AN ASSESSMENT OF GHANA'S POLICY ON QUALITY EDUCATION IN THE PUBLIC SENIOR HIGH SCHOOLS: A CASE STUDY OF AHAFO ANO NORTH AND SOUTH DISTRICTS

By

Bawa Dauda Zainul-Deen

(BA Social Science)

A Thesis Submitted to the School of Graduate Studies,

Kwame Nkrumah University of Science and Technology, Kumasi

In Partial fulfilment of the requirements for the Degree

of
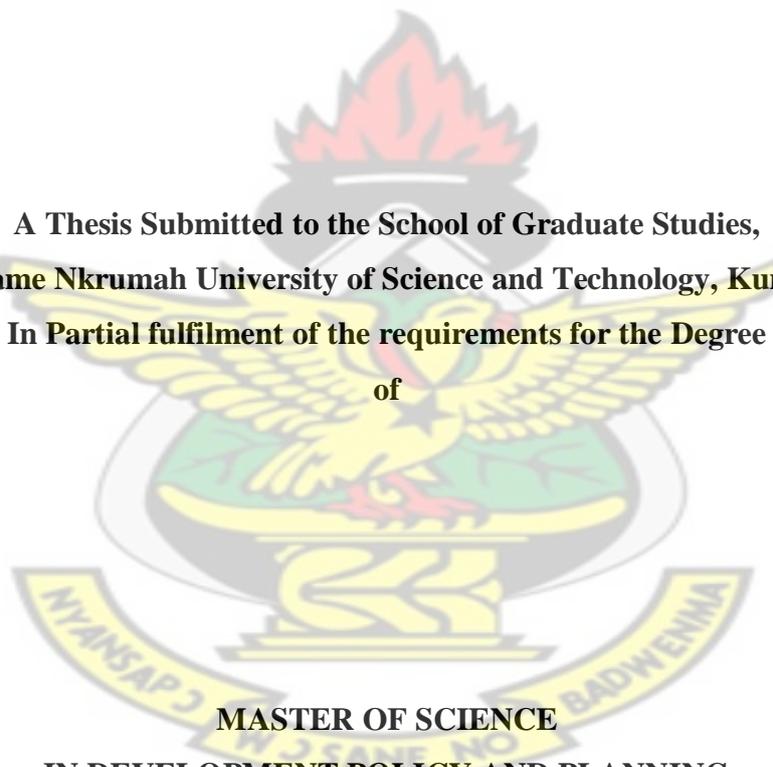
MASTER OF SCIENCE

IN DEVELOPMENT POLICY AND PLANNING

College of Architecture and Planning

September, 2011

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.

Bawa Dauda Zainul-Deen   ....
(PG 2233708)
(Name of Student and ID)   Signature   Date

Certified By   ....
Dr. Yaw Nsiah-Peprah   Signature   Date
(Name of Supervisor)

Certified By
Dr. Imoro Braimah   ....
(Head of Department)   Signature   Date

ABSTRACT

The decline in the performance of students in examinations at the Senior High School Level has necessitated formulation of several policies and for that matter Education Strategic Plan (ESP) by Government Ghana to halt or improve the situation. The goal of the research is to assess the parameters of achieving quality education as enshrined in ESP document namely; enhancement of quality teaching and learning, promotion of good health and environmental sanitation as well as programmes of action that prevent HIV/AIDS in SHS with Ahafo Ano North and South as case study districts. The findings and recommendations that emerged from the study can contribute to educational discourse in finding solutions to poor quality of education in Ghana.

The setting for the study looked at the significance of quality education to development, factors that influence quality education and Ghana's policy on quality education in SHS. Case study approach was used to study three SHS in the selected districts. These schools were Mabang SHS, Tepa SHS and Mankranso SHS. Questionnaires and interview guides were used to interview 477 respondents (two District Directors of Education, three Headmasters, 15 programmes Heads of Departments, 89 teachers, three chairmen of Parents-Teachers Associations, three Old Students and 362 students) for primary data to supplement the secondary information gathered from literature. Quantitative and qualitative techniques were applied for analysis of data collected.

The research revealed that 79.2 percent of the teachers in the schools are professionals and their major source of motivation beside their salaries is "motivation fee" provided for them by the PTA. The study further revealed that teaching and learning materials are available but not sufficient to meet the increasing populations of the schools. The average class size of the schools which is 65 is higher than the national standard of 40 students per class whiles the student-textbook ratio is 4:1. Teacher-student ratio of 1:26 for the school is higher than the national average of 1:20. All the schools surveyed have laboratories with limited computers for the teaching of Information and Communication Technology (ICT) There is only one Science Resource Centre serving the SHS in the districts,. The study of HIV/AIDS has been fused into the curricula of the schools. Observation has been made that is reliable and regular supply of potable water to the schools. Recommendation is made on the basis of the findings that the interventions of Government, District Assemblies and Parents among others are necessary to ameliorate the quality concern of SHS of the study districts.

DEDICATION

I dedicate this work to my parents Mallam Mohammed Dauda and Madam Amina Seidu.

ACKNOWLEDGEMENTS

TABLE OF CONTENT

CONTENT   **PAGE**

CHAPTER ONE

GENERAL INTRODUCTION

CHAPTER TWO

REVIEW OF RELATED LITERITURE

CHAPTER THREE

METHODOLOGY OF STUDY

CHAPTER FOUR

PROFILE OF THE STUDY AREA

CHAPTER FIVE

DATA ANALYSIS AND DISCUSSION

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF APPENDICES

KNUST

LIST OF TABLES

KNUST

LIST OF ABBREVIATIONS

AANDA	Ahafo Ano North District Assembly
AIDS	Acquired Immune Deficiency Syndrome
BED	Bachelor of Education
CBOs	Community Based Organizations
CD ROM	Compact Disc Read Only Memory
CWIQ	Core Welfare Indicators Questionnaire
DDE	District Director of Education
EFA	Education for All
ESP	Education Strategic Plan
FBOs	Foreign Based Organizations
GDP	Gross Domestic Product
GES	Ghana Education Service
GHS	Ghana Health Service
GNP	Gross National Product
GOG	Government of Ghana
HIV	Human Immune-deficiency Virus
HOD	Head of Department
ICT	Information and Communication Technology
IEC	Information, Education and Communication
JSS	Junior High School
MLGRD	Ministry of Local Government and Rural Development
MOE	Ministry of Education
MOESS	Ministry of Education Science and Sports
MOH	Ministry of Health
NDPC	National Development Planning Commission
NGO	Non-Governmental Organization
NHIS	National Health Insurance Scheme
NPP	New Patriotic Party
PNDC	Provincial National Defence Council
PTA	Parent-Teacher Association

SHS	Senior High School
SSCE	Senior School Certificate Examination
SSS	Senior High School
STI	Sexually Transmitted Disease
TLM	Teaching and Learning Material
TSR	Teacher Student Ratio
UNDP	United Nations Development Programme
UNESCO	United Nation Scientific and Cultural Organization
UNICEF	United Nations International Children Emergency Fund
USAID	United States Agency for International Development
WAEC	West African Examination Council
WASSCE	West African Senior School Certificate Examination
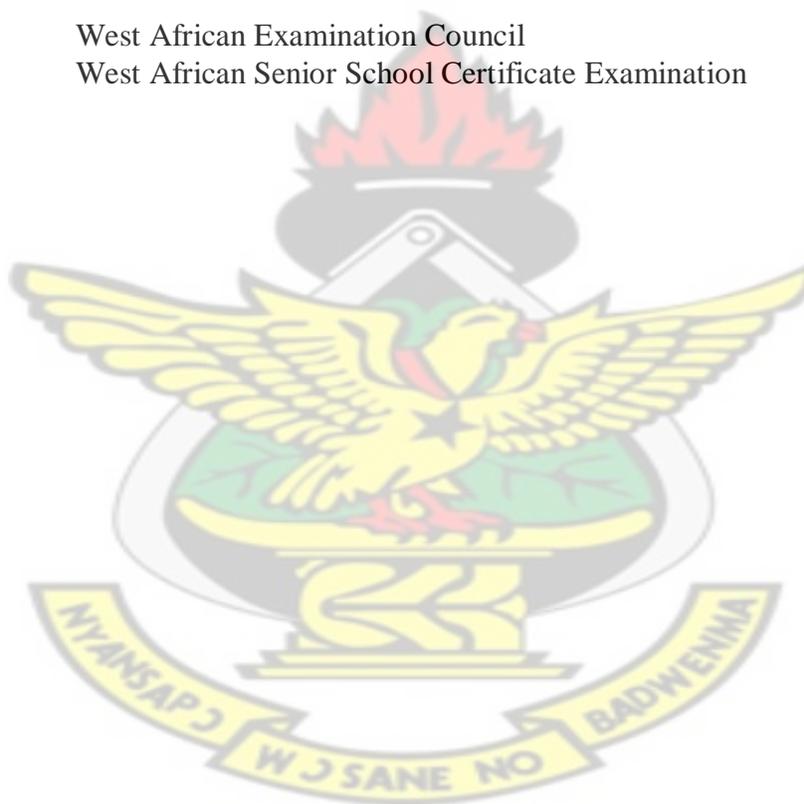
CHAPTER ONE
GENERAL INTRODUCTION

1.1 Background to the Study

Poor quality of education in both developed and developing countries is a concern increasingly gaining policy attention. At international, regional and national levels, efforts have been made to overcome the challenge. The World Declaration on Education for All in 1990 noted that, poor quality of education is a hindrance to the socioeconomic development of nations especially the underdeveloped ones. UNESCO (2005) has recommended therefore, that quality education should not only be made universally available but also more relevant to the socioeconomic needs of nations. The Declaration affirmed that quality education should be seen as a prerequisite for achieving the fundamental goal of equity. The reason is that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society (UNESCO, 2005). In view of this, the World Bank (2007) identifies and maintains that equitable access to quality secondary education is a factor enhancing countries' economic growth performance.

