between the school and the local community	1	2	3	4
c	The school staff have an open discussion about difficulties	1	2	3	4
d	There is mutual respect for colleagues' ideas	1	2	3	4
e	There is a culture of sharing success	1	2	3	4
f	The relationships between teachers and students are good.	1	2	3	4

Strongly Disagree=1	Disagree=2	Agree=3	Strongly Agree=4
---------------------	------------	---------	------------------

Q 26 Is this school's capacity to provide quality instruction currently hindered by any of the following issues? (Please mark one box in each row)

a	Inadequate qualified and/or well performing teachers	1	2	3	4
b	Inadequate teachers with competence in teaching students with special needs	1	2	3	4
c	Inadequate vocational teachers	1	2	3	4
d	Shortage or inadequacy of instructional materials (e.g. textbooks)	1	2	3	4
e	Shortage or inadequacy of computers for instruction	1	2	3	4
f	Insufficient Internet access	1	2	3	4
g	Shortage or inadequacy of computer software for instruction	1	2	3	4
h	Shortage or inadequacy of library materials	1	2	3	4
i	Shortage of support personnel	1	2	3	4

G	Job Satisfaction			
	Strongly Disagree=1	Disagree=2	Agree=3	Strongly Agree=4

27. We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

a	The advantages of this profession are more than the disadvantages	1	2	3	4
b	I would still choose this job/position, if I could choose again	1	2	3	4

c	I want to change to another school if that is possible	1	2	3	4
d	I regret that I decided to become a headteacher	1	2	3	4
e	I am happy working at this school	1	2	3	4
f	I recommend my school as a good place to work	1	2	3	4
g	I think that the teaching profession is valued in this society	1	2	3	4
h	I have satisfaction with my performance in this school	1	2	3	4
i	I am satisfied with my job.	1	2	3	4

H	Availability of Test books in the School
---	--

Q 28 Please indicate the number of textbooks available in the school for FOUR subjects only.

subject	Class/Form	Number	Shortage
English Language			
Ghanaian language			
Mathematics			
Integrated Science			

Yes= 1	No = 2
--------	--------

Q 29. Please, are assessments of students used for any of the following purposes?(Please, choose only one box in each row)

a	Informing parents about their child's progress	1	2
b	Making decisions about students' retention or promotion	1	2
c	Grouping students for instructional purposes	1	2
d	Comparing the school to district, or national performance	1	2
e	Monitoring the school's progress from year to year	1	2
f	Making judgments about teachers' effectiveness	1	2
g	Identifying aspects of instruction or the curriculum that could be improved	1	2
h	Comparing the school with other schools	1	2

SECTION I : Please, Opinion On Factors Influence teaching and learning in Basic Schools.

Q 30 .In your opinion what are the factors influence teaching in your schools in the district/circuit?

Q 31. In your opinion how do these factors influence teaching in your schools in the district/circuit?

Q 32 . In your opinion what are the factors influence learning in your school?

Q 33. In your opinion how do these factors influence learning in your school?

Q 34 .In your own view which of the following do you hold for teaching and learning in your school?

1 ☐ Direct Transmission 2 ☐ Constructivism

If your answer is (1) state the reason

If your answer is (2) explain

(1= Teacher centered) (2= Child centered

Q 35 What other factors affecting your administration and the school?

Q 36 What recommendations do you have to improve teaching and learning conditions in your school?

.Thank you

APPENDIX 6: OBSERVATION SCHEDULE

Date of observation :

Name of School :

Circuit :

Community :

District :

Supervisor:

Dr. Eric- Oduro Ofori

Investigator:

Msc. Students

Director (SPRING)
Department of Planning

Department of planning
KNUST
Kumasi

KNUST

Kumasi

1. Location of the school_____
2. The year of the establishment_____
3. Time of reaching the school_____
4. The overall environment of the school and classroom
5. Availability of appropriate facilities and Resources.
 - a) Building_____
 - b) Canteen_____
 - c) Furniture_____
 -
 - d) Electricity_____
 - e) Science Kit_____
 - f. Library_____
 - g. ICT Laboratory_____
 - h. Drinking Water_____
 - j. Ventilation and lighting_____
 - k. Classroom_____
 - l. Separate toilet and urinal for boys and girls_____
6. Availability of personnel_____
 - (a) Teachers
 - (b) National service
 - (C) Volunteers
 - (d) Counsellors
 - (e) others
7. The activities performed by head teachers and teachers_____
8. The feedback of head teachers and teachers on school based assessment and recent validation of teachers_____ 9.
- The activities of pupils_____
10. Time of task_____

11. The feedback of pupils on SBA
12. The feedback on school canteen_____
13. Community participation and support for the school_____
14. The feedback of parents visiting the school regarding pupils welfare_____
15. SMC and PTA support_____
16. The safety of the school_____

APPENDIX 7 CLASSROOM OBSERVATION CHECKLIST

No	Item	Points to Observe	No	Yes
1.	Lesson Plan			
	(a) Prepares lesson notes		[]	[]
	(b) Follows lesson plan format		[]	[]
	(c) Lesson objectives clear and specific		[]	[]
	(d) details of lesson professionally done		[]	[]
2.	Presentation of the lesson			
	(a) introduction of lesson appropriate		[]	[]
	(b) Systematic development of topic		[]	[]
	(c) Effective and frequent use of questions		[]	[]
	(d) Effectively uses appropriate teaching aids, real objects		[]	[]
3.	Pupils involvement in the lesson			
	(a) active involvement in the lesson		[]	[]
	(b) response to the questions		[]	[]
4.	Conclusion			
	(a) assess pupils achievement/Learning progressively		[]	[]
	(b) assess over-all achievement of pupils		[]	[]
	(c) seating arrangement		[]	[]
	(d) class management/control		[]	[]
5.	Points for Discussion			

6.	General outlook of the school.			
	(a) Collegiality of the school		[]	[]
	(b) good ventilation		[]	[]
	(c) Furniture		[]	[]
	(d) Infrastructure		[]	[]

(e) Sanitary facilities	[]	[]
(f) electricity	[]	[]
(g) Science Kit	[]	[]
(h) Drinking water	[]	[]
(i) Library	[]	[]
(j) ICT Laboratory	[]	[]

Comments

KNUST

Suggestions



**APPENDIX 8 LETTER FROM OFFINSO NORTH EDUCATION DIRECTOR
(RE-REQUEST TO CONDUCT RESEARCH)**

GHANA EDUCATION SERVICE

*In case of reply the number
and date of this letter should
be quoted*



REPUBLIC OF GHANA

Offinso North District
P.O. Box 25
AKUMADAN

May 14, 2015

Our Ref. No:

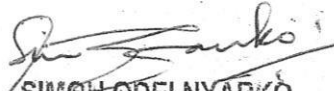
**MR. KWAKU KONADU
M.SC. STUDENT
DEPARTMENT OF PLANNING
KNUST, KUMASI**

RE-REQUEST TO CONDUCT RESEARCH IN THE DISTRICT – MR. KWAKU KONADU

With reference to your letter dated 7th May, 2015 on the above subject matter, I am glad to inform you that the Directorate is prepared to offer you the necessary assistance.

You are by a copy of this letter permitted to solicit views of teachers in the Selected Basic Schools within the district to enable you collect the desired data for your thesis.

Thank you.


**SIMON ODEI NYARKO
DISTRICT DIRECTOR**

Cc:

All frontline staff
Ghana Education Service
Offinso North