In a related development, quality education is now crucial in Africa's strategic plans towards economic development in order to be at par with the advanced world. The term has become a determining factor in facilitating international support for Africa's educational expansion and developmental initiatives (Ankomah et al, 2005). The continent explores avenues of addressing high drop-out rates, weak pupil performance, teacher shortage and insufficient instructional time among other things considered as symptoms of low quality education at different grades of educational ladder especially at the second cycle level.

In Ghana, second-cycle education is recognized as critical to the country's quest to develop at a faster rate because it is the most accessible form of higher education today with greater potential of sustaining higher levels of literacy, increasing political awareness, strengthening democracy and producing a pool of middle-level manpower crucial to national development (Quist, 2003). Successive governments in the country have therefore, made efforts to device strategies of improving quality delivery of education through policy formulation and implementation and

better still constituting committees to review or reform the educational system in the country to give it a face lift (Ankomah et al, 2005).

Considering the international, regional and national dimensions that quality education has assumed in the development paradigm, the researcher intends assessing Ghana's progress toward achieving quality education in the public second cycle institutions.

1.2 Problem Statement

Secondary education in Ghana which gained an international recognition as the best in Africa for its quality for almost two decades after independence began to experience huge depression (Duncan-Adanusa 2006). The decline in the quality of education which has been a subject of discussion in contemporary education literature has had negative effects on students' performance in examinations. This is evident in the performance of students in the Senior High School Examinations published from 1993 to 2000 in the core subjects -Mathematics, English Language, Science and Social Studies/Life Skills (GOG 2002). According to the publication, of the 42105 registered students for the 1993 examinations, the percentage of those who passed in each of the subject was less than 25 percent. Performance in the subsequent years even though improved, could not yield an outcome of 60 percent in any of the subjects except in Social Studies which recorded 79.4 percent pass of a total number of 62528 students who participated in the examinations in 2000 (WAEC 2001 cited in GOG, 2002).

Quist (2003) identified financial constraint as the main cause accounting for low quality education in the second-cycle institutions. In his view, budgetary allocation for education sector is inadequate and about 90 percent of the proportion for secondary schools goes into wages and salaries and the rest for educational investment. The consequence of this is unimproved teaching infrastructure (class rooms, work-shops, libraries, laboratories, furniture) and materials (text-books and other teaching materials).

Continuously, the problem is exacerbated by inability of government to give enough motivation to teachers and to produce qualified personnel to support increased number of students necessitated by expansion of secondary schools across the country. Teachers' salaries which are

on the low side are often delayed in payment. This situation wanes the morale and commitment of teachers and mostly forces them to spend part of their time elsewhere striving for other sources of income instead of being in classrooms teaching (Mettle-Nunoo and Hiditch, 2000, Sekyere, 2009).

In an attempt to find solutions to the problems, governments in Ghana from 1957 to 2000 acknowledged the falling standard in the second cycle schools. They therefore, formulated various policies aimed at eliminating possible barriers to quality development and improving the infrastructure, logistics and human resource base of the education sector. Notable among these efforts were the passage of 1961 Education Act which introduced the 'Free Textbook Scheme to provide every pupil/student access to basic textbooks for learning and the establishment of two public universities (Cape Coast University, 1962 and University of Education in Winneba, 1992) to train teachers to provide tuition at the second cycle and higher levels of education (Darko-Ampem 2002, McWilliams and Kwamena-Poh 1975). In addition, community secondary schools were established in the country with at least one of them in each district being upgraded to a high performing school with Information and Communication Technology (ICT) facilities (Mfum-Mensah, 2003).

However, after several years of implementing the policies, not much of the governments' objectives of enhancing quality in education have been achieved. According to Akyeampong (n.d), there are still problems of inadequate classrooms, textbooks, furniture, computers and potable water in secondary schools. Significantly, non-professional and teachers with lower professional and academic qualifications are recruited to handle courses in the second-cycle institutions due to shortage of professional ones in the system.

It is against the backdrop of salvaging the country's educational system, particularly the Senior High Schools, from its declining quality that the Ghana government in 2003 came out with a broad policy document entitled "Education Strategic Plan" (ESP). It outlines policies, target and strategies of ameliorating the education sector. Furthermore, the document incorporated improvement of quality teaching and learning, promotion of good health and sanitation as well as identification of programmes to prevent HIV/AIDS as the focal areas of improving quality

education in the SHS. The implementation period for the document spans from 2003 to 2015 (Duncan-Adenusa 2006, GOG 2002, GOG 2006). In the light of this, the research deems it necessary to concentrate on the public second-cycle schools in Ghana, precisely in the Ahafo-Ano North and South districts, to investigate the extent to which key issues contained in the ESP documents have addressed problems of low quality education by responding to the following questions;

♦ To what extent has quality of teaching been promoted in public SHS in Ghana?
♦ What measures have been put in place to enhance good health and environmental sanitation in public SHS?
♦ What programmes have been put in place to prevent HIV/AIDS in public SHS?
♦ What are the challenges of improving quality education at the public second cycle institutions in Ghana?

1.3 Objectives of the Study

The general objective of this research is to examine quality education in the public second-cycle schools in Ghana. Specifically, the study sought to:

♦ Examine quality teaching and learning in public SHS in selected districts.
♦ Examine how good health and environmental sanitation have been promoted in public SHS in the selected districts.
♦ Assess programmes in public SHS that prevent HIV/AIDS or other related sexually transmitted diseases.
♦ Identify challenges of implementing policy on quality education in public SHS.
♦ Make necessary recommendations to manage the identified challenges.

1.4 Scope of the study

The study contextually delves into the Education Strategic Plan which is the backbone of Ghana's policy on quality education. The objectives, strategies and targets of the policy were examined. The policy was also assessed within the context of Public Second-Cycle Institutions in Ahafo –Ano North and South districts from the period 2003 to 2010.

1.5 Justification for the Study

The reason for conducting the research emanates from the fact that secondary school education in Ghana has gone through many educational reforms to heighten the standard of education for social and economic development of the country. In spite of the efforts put in by governments, there is continuous criticism from various stakeholders about the low quality of education at the Senior High School (SHS) level, which is the link between the primary and higher stages of learning.

The outcome and recommendations that emerge from the study will generate interest for further research into other aspects of education in Ghana and the world at large by the universities and other research institutions. This is because, development challenge is a multifaceted phenomenon and no one research is capable of addressing it in full.

Also, the study will contribute to the existing knowledge and literature on Quality Education. The findings of the study will therefore be put at the disposal of students and other researchers in development work for reference purposes, hence it will add to knowledge.

Furthermore, the research will inform government, policy makers and development partners of the relationship between education quality in the secondary education and development.

1.6 Organisation of Study

The thesis has been organized into five main chapters. The first chapter outlines the general introduction, problem statement, objectives, scope and justification of the study. The second chapter contains review of relevant literature on education and Ghana's policy on quality education. The methodology employed in eliciting the required answers to the research questions are detailed in chapter three. Chapter four provides a brief background of the study area. The data gathered from the field have been analysed and discussed alongside the challenges of quality education in public SHS in Ghana in the fifth chapter. The final chapter contains summary of findings, recommendations and conclusion.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1. Introduction

The concern of this chapter is to reviews literature related to the study. It considers the meaning of education and its types as well as quality education. It also examines significance of quality education to development, factors that influence quality education and Ghana's policies toward quality education in the Second-Cycle Institutions particularly, the public ones. Theories and theoretical frame work on quality education are embodied in the work structure.

2.2. Definition of Concepts in Education

2.2.1. Meaning of Education

In the view of Peter (2002), there is no precise and concise way of defining the term education. This is because different scholars define the same term differently. To him, apart from a dictionary definition which attaches little practical value to the meaning of a term or word, the meaning assigned to a word is a belief, not an absolute fact. Thus, the definition used for the term depends on the indicators that individuals want to measure and the purpose for which they want education to be used. Irrespective of the definitions given to the term, certain features are visible in them thus," teaching and learning".

Education is explained as the deliberate transmission of accumulated knowledge, skills, culture and value of a society from one generation to another (Wikipedia the free encyclopaedia 2010). Rosado (2000: p.5) on the other hand, defines education as "harmonious development of the physical, mental, moral (spiritual), and social faculties, the four dimensions of life, for a life of dedicated service. These definitions consider cognitive and psychomotor development of personality as the focal point of education.

In the view of Schultz (1971) education means bringing out of a person something prospective or latent so that he can be developed socially and morally to make him not only become sensitive to his individual and social choices but also react them. The instructions that the individual obtains from education train to him to acquire certain talents and become disciplined in society. It can be

deduced from Schultz's exposition that education puts persons in the right frame of mind and behaviour to fit into any environment he or she may find herself. Smith (1976) seeing education as a total development in individual's life simply explained the terminology as, all sort of improvements in addition to transfer of knowledge and skills.

Any medium of interaction that is planned and is sustainable to promote learning is regarded as education. The type of learning that takes place should be able to develop the skill of persons such that they can manage their own resources and lives in a way that they can determine what their future should look like (UNESCO 1975). The transfer of cultural value and normative heritage from generation to generation in a formal way is therefore paramount for societal development (Fingerland and Saha, 1989). The training of individual to acquire knowledge, skills, culture and values of a society should therefore, be systematic and life long procedure.

In the view of Thomson (1981), the meaning of education and its importance transcends societal boundaries to include national and international spheres. Education is a preparation of life and to a large extent a process of accumulating knowledge for later application in local communities and nations.

Making deductions from the above definitions, education could be seen as the process of teaching and learning which lead to utilisation of resources for acquisition of knowledge and skill that bring about desirable transformation in individual's life for his personal development and that of the society. Also, the term education could be understood better if it is considered in terms of its types.

2.2.2. Types of Education

Education or learning of any kind, depending on its nature, can broadly be categorized into three (3) groups namely; Formal, Informal and Non-formal. In the perception of Coombs (1973: p.11), Formal education is "the hierarchically structured, chronologically graded educational system running from primary school through the university". It includes what is taught in school within a certain time frame using curricula and syllabi.

Kleis et al (1973) who associate themselves with the explanation of Informal Education said that this type of education is not organized and concerns itself with cultural transmission or everyday events which are passed onto the younger generations by the elders of the society. It includes all forms of non school experiences and those on the job.

Non-formal Education exists at any environment in which there is deliberate attempt to provide a methodical content of knowledge according to the desire and aspirations of the learner. It occurs outside the school environment. A typical example of this form of education is adult literacy programme. Apart from absence of application of curriculum and syllabi for organization of education of this sort, there is also, minimisation of other elements associated with formal system of education namely; roll calls, enforcement of discipline, report writing, supervision among other things (Kleis et al, 1973).

The concern of this research is limited to the formal type of education since it is the line along which secondary education is organized in Ghana. Secondary schools in the country are designed to have curricula and time frame within which programmes that they pursue are completed.

2.3 Quality Education

There is no universally accepted definition given to the term Quality Education by educators. This is because of absence of standard methods of measuring progress or problems in education to determine whether it is of high or low quality. Nonetheless, the ability to read and write or better still understand issues quantitatively are considered as indicators of assessing achievement in education (UNESCO, 2005; Watkins, 2000).

To begin with, the World Declaration on Education echoed the significance of quality education to make it universally accessible and relevant. According to this declaration, access to quality education is a right to every child and that quality is a significant factor that determines enrolment, retention and achievement. The broad definition of quality education include the following traits, "the learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable

8

resource allocation)" (UNESCO, 2005). The limitation of this definition is that it has not given any indication of measuring the characteristics mentioned.

In a related development, Adams (1998 cited in Chapman and Adams, 2002) went further to include examination in his definition of quality education. He explains quality education in terms of "inputs, processes, outputs and outcomes". The inputs have to deal with the quantum of teachers, teacher training and textbooks while the processes are related to the duration of the instructional period and active learning and outputs involve measurement of performances (examination marks and the rate of grading). The last component which is outcome concerns the ability of individuals to use the knowledge and skills acquired to secure employment which has the potential of poverty reduction. Adams also sees quality education as attainment of specific benchmark and aims and that quality of education depends on the reputation of an institution in the programme that it pursues and the influence that the method of schooling has to bring about changes in knowledge acquisition, attitude, values and behaviour as well as ideological acquisition and usage of learning.

Similarly Jansen (1995: p.195) asserts that, "quality education should be concerned with processes of teaching, learning, testing, managing and resourcing through in-depth qualitative investigations of such processes".

UNICEF's (2000) definition on quality education touches on five key areas namely; healthy learners, healthy environment, content, process and outcome. Dilating on these elements, it emphasised that;

♦ Learners should be properly catered for and supported by their parents or guardians and members of their communities in order to actively take part in learning.

♦ The learning environment should not only provide maximum facilities for learning but also should be a safer and a protective place for both teachers and learners irrespective of their gender.

♦ Content wise, the curriculum designed should apart from providing skills in literacy and numeracy to learners should also lead to knowledge acquisition in gender, health, nutrition, HIV/AIDS prevention and promotion of peace.

9

♦ Trained teachers should use child-centred approach and appropriate system of examination in the process of teaching to eliminate discrimination.

♦ The outcome of learning should be provision of knowledge, skills and attitude that are relevant to national development and participation in governance.

It is worth noting that definitions on quality education change according to the composition of major players and the growth pattern of the educational system. At no point in time will all the stakeholders unanimously agree on the components or determinants, measurement and sustainability of quality education (Chapman and Adams 2002).

Based on the above definitions or explanations and for the purpose of this research, the working definition used for quality education is, the application of resources and the creation of a conducive platform for teaching and learning to develop the brain of individuals and to equip them with the necessary tools to actively participate in decision making for the realization of their reputation and progress in life as well as societal and national goals (UNICEF, 2000).

2.4 Theoretical Framework

The Human Capital and the Modernization theories underpin this research. The two theories stress the significance of quality education in the development paradigm. The Human Capital Theory views development in terms of investment in human capital while the Modernization Theory focuses on investment, application of technology and skills to achieve growth and poverty reduction (Todaro and Smith, 2009; Olaniyan and Okemakinde, 2008).

2.4.1 Human Capital Theory

The Human Capital theorists consider education as a form of investment in people to enhance their economic productivity. To them, the development of any society relies on how educated its citizens are and how scarce resources are channelled into improvement of their education. That educated persons have strong linkages with other factors of production (land, capital and entrepreneur) to maximize productivity in society. Based on this, Olaniyan and Okemakinde (2008) supported the assertion of the proponents of the theory such as Schultz (1971), that an educated population is a productive one.

Supporting the argument further, Psacharopoulos and Woodhall (1997: p.102) maintain that: "Human resources constitute the ultimate basis of wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agencies who accumulate capital, exploit natural resources, build social, economic and political organization, and carry forward national development"

Emphasizing the significance of improved education and its quality, Babalola (2003) cited in Olaniyan and Okemakinde (2008), agrees with the advocates of Human Capital Theory that, in every surviving nation or society accumulated knowledge should be transferred into the new generation who must be taught how it could be applied in developing new products, introducing new processes and production methods as well as producing social services. In view of this governments world over commit about five (5) to six (6) percent of their Gross Domestic Products (GDP) to formal education for human resource development. The non-governmental organizations as well spend their hard earn scarce resources training and sponsoring workers to upgrade their education and to some extent educating themselves. The assumption is that, through improved and quality education, the labour force of a country is thought better ways of doing old things and acquiring new knowledge to enhance their capacity and capability (Commission of the European Communities 1996).

2.4.2 Modernization Theory

The adherents of this theory associate the causes of mass poverty in the newly independent countries after the Second World War to the backwardness of their economy. They asserted that, people in this world are poor not only because of their dependence on subsistence agriculture, application of traditional method and primitive technology but also they are conservative in outlook and naturally apathetic. They also argued that massive capital investment in industries, the application of modern technology, skills and the spirit of competitiveness and enterprise can promote economic growth and reduce poverty. The application of technological skills in knowledge acquisition features prominently in Ghana's policy on quality education. Many policy prescriptive based on this theory that have been formulated have recognized the need for social, institutional and attitudinal changes. The best known policy is the one formulated by Rostow (1960-1963) which views development as passing through five main stages namely the

Traditional Society, Transitional Stage, Take Off stage, Maturity Stage and Mass Consumption Stage.

In the Traditional Society, the economy is dominated by subsistence activities, barter system of trading and agriculture is the most industry. Labour intensive is used alongside traditional methods of production. On the other hand, the transitional stage: (the precondition for takeoff). Features prominently increased specialization, development of transport infrastructure, growth in incomes, savings, investment and entrepreneurship as well as well as external trade in primary products. At the Take off Stage, labour moves from the agricultural sector to the manufacturing sector due to increase in industrialization. 10 percent of the Gross National Product (GNP) is invested into the economy and growth is concentrated in the few regions of the country and in one or two manufacturing industries Economic transitions are also accompanied by the evolution of new political and social institutions that support the industrialization.

Drive to Maturity stage is characterized by the diversification of the economy into new areas: The economy is diversifying into new areas. Investment opportunities are diverse due to technological innovation in the economy. The growth in the economy at this stage results in production of different goods and services and there is less reliant on imports. In the last stage, Mass Consumption, the economy is well grounded fro mass consumption. The consumer durable industries flourish alongside the dominance of the service sector.

Rostow's (1960) theory of the stages of economic growth, emphasized the importance of new values and ideas favoring economic progress along with education, entrepreneurship, and certain other institutions as conditions for societies to ''take off'' into self-sustained economic growth. His insistence on new ideas and values to promote education for economic growth is in line with Smith (1976) argument that education is all sorts of improvement in addition to transfer of knowledge and skills (Todaro and Smith, 2009).

2.5 Contribution of Quality Education to National Development

Quality Education has long been recognized as one of the pillars of improving the lives of the very poor as globalization proceeds. This is because its impact to national development cuts

across all sectors of the economy (Hewlett Foundation 2008; Sahlberg, 2009). The relationship between quality education and the development of these variables; human capital, employment generation, economic growth, income distribution, quality health, democracy and empowerment would be the consideration of this section.

2.5.1 Human Capital Development

According to Gilmore (1999), the term human capital in economic parlance means, the relationship between skills and earnings. In his contribution to education and human development, Oxaal (1997) used human Capital Theory (associated with the work of Gary Becker, Mark Blaug and many others), to re-echo the fact that, quality education provides mental and physical skills to literates who contribute highly to the productivity of a country as compared to the low productivity from their ignorant counterparts. This informs why the advanced countries invest a large chunk of their assets in the development of their population through promotion of science and superior education. Quick advancement of some poor countries could be explained to the importance that they attached to education and sound education policies for human capital development (UNESCO 1996).

However, Gilmore (1999) argues that firms are reluctant to invest in the education of their employees because of the little assurance they have that the trained employees would not leave their firms to another one with their new but quality skills for better wages and salaries. The strategy these days is providing training to employees only relevant to the areas of operations of the firms.

2.5.2 Health and education

Todaro and Smith (2009) justify that health and quality education are interrelated. Greater health capital may improve returns on education investment because it is an important determinant of school enrolment and learning process of a child in a formal education setting. A lot of health programmes rely on fundamental skills learnt at school for their implementation. A better school teaches individual basic hygiene and sanitation issues and it is an environment where the health personnel are trained for jobs.

Watkins (2000) has also argued that, there is correlation between maternal education and child birth. Child birth rate is inversely related to the level of quality of maternal education. The higher a mother is educated, the healthier she and her children are likely to be. For mothers completing five years of quality education, the risk of childhood mortality decreases by about 45/1000 births and their children are not likely to be malnourished. He attributed the mass exclusion of women in education in Sub-Saharan Africa to the death of one child in every four children. The timelessness of referrals, uptake of immunization and the use of antenatal services and clinics are all positively related to quality education. Each of these factors reduces the risks of many potentially life threatened illnesses.

2.5.3 Income Distribution

Globally, governments give priority concern to SHS due to the fact that it serves as a terminal point of preparing students for the world of work or education of higher level (Sekyere 2009). Efforts are made to enhance its quality for the reason that, availability of quality educational opportunities in a country has a link with the income distribution. Quality education breaks the illiteracy barrier and provides the requisite skills which allow individuals to take part in productive and market ventures on even grounds and take advantage of economic reformation (Watkins 2000).

Further more, individuals with the desired skills and knowledge acquired through formal education or training, all things being equal, receive higher wages than those with lower educational background. The reason being that they are able to escape from unemployment situation and can flexibly move from one geographical location to another seeking for jobs, as demand for their labour by employers over the course of their working life is higher (Decker 1999, cited in Gilmore 1999; Hanusshek and Wobmann, 2000; Miller, 2000).

Human capital theorists argue in line with the above assertion (Oxaal, 1997). Firstly, they are of the view that, universally, there is empirically verifiable, positive relationship between the wages and salaries people receive at work and the level or quality education which they have received. In the competitive markets, employers use education as the criterion of measuring the suitability, potentiality and productivity of employees. Employees with higher but quality education are

equated to higher production of a firm hence earn higher reward for the service rendered. The implication is that quality education makes employees acquire relevant knowledge which can be applied to their jobs to render them more productive to increase productivity and enhance their chances of earning more in an organization than for those with less or inferior education (Oxaal, 1997 and Blondal et al, 2001).

However, the human capitalists counter argued that the premium placed on quality education by employers is not due to the mental skills it provides to people but rather the "non-cognitive qualities and attributes inculcated at different levels of the education system". These qualities and attributes provided by the education are answers to requirements for unskilled, middle and higher level functions in the organizations. To them education rather create systematic social classifications in an occupational environment instead of increasing productive capabilities of workers (Oxaal, 1999).

2.5.4 Governance/Democracy

There is no denying the fact that linkages exist between participation in decision making and education. As a result of this, UNESCO (2000) identified preparation of students for active involvement in decision making as a component of quality education. Among other things, the impact of quality education on good governance can be felt in the following ways;

Firstly, citizenry with quality education is said to be more capable of participating in multi-cultural and pluralistic society as well as the local, regional and national government (UNDP, 1999 cited in Gilmore, 1999). In both content and process, quality education inculcates democratic attitude of promoting peace, stability and how to manage conflict and respect divergent views in a multi-cultural society. Learning to manage disagreements in a classroom situation exposes students to how to collectively deal with societal problems. The school also provides an environment for people to learn about their basic rights and duties and how to defend them when abused (USAID, 2003).

Buttressing the point, Watkins (2000) stated that, provision of quality education to citizens will provide them with the skills and attitudes needed for empowerment, capacity building and participation in decision making.

In a related development, report of the World Economic Forum (2005), confirms that quality education is a fundamental requirement for empowering women (vulnerable group) in all spheres of society. Failure to provide women access to education equivalent to that of the opposite sex (men) in terms of quality, content and relevance to existing knowledge and real needs, deny them participation and representation in governance to gain political influence. The report further pinpoints that the devastating consequence of the society as a whole is the ill-preparation that future generation has to suffer for lack of women education.

2.5.5 Poverty Reduction

The overall goal that a country can achieve for using quality education or education to improve its Human Resource, Health, Income Distribution and Good Governance/Democracy is reduction of its poverty level. This has been posited in World Education Forum held in Dakar in April 2000 by the international community who pledged to use education as an avenue of eradicating extreme poverty in the world (UNESCO 2001).

Oxaal (1997) emphasises that quality education can be a reliable source of maximizing the yields of people, particularly peasant farmers when other farming inputs are available, to minimize poverty which is high in the Agricultural sector of the developing world. The writer ascertains that an educated person stands a better chance of getting better job as well as wages and salaries to provide for himself the basic needs in life and protection against poverty. Also, the reward (earnings) for the self-employed who are educated and work either in the urban and informal sector is higher than those who are illiterate. By making reference to Correspondence theory, Oxaal asserted that advancement in schooling in the labour force promotes employment growth but not necessarily a surest way for the educated who fail to secure jobs in the formal sector to better their lot.

It is argued further by Todaro and Smith (2009) that improvement in the education of woman (the vulnerable) is not only a contributory factor to her fertility control but also beneficial to her health status and that of her family members. It is therefore, concluded by UNESCO (2001) that quality education is one of the social interventions that has the potentials of dealing with the menace of poverty and it is also a means of wealth creation for a country socio-economic growth and national development. Quality of education of any nation or society can be obtained through concerted government policies to influence certain indicators (factors) in educational system.

2.6 Factors Affecting Quality Education

This section of the chapter examines factors that influence quality education. According to Hewlett Foundation (2008), factors that influence quality education broadly include motivated and qualified teachers, appropriate curriculum, good teaching materials and well equipped library, appropriate language teaching, appropriate class size and favourable school environment, community participation, sufficient instructional period and valid and reliable method of examination.

2.6.1 Appropriate Curriculum

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

2.6.2 Teaching and Learning Materials/ Well Equipped Library

According to UNESCO (2005), the achievement of teaching and learning is influenced by the availability of resources to use for the process and how these resources are regulated. Thus, schools that have no textbooks and learning materials or well equipped library cannot do

effective and efficient work. Adeyemi (2010) citing Gibbs (1990) maintains that a well equipped library provides assortment of material resources like books, journals and CD ROM. Thus, the library is a reference source for any school and a point of individual studies in schools where relevant information from primary and secondary sources can be extracted. Adequacy of library resources and their usage by students and teachers are therefore, associated with better learning results.

2.6.3 Motivated and Qualified Teachers

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

2.6.4 Appropriate Language Teaching

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

bridging the socio-linguistic or demographic barriers in the country (Obanya 1995 cited in Colby 2000).

2.6.5 Appropriate class size

Measured pupil-teacher ratios are reasonable approximations of actual class sizes, especially, in schools. Ankomah et al (2005) cited (Lockheed et. al., 1991) that education quality is much higher and improves students' achievement when the student-teacher ratio is much lower in class. A study conducted by Beebout (1972) cited in Adams (2000) on class size in Malaysia secondary schools proves that, fewer students per teacher in a class improves the quality of interaction and for that matter raises accomplishment.

2.6.6 Sufficient Instructional Period

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

2.6.7 Favourable School Environment

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

indicators of progress in measuring the substance of quality education and that participation in schooling is not an end in itself, but a means to the end of quality education

2.6.8 Community Participation

A research conducted by the World Bank 1997 (cited in Chapman et al 2002) reveals that, involvement of community and commitment of its resources into schools organization and management to some extent support and influence teaching, learning and quality of education. The community supports the school with TLM, means of transportation and physical infrastructure such as classrooms and teachers accommodation. Also, parents' investment in children's education while they are in school is considered as one of the most powerful interventions for enhancing learning achievement. Among the potential advantages of closer linkages of school and community is the possibility for more involvement of students, teachers, and parents in data collection, verification, analysis and use organized as an interactive process. This may be seen as part of a local process of inquiry which, in itself, is part of a process of sustaining improvement (Chapman et al 2002).

2.6.9 Valid and Reliable Method of Examination

Assessment of academic achievement outcomes has most often been used in a summative rather than formative way. Testing information tends to be used primarily as a screening device to decide who succeeded in completing a course or programme and can continue to the next grade. An ongoing assessment of student performance can provide teachers with the information they need to improve student learning. The philosophical basis of the project was that it is significant that whatever skill that is imbedded in every student is identified so that instruction can be use to develop it (Harris, 1996). An assessment tool that centred on a curriculum-based rating scale was developed and administered to students in the pilot schools. This tool allowed teachers to determine students' level of mastery of previous and current years' curricula, which helped them, determine the extent to which alternative instructional strategies and remedial content are necessary for both individuals and groups. This approach results in significantly improved outcomes (Harris 1996).

2.6.10 Supervision and support

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

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

2.7 Sustainability of Quality Education

The development of any educational system and standards will be a mirage if viable efforts and structures are not put in place to ensure continuous improvements and sustainability of the gains that have been made in terms of its quality. The interdependence pillars that come into play when educational sustainability is considered include; decentralization, developing quantifiable indicators, an in-depth understanding and equitable development of all levels of the education scheme (Heneveld 1994; Horn 1992 cited in Chapman and Adams 2002).

Heneveld (1994) and Horn (1992) maintain that participation in decision making by all stakeholders in the educational practices is paramount. At the grass root level, the heads of the institutions cooperate with the community in which their schools are established to mobilize their human and material resources which will be required in the strategic planning processes for quality improvement. The educational planner at the central and local government levels also require some amount of information from the head of institutions and communities to understand their needs which are factored into policy formulation.

Chapman and Adams (2002) are of the view that, if quality education is to be sustained, vital statistical data that is required by policy makers to prepare a checklist to monitor adequacy of facilities, teacher qualification, instructional materials, textbooks, class size and school environment among the few factors is provided by the schools and communities who are major players in the school supervision. The school authorities and the communities should therefore, collaborate with each other in order to provide information relevant to policy makers' monitoring and evaluation exercises of schools (Adams 2002).

In his assessment of sustainability of quality education, Heyneman (1997 cited in Adams 2002) emphasised that, levels of educational system should not be analysed in isolation in a quest to attain continuous improvement. Concentration of efforts on one to the detriment of others could lead to distortion. Indeed, the training, management, excellence and effectiveness of every stage are highly determined by those traits in preceding levels. It thus connotes that the quality of students produced at the lower stage could become inputs for the middle stage that further processes them for the higher level. Whatever materials that are also produced from the higher stage have either direct or indirect effect on the lower and middle levels.

2.8 Historical Development of Education in Ghana

2.8.1 Castle and Mission Schools

European merchants introduced formal education in Gold Coast in 1471 with the intention of teaching the Gold Coasters how to read, write and imbibe in them the principle and values of Christianity. Their schools were confined in the walls of Elmina Castle. However the Dutch who in 1637 captured the Elimina castle perpetuated castle education. The British and the Danes

joined the race of establishing the castle schools in 1694 and 1772 respectively. The base of the British was the Cape Coast castle and that of the Danes was Christiansborg Castle. The merchants opened many schools in Accra, Anomabu and Dixcove in 1822 (Eyiah 2004). The emphasis of religious studies in the school curriculum was to instil moral uprightness in the society based on Christian values. The major constraint of the system of education had been its limited access to all children of school going age. Only children of the European traders and that of the influential personalities in the society were considered for admission. The involvement of the missionaries in the provision of schools for the Gold Coast broadened the scope of admission for many Ghanaians (Graham 1976).

According to Graham (1976, Eyiah 2004), Wesleyans (Methodists) and Basel mission were the front runners in the race for provision of mission schools in Gold Coast (Ghana) to complement government effort in that direction. The arrival of Wesleyan and Basel missionaries in Gold Coast in 1835 positively contributed to the development of education by the Christians. The first school of the Wesleyans was established in Cape Coast Castle where they settled. Nine Wesleyan mission schools had been opened by 1841—6 for boys and 3 for girls. Their effort to open additional schools in Ashanti region was frustrated by Kumasi chiefs who had a reservation that allowing the Wesleyans to introduce the Asantes to the western education system would negatively impact on the cultural beliefs and values of the people (Asantes). This development limited Wesleyan efforts to expand schools to the costal areas throughout the nineteenth century. (Graham 1976)

Upon arrival the Basel (Presbyterian) mission built their castle at Christiansborg near Accra. By the 1850s, they had boarding schools at Christiansborg and schools on the Akuapim Ridge, including one for girls at Aburi. At their school in Akropong, the Basel missionaries trained teachers, used the schools as agency for the spread of Christianity, and published an elementary grammar book and dictionary in the local Akan language (U.S University Directory, 2010).

2.8.2 Education in the Gold Coast from 1840-1901

Government attempts to increase educational activities on the Gold Coast began with the signing of the Bond of 1844 between the British and the Fantis. It was in accordance with the spirit of the

bond that Governor Hill proposed his 1852 Ordinance in which recommendation was made that a poll tax be imposed to finance the general improvement of the territories—including the provision of education that could lead to the establishment of a better educated class of African (U.S University Directory, 2010).

Having the hegemony over Gold Coast administration, the British became more aggressive in the pursuit of its educational policy. To help redress problems faced by the mission schools—such as training local teachers and improving the quality of education—the administration made grants to both the Wesleyan and Basel missions in 1874.and passed two more Educational Ordinances in 1882 and 1887. The former specified that government grants to denominational schools should be made dependent on an assessment of the level of efficiency whiles the later emphasised government's call for improvements in the school curriculum, teacher certification, and practical education for pupils. The support that the missionaries acquired from government encouraged them to open additional schools in the country. By 1901, the total number of mission schools in Gold Coast was 132 (U.S University Directory, 2010).

2.8.3 Improvements in Education during the First Half of the Twentieth Century

Provision of education in the Gold Coast was carried out primarily by Christian denominations. Mostly, the mission schools provided rudimentary teaching at the primary level. Students seeking higher education travelled to either Europe or the Fourah Bay College in Sierra Leone.

The appointment of General Gordon Guggisberg as the governor of Gold Coast from 1919 to 1927 brought a lot of advantages. The governor initiated several developmental programs to reconstruct Gold Coast as a modern country. He was of the conviction that the current system could not sustain future developments. Even though the administration proposed a technical college for Accra, the Prince of Wales College (now Achimota College) was the real achievement of the administration's educational program. This school catered for students of pre-university education including those at kindergarten. Full teacher training and kindergarten programs were introduced in the school in January, 1928. The governor's contributions to education were critical to constructing a firm foundation for the future manpower training of the people of the Gold Coast (U.S University Directory, 2010).

Several secondary schools were established by secular as well as the various Christian denominations. These schools included Adisadel College, Aggrey Memorial College, Mfamtsipim School, Wesley Girls School, St. Augustine College, Prempeh College, Ghana National College, and several Presbyterian institutions in the Akuapem and Kwahu regions (Quist 2003; Graham 1976). The schools were concentrated in the southern part of the country. The Catholic Church started missionary activities in the country's northern region in 1910. Despite the fact that there were several primary and middle schools, teacher colleges and at least 60 secondary schools, yet the schools were considered to be grossly inadequate at independence to meet the demands of the country.

The spirit of educational expansion and development continued even after independence. By the end of Nkrumah's administration in 1966, the number of public and government assisted secondary schools increased to 105 with a total enrolment of 42,628 (GOG 1966). Under the regime of Provincial National Defence Council (P/NDC) administration, community Senior Secondary Schools (SSS) and Junior Secondary Schools (JSS) with technical and vocational orientation were opened. At the end of 2000, the government was able to increase the number of SSS nationwide to 500 and that of the JSS to 4,918 (Quist 2003). The new system changed the structure and content of the country's secondary education. The duration of SSS was 3 years and JSS 3 years. The content of the JSS was revised to include, Agricultural Science, Cultural Studies, Ghanaian Language, Environmental Studies and Life Skills. The SSS subject content was also revised to reflect the national aspirations. The new structure abolished the 4-year middle school, 5-year secondary school and two-year sixth form system (Africa Recovery 1998).

The New Patriotic Party's government (NPP) reinforced the vocationalisation of secondary education and extended the programme of SSS to four years. Apart from that, the government introduced the model school system where every district in the country was expected to be a beneficiary of at least one secondary school of higher standard (Higgins 2009)

Currently, Ghana's education sector is structured to achieve the following mission "…… to provide relevant education to all Ghanaians at all levels to enable them acquire skills that will assist them to develop their potential to be productive so as to facilitate poverty reduction and

promote socio-economic growth and national development" (GOG, 2004: p.1). The policy on quality education as contained in ESP is therefore, implemented to enhance the attainment of this mission statement.

2.9 Ghana's Policy on Quality Education at Second-Cycle Institutions

The issue of quality education in the Second-Cycle institutions became a priority concern of successive governments of Ghana from 1951, through independence in 1957 till date. This is evident in the creation of the Ministry of Education (MOE) to be responsible for the formulation of education related policies of government. The effort of the Ministry is complemented with the establishment of Ghana Education Service (GES) to be the implementing agency of the ministry's policies at the pre-tertiary levels. This study examines the country's policy on quality education for second-cycle institutions as contained in the in ESP document whose operational period started in 2003 and is expected to elapse in 2015. The three goals of the policy with their objectives, strategies and targets would be the focus of the discussion (GOG 2003).

2.10 Policy Goal One: Improve Quality of Teaching and Learning for Enhanced Student Achievement

This policy goal is central to the achievement of quality education in the SHS. The objectives and strategies that have been outlined for the realization of the policy goal among other things include:

2.10.1. To Increase Provision and Accessibility to Textbooks and other Teaching/*Learning Materials in the Senior High Schools in the Country.*

The policy of supply of textbooks to all pre-tertiary schools (public and private) which is in the hands of Ghana Education Service (GES) was introduced in the country as far back as 1963 when the government solely started supplying free teaching and learning materials like textbooks and stationery as well as educational infrastructure to schools. Despite the fact that parents were invited from 1966 by the government to make some contribution to the cost of textbooks and stationery, the supply system was found not to be effective as many second-cycle institutions lacked the required books needed for all subjects they pursue.

Currently in the Education Strategic Plan (ESP) which was initiated under the New Patriotic Party (N.P.P) administration, it is spelt out that the target of government is to provide every secondary school with 70 percent of a set of computers it requires and a science resource centre by 2012. Also, all teachers were expected to gain access to teaching support materials by 2008 and by 2015, there should have been 50 Resource Centres for their training nation wide. There shall also be procedure for the usage and maintenance of the resources that will be supplied to schools. The government undertakes needs and readiness assessment as a strategy to determine the requirements of the second-cycle school before the resources are committed into their possession (NDPC, 2005; MOE, 2003).

2.10.2. *To Provide School and Public Library Facilities and Encourage Community/Private Libraries*

The idea of creation of libraries for schools started as far back as 1959 when the Ghana Library Board under the instruction of Ministry of Education supplied books to schools using its mobile library facilities. Having realized that the service provided to schools was insufficient, due to problems of unclear policy, disorganized environment of library provision and the poor staffing condition, the Ghana Library Board established a unit called Schools and Colleges Department (SCD) at its national headquarters in 1972 with the responsibilities of advising and assisting in the establishment of good and effective libraries in secondary schools and teacher training colleges in Ghana (Rosenberg n.d). Since then, the concept of library has come to stay in the second-cycle educational system. Efforts are made to establish some libraries in the communities for students and general public consumption (MOE, 2003).

The libraries to be provided are supposed to be equipped with Information, Education and Communication (IEC) System to provide wide range of sources of collecting information for academic work. Further more, any facility to be used as a library in the Senior High Schools and administrative regions should contain a minimum stock of teaching and learning materials, storage and retrieval system by 2015. The ambition of the government to establish standard libraries are to be complemented by the district assemblies, (NGOs) and the local communities (MOE 2003).

2.10.3. To Improve Effectiveness of Teacher Preparation, Upgrading and Deployment

Ankomah et al (2005) explain that preparation of teacher for teaching and to relate well with his students is a key indicator for quality education. Recognizing this, the government of Ghana has expressed its avowed intension to reduce the number of unqualified teachers in the Senior High Schools by providing a sufficient number of teachers with adequate training and skills to meet the demands of the schools. In line with this, teacher training colleges in the country have been upgraded to diploma awarding institutions and the minimum qualification required of SHS teachers is first degree (GOG, 2004).

To achieve the objective, the Ministry of Education embarks on teacher deployment and volunteer programmes to ensure equity in their distribution and address the problem of shortage of teaching staff which is more pronounced in the deprived areas. Quite apart from that, the study leave with pay policy is sustained but on quota basis to reduce the tendency of high number of teachers leaving the classrooms for further studies. Emphasis therefore, is on motivation of teachers to undertake distance education, sandwich and "Top Up" programmes in the tertiary institutions for Diploma and Degree certificates in education (GOG 2006). What is more, teachers especially those who accept posting and serve in the deprived communities benefit from incentive packages such as accommodation and means of transportation to inspire them put in maximum efforts in the delivery of quality teaching amidst the numerous challenges that they encounter in their profession (NDPC, 2003).

2.10.4. To Develop a Motivated Teaching Cadre for all Levels with Support from the PRIVATE Sector, CBOs, NGOs, FBOs and Development Partners

The ministry of education hinted clearly that it would define the career path and criteria for promotion for teachers which would be subjected to annual review. What is more, condition of service for teachers are revised and implemented in the country (.NDPC, 2005)

2.10.5. To Improve the Relevance of the Curriculum

The Ministry of Education in collaboration with the Ghana Education Service revised and published the Senior High School (SHS) curriculum to make it more relevant to individual and national development. The new curriculum introduces carrier counselling technical and

vocational education. All stakeholders of the system are expected to make contribution to the preparation of the curriculum to incorporate their concerns into it. Teachers are given induction courses to make them conversant with the content and demands of the educational system, syllabi and any changes that have been effected in their areas of specialization (MOE, 2003)

2.10.6. To Develop a Reliable Student Testing and Assessment System

Following the introduction of the 1987 Educational Reforms, Ghana has adopted the Formative system of Assessment for its schools. The system allows 30 percent of the terminal examination marks for students obtained through Continuous Assessment whiles the End of Term Examinations take 70 percent of the mark. The essence of this mode of assessment is to inform teachers about the strengths and weaknesses of students and allows them give the necessary attentions to those (students) with problem. Inspectors are also able to access the methodology employed by teachers in teaching and their impact on students' performances (MOESS 2005). It is expected in ESP document that the system of assessment adopted to run the SHS examinations should result in 70 percent passes in students' performance by 2015.

2.10.7. To Develop Effective Accountability Systems

Inspection of schools in Ghana whose origin can be traced from the colonial era is an integral part of the educational system. It seeks to ensure that schools and teachers are well supervised and the quality of what they deliver is maintained and continuously improved. However, Ghana Education Service (GES) in whose domain is the inspection of schools is confronted with the problems of inadequacy of inspectors and means of transportation. To make the inspectorate Division of the service more vibrant and productive, the ministry of education modified its supervisory, monitoring and inspection structure in the 2004 educational reform to check teachers' absenteeism, lateness and maladministration. The reform called for the creation of separate and independent unit to be directly responsible to the Ministry. The division will be in charge of supervision and inspection of departments, agencies and schools under Ghana Education Service. In addition, inspectors are expected to be trained and provided the needed logistics for more efficient and effective execution of their duties (GOG, 2003).

2.10.8. To Review Guidelines on Language Policy of Education

The language policy of education in Ghana has had a chequered history since the colonial era (1529 to 1925). During that period the language of the organizers of the education namely, Portuguese, Dutch, Danish and English were used as media of instruction till the missionaries adopted the Ghanaian languages which they used in their educational and proselytizing activities (Graham 1971). But Gbedemah (1975) cited in Owusu-Ewie (2006), indicated that, the first legislation on the use of a Ghanaian language as a medium of instruction at the lower primary was formulated during the colonial period. On attainment of independence in 1957, Ghana changed the policy by making English language the only medium of instruction at all levels of the educational system in order to improve oral and written efficiency of the English Language and other subjects at all levels. The defects identified with the policy have resulted in its modification.

Contemporarily, English language, apart from being studied as a subject, is the official and acceptable medium of communication and instruction for SHS in Ghana. However, French has been inculcated into the Senior High School curricula to be studied as the second foreign language. Teachers in the new foreign language (French) are trained and posted and by 2010 all public Senior High Schools in the country might have had qualified French teachers. To enhance students' proficiency in written and spoken languages, Textbooks and other TLM for English, French and Ghanaian languages are produced and distributed to SHS country wide (GOG 2003).

2.11 Policy Goal Two: Promote Good Health and Environmental Sanitation in Schools

A school environment that is attractively healthy facilitates good academic work and study for students and teachers and also serves as a model of good practice for daily live (GOG 2003). The objectives that have been identified in the ESP to create the desired environment in the SHS in Ghana include:

2.11.1. To Expand and Improve School Health, Sanitation and Safety Systems

In UNICEF (2000), LeVine (2000) was cited as saying that quality education connotes positive improvement of students' health. Such an education provides the learners with knowledge that improves their nutrition and behaviour in hygiene.

Recognizing the significance of health to educational development, Ghana has aimed at expanding and improving health and environmental sanitation as well as safety systems in its schools to 60 percent in 2008 and to 100 percent by 2015 when enough funds are secured to expand health and sanitary facilities in schools. This implies that appropriate methods of waste disposal, adequate hygiene and sanitation facilities that are gender sensitive are to be provided in the institutions. The schools are being supplied with potable water, guidelines on health and environmental sanitation issues as well as First Aid facilities and by 2015 all public SHS should have been beneficiaries of these packages. Each secondary school will benefit from the services of a designated health officers trained in basic First Aid to attend to students when the need arises before contacting medical officers at the hospitals. Also, appropriate methods of waste disposal, adequate hygiene and sanitation facilities that are gender sensitive would be catered for in the institutions (MOE 2003).

2.11.2. To Ensure the Participation of the Private Sector and Development Partners in the Integrated School Health system

It has been acknowledged by the Ghana government that, provision of education and educational facilities cannot be shouldered by it alone without the involvement of the private sector like the Community Based Organizations, Non-Governmental Organizations and Faith Base Organizations as well as other Development Partners (Addae-Boahene 2007). In view of this, the Ministry of Education expects 40 percent of its financial estimates for the school health funding projects from these and other bodies. Progress reports on students' health status would be published using Information, Education, and Communication facilities for development partners, schools and public consumption (MOE 2003).

2.12. Policy Goal Three: Identify and Promote Programmes that will Assist in the Prevention of HIV/AIDS

The prevalence of HIV/AIDS in Developing countries affects the quality of teaching and learning in schools. It contributes to high attrition rate among teachers and their shortage due to death. In Ghana, it is estimated that about 3.5 percent of the adult population is infected with HIV/AIDS. In 2000 alone, about 20,000 children were infected (National Aids/STI Control Programme, Ministry of Health, 2001 cited in Ankomah et al 2005). This scenario alarmed and

31

prompted the Ghana government to set targets and devise strategies of managing and preventing the spread of the disease in schools.

2.12.1 Identify and promote STD/HIV/AIDS Prevention care and Support at SHS

The first strategy of attaining this objective is modification of SHS curriculum to include the study of HIV/AIDS, sexual and reproductive health topics in the syllabi. As a result of this, all newly trained teachers were to be given education in HIV/AIDS/STI counselling, prevention, care and support for the affected persons with effect from 2005. But the target set for the serving teachers for similar programme was 2006. Students are also encouraged to form HIV/AIDS clubs to educate their peers on the menace of the pandemic among the youth who are sexually active. Furthermore, Districts in the country would be expected to form committees and other monitoring teams on HIV/AIDS to ascertain the prevalence rate of the deadly disease among the students and teachers. IEC programmes will be designed and implemented to sensitise and disseminate information to students and teachers alike in the area of HIV/AIDS prevention and management (GoG, 2003).

2.12.2. Integrate HIV/AIDS in the Curriculum

Under this objective, education authorities are expected to develop special HIV/AIDS programmes to be introduced in all Teacher Training Institutions and inserted into the curriculum of SHS. Apart from HIV/AIDS counsellors and care teams being trained and introduced in SHS, special reproductive health modules would be included into their curriculum.

2.13: Policy Goal Four: ICT Policy

In the view of Hakkarainen et al 2000 cited in Mfum-Mensah 2003), the use of ICT in schools exposes students to the information and science society that will be bequeathed to them. Ghanaian Education policymakers lauded the inclusion of the policy in the curricula of second-cycle institutions because of its contribution to information and science sharing among students and teachers, knowledge production, communication and national development (Mfum-Mensah 2003). One of the objectives of introducing ICT in of SHS in Ghana is ensure that students at that level become ICT literates before coming out of school (Mangesi, 2007; Ministry of Environment Science and Technology 2009).

2.13.1. Objectives of ICT Policy for Ghanaian Schools

The objectives of policy on ICT in Ghana include; Ensuring that students have ICT literacy skills before completing secondary school education, Providing guidelines for integrating and means of standardising ICT tools at all levels of education, Facilitating training of teachers and students in ICT and Promoting ICT as a learning tool in the school curriculum.

Strategically, the government pledged to provide computers to all senior secondary schools in the country in order to promote equitable access to ICT in the school system that is beneficial to students irrespective of their geographical setting. Also, commitment was made by government since 1998 to extend electricity to many rural communities in the country to enable the schools in the rural areas take advantage of the availability of electricity to run their ICT laboratories like their counterparts in the urban centres do (Mfum-Mensah 2003).

2.14 Deductions from the Literature

The literature review has revealed the following;

♦ Education improves the lives of the individual, society and nation at large in the areas of employment, income generation, involvement in decision making and poverty reduction among others.

♦ Measuring Quality Education requires a multi-dimensional approach which cuts across social, economic and political considerations.

♦ Ghana's efforts towards achieving quality education gives priority concern to the introduction and application of Science and Technology in its Second-Cycle educational structure which is regarded as the transitional line between the pre-tertiary and tertiary levels.

♦ The literature also reveals that, the spread of HIV/AIDS which is a global phenomenon has negative implications on the attainment of not only universal access to education but also its quality. It has therefore, become imperative to international, regional and nations to factor it into their educational policies.

♦ The literature has however, not revealed the effect of Ghana's policy on quality education on students' performances.

The research will delve into these experiences and other matters relating to quality education to ascertain the extent to which they have been achieved in Senior High Schools in the two districts of Ghana, Ahafo-Ano North and South both in the Ashanti Region.

2.15 Conceptual Framework

Originating from the aforementioned concepts, discussions and preliminary findings from the review of related literature, the researcher adopted the UNICEF (2000) Framework for Understanding Quality Education to guide the research design and most importantly the identification of the study's variables. The framework indicates that quality education is underpinned by four pillars viz. learners and teachers as learners; environment, content and process. As portrayed in Figure 2.1, the outcome of the four pillars is quality education seen in terms of learning what students need to learn through life; ensuring that students are healthy and well nourished; and training them (students) to be able to participate in decisions that affect their lives in accordance with resolving capacity and resolve differences without violence.

UNICEF (2000) maintains that a partnership between learners (including teachers) on one hand and parents and communities is pivotal in sustaining the outcome (quality of education). The partnership would ensure good health and regular attendance to school sessions. The partnership would also ensure the supply of well balanced diets to students and thus guarantee a healthy lifestyle; a recipe for quality education. The parents also contribute to the education of their wards by paying their tuition fees and providing them the requisite learning materials.

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

Figure 2.1: Framework for Understanding Quality Education

LEARNERS AND TEACHERS AS LEARNERS
-Health Development
- good health
- regular attendance for learning
-Home/School/Community Partnership

ENVIRONMENT
Physical
- access to quality school facilities including water and sanitation.
- Class size
-Psychological Element
- peaceful, safe environment.
- Effective school discipline, health and nutritional policies.
- Inclusive environment.
-Delivery
- provision of health services

QUALITY OUTCOME
- Learning what they need to learn for learning through life.
- Healthy, well nourished.
- Able to participate in decision making that affect their lives in accordance with evolving capacity and revolve differences without violence.

CONTENT
-Materials
- TLM
-Curriculum
- Stakeholders' involvement.
- Relevant knowledge on HIV/AIDS, health, nutrition and peace.
- Includes numeracy, life skills.

PROCESSES

STUDENTS
- time and task.
- access to language used in school.
- relevant student centred method leading to active participation.

TEACHERS
Competence and school efficiency.
Ongoing professional course for teachers.
Positive teacher-student relationship.
Frequent monitoring and assessment by teachers that lead to further learning.
Positive living/working condition.

SUPERVISION
Adjustment in school hours, calendars to support students' learning.
Administrative support and leadership
Using technology to increase than to decrease disparities
Governments that are supportive of educational systems.
Financial support for educational systems especially for Recurrent budget.

Source: Adopted from UNICEF 2000.

Significantly, the content determines the required materials that teachers and students should use within the school (environment) to acquire knowledge that is relevant to both local and national demands. Figure 2.1 also emphasises that the processes involved in achieving quality education (viz. the interplay of supervisors, teachers and students who are the human element within the school setup) should support the environment and content for quality educational outcome. The role of Governments in supporting educational system is hammered in the process of attaining quality education.

CHAPTER THREE
METHODOLOGY OF STUDY

3.1 Introduction

Having discussed the factors and relevance of quality education as well as Ghana's policy towards improving its second-cycle education, this chapter examines the method adopted by the study to provide answers to the research questions and objectives. The methodology of the research encompasses the research approach, sampling frame, sample size determination and sampling technique. The variables of the study, unit of analysis, sources of and instrument for data collection, as well as analytical tools employed for data scrutiny are also major components of the methodology.

3.2 Methodology

3.2.1 Research Approach

According to Kumekpor (2002), a case study can be explained as an approach used to investigate all aspects and facts about a particular situation or circumstances applying different methods. A case study research approach is very useful in investigating a contemporary phenomenon based on real life situation using limited time (Frankfort- Nachmias and Nachmias, 1996). In view of this the study adopted the case study approach to examine all components of the policy of Ghana on quality education in SHS. The policy document assessed is what is in vogue in Ghana Education Service. The researcher adopted the case study approach because of the limited time that he had to make final submission of the work to the Graduate School KNUST.

3.2.2 Variables of the Study

In the view of Frankfort-Nachmais and Nachmias (1996) "a variable is an empirical property that can take on two or more values." By implication therefore, anything that cannot vary is called constant. A variable or variables have values or levels and are also measurable.

The researcher was informed by the major determinants of quality education (viz. Learners, Environment, Content, Process and Quality Outcome) as identified in the conceptual framework (see Figure 2.1). Specifically, proportion of trained teachers, class sizes, teacher-to-student ratio,

adequacy of textbooks, teachers' accommodation, performance in examination, etc were teased out from the conceptual framework (see Table 3.1). These variables were used to assess the extent to which the quality education objectives of the Government of Ghana are being achieved.

Table 3.1 Indicators for Measuring Variables

Variable	Indicators of measuring quality education
Proportion of professional and non professional teachers	♦ Percentage of professional teachers available ♦ Percentage of non-professional teachers available
Class size	♦ Number of students in a classroom ♦ Teacher-student ratio
Teaching learning materials	♦ Availability of text books ♦ Adequacy of text book ♦ Number of computers available and in good conditions
Teachers motivation	♦ Availability of teacher's accommodation ♦ Payment of responsibility allowance ♦ Upgrading of teachers ♦ Access to in-service training
Curriculum	♦ Teaching methodology adopted
Instructional period	♦ Time students spend in class ♦ Time teachers spend in class ♦ Time allotted per subject ♦ Number of periods assigned to a teacher ♦ Regularity and Punctuality of teachers and students in class
Performance	♦ Number of students passes in external examinations ♦ Frequency of supervision of students ♦ Methods of teachers assessment ♦ Number of class exercises in a term ♦ Number of class tests in a term ♦ Number of assignments in a term

Source: Author's construct, January 2010.

3.2.3 Unit of Analysis of the Research

In the view of Kumekpor (2002), a unit of analysis is the actual or empirical unit, object, occurrence etc that can be measured or observed so as to study a phenomenon. The units factored into the research included; classroom teachers, masters, students, parents and district directors of education.

3.2.4 Sample Technique

Different sampling techniques were employed for the study. In the selection of schools (SHS), heads of department, head masters and District Directors of Education, purposive sampling was used whilst simple random and stratified samplings were respectively used to select teachers and students for the study.

The District Directors of Education (DDE) who are the overall managers of education at the districts within which the selected schools fall were also chosen to obtain relevant information at the district and to some extent the secondary school levels. At the school level, the selection of Headmasters and Heads of Department of the selected schools was informed by the fact that, the former ensures that at the grass root level, the policies of Ghana Education Service (GES) are implemented while the latter assists them in the supervision of teachers for positive outcome of the policies.

The teachers in each school were grouped into their respective departments while students were put into levels such as SHS 1, SHS 2 and SHS 3. Simple random sampling under the probability random technique was then used to select the required number of teachers in each department and students at each level in every school. The Probability sampling technique offers each unit of the population equal and non-zero chance of being selected. This is because the application of the technique in a research makes the sample mean close to that of the population.

3.2.5 Sampling Frame

The sample frame is the list of all sample units in the population. In this study the sample frame consisted of all students in the three selected second cycle schools, teachers, head masters, and

district directors of education from the two districts. The total population of 3899 which represent the sample frame is presented in Table 3.2.

Table 3.2 Sample Frame

No	Unit	Total
1	Students	3,741
2	Teachers	147
3	Head Masters	3
4	District Directors of Education	2
5	PTA Chairmen	3
6	Presidents of Old Student Associations	3
	Total	**3,899**

Source: Field Survey, February 2010.

3.2.6 Sample Size Determination

In order to draw a sample from the respondents (teachers and students), the researcher used the mathematical method to determine their sample size as against the use of purposive sampling techniques for inclusion of District Directors of Education, Headmasters, Heads of Departments PTA Chairmen and Leaders of Old Students Associations. With a confidence interval of 95 and 90 percent for students and teachers respectively applied in the formula propounded by Miller and Brewer (2003), the representation of students and teachers in the sample is calculated below.

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

Where: n = Sample Size

N = Sample Frame

∂ = Margin of error (5%)

Number of students (n) = 3741, therefore, their proportion in the sample frame is:

$$n = \frac{3741}{1 + 3741(0.05^2)}$$

$n = 362$

A sample size of 107 of the teachers was arrived as follows

$$n = \frac{147}{1 + 147(0.05^2)}$$

$$n = 107$$

Table 3.3 show total number and breakdown of questionnaires administered to respondents. In all, a total number of 477 respondents were sampled from the total population of 3899 made up of DDE, Headmasters, Teachers and Students, PTA Chairmen and Old Student associations.

Table 3.3: Number of Respondents Selected for the Study

Indicator	Mabang SHS		Tepa SHS		Mankranso SHS		Total	
	Pop	Sample	Pop	Sample	Pop	Sample	Pop	Sample
DDE	-	-	-	-	-	-	2	2
Headmaster	1	1	1	1	1	1	3	3
HODs	5	5	5	5	5	5	15	15
Teachers	26	17	70	49	34	23	129	89
PTA Chair.	1	1	1	1	1	1	3	3
Old Students	1	1	1	1	1	1	3	3
Students	867	84	1748	169	1126	109	3741	362
Total	**898**	**109**	**1826**	**230**	**1168**	**144**	**3899**	**477**

Source: Authors Construct from field survey, February 2010

3.2.7 Analytical Tools

The research employed both qualitative and quantitative analytical techniques to draw valid conclusions and inferences. Quantitative techniques include Trend Analysis used to consider the trend of performance of students over the years during the implementation of ESP in the country. Other quantitative techniques used were charts, percentages, graphs and tables. To illuminate issues for better understanding qualitative techniques such as Focus Group Discussion and Key Informant Surveys were used to describe all cases.

3.2.8 Sources of Data Collection

The research employed both secondary and primary sources for data collection. In the case of the former, internet materials, textbooks, articles, journals among the lot were used. These sources provided information on the meaning of quality education (concepts of education), relevance of education to national development, theories and factors informing the need for quality education in a nation. However, the sources could not provide all necessary information for the work hence, the decision to also rely on District education offices, classroom teachers, head masters, students and head of department as primary sources for additional information to fill the gap created by the secondary sources. Observation, interview and questionnaires were the tools used to source the primary data.

3.2.9 Instrument for Data Collection

Kumar (1999: p.105) defines observation as "a purposeful, selective and systematic way of watching and listening to an interaction or phenomenon as it takes place." Observation and interview were the two main tools of data collection for the research. The researcher immersed himself into the observation of the phenomena through questioning, contributions and recording of answer to the questions. Those not withstanding, issues like school physical infrastructure, alertness of students in the classroom environment, syllabi and computers were observed without subjecting the authorities of the institutions to interrogations. This type of observation was found crucial because, at certain point in time the interviewees were unwilling to deliver information on issues that they considered as classified. It also allowed the researcher to appreciate the inter relationship and influence of the variables on quality education within the research environment. The major setback that the researcher encountered in the use of the observation for the study was his inability to apply it assessing historical data on the variables.

The second tool utilized was interview. An interview is any person-to-person interaction between two or more individuals with a specific purpose in mind (Kumar 1999). The two broad types of interviews namely; structured and unstructured interviews were efficiently made good use of. In the case of the former, predetermined set of questions by the investigator were asked using the same wording and order as specified in the interview schedule. The latter was sparingly

employed as a means of using the interview guide to ask every important questions which have not been captured by the structured questionnaires.

The strategy adopted for the application of the questionnaires contributed enormously to getting the necessary information and ensuring consistency in the provision of the answers. Appropriate analytical tools were used to analyse both the primary and secondary data collected for the study.

CHAPTER FOUR
PROFILE OF THE STUDY DISTRICTS

4.1 Introduction

This chapter give an outlines of Ahafo Ano and South districts where the methodology employed for the research has been applied for data collection to provide answers to the research questions. The locations of the selected districts for the study, their demographic and social characteristics, economy, health, water and sanitation in relationship to education have also been incorporated into the chapter. The two districts are located in the Ashanti (GOG 2010).

4.2 Profile of Ahafo North and Ahafo South Districts

4.2.1 Locations

Ahafo Ano North District is located between latitude 6˚ 47'N and 7 02'N and longitude 2˚ 26'W and 2˚ 04'W. The District is located in the north-western part of Ashanti Region. It is bounded to the south by Atwima District, to the east by Ahafo Ano South District, and to the north and west by Tano South District and Asutifi District respectively, both of which fall within the Brong Ahafo Region. The district lies within the wet equatorial zone (Ministry of Local Government and Rural Development 2006).

On the other hand, Ahafo Ano South District is located on Latitude 6°42" N, 7°10" N and Longitude 1°45" N and 2°20" W. It is bounded to the north by Brong Ahafo region, to the south by Atwima District, to the west it shares boundary with Ahafo Ano North district and to the east by the Offinso district. It has a total land area of about 1241km, representing 5.8% of Ahanti region's total land area. Mankraso is its' District Capital (National Health Insurance Scheme 2010).

4.2.2 Demographic and Social Characteristics

In the population and housing census of 2000, cited in MLGRD 2006, it was indicated that between 1984 and 2000, the population of Ahafo Ano North district increased from 44,799 to 71,952 with an annual growth rate of 2.96 per cent. Based on the calculation of the growth rate, the population of the district as at 2006 was estimated at 85,936. There are 1887 settlements in

the districts with only one urban centre (Tepa) which has a population of 5000. Seven more settlements have their population ranging between 2000 and 5000. 41 percent of the total population of the district is made up of people within the age bracket of 0-14 years, 54 percent for those in 15-64 years and five percent for 65 and above. This is an indication that more schools are needed for the education of the youth and the active population. In comparison with regional population figure of Ashanti, the district is the least populated with just two percent of the region's population of 3,612,950

Also, the population of Ahafo-Ano South is heterogeneous made up of the Asantis, the Akuapems, Ewes, Gas and Fanties. The 2000 Housing Population Census pegged the total population of the District at 133,632. With population growth rate of 3.1 percent, the projected population for 2009 was 175,889. The active labour force (15-60years) constitutes 12.5 percent and about 41 percent of the population (NHIS 2010).

4.2.3 Education

Education in Ahafo-Ano North District is publicly and privately own. It has six (6) Educational Circuits with 143 schools made up of 53 Pre-schools, 59 Primary, 28 Junior High School, two Senior High Schools and one Community Health Training School. The two secondary schools are located in Tepa and Mabang. The private individuals own 15 of the total number of schools in the district and the rest by the government (AANDA 2006).

In the case of Ahafo –Ano south, there is only one Community Senior High School (located in Mankranso) that serves the entire district. The students' population of the school is 1126. As at 2002, the secondary school was on record to have registered the worse net secondary school enrolment rate of 24.8 percent compared to Ashanti regional rate of 44.9 percent. There are 48 Junior High and 89 primary schools in the district. Primary schools are evenly distributed in the district thus; every community with a population of about 500 has a primary school. The district also places premium on the pre-schools as 82 out of the 89 primary schools have pre-school facilities. With this level of educational development in the district, literacy rate is still considered to be low. This is justified by 2003 results of the Core Welfare Indicators Questionnaire (CWIQ) that, literacy among the adult population is 41 percent in the district. Out

of this figure males constitute 58 percent. This is probably due to the fact that males far outnumber females in the district (MLGRD, 2006).

4.2.4 Economy

The people dwelling in and the District assembly of Ahafo-Ano North district largely get their financial and material assistance to locally support it education from these branches of its economy; agriculture, commerce, industry, and services. About 63.2 percent of the population is engaged in agriculture, 6.8 percent in commerce, 18.4 percent in industry (small scale) and 11.6 percent in services (computed from 2000 Population and Housing Census). Significantly, local industry like basket weaving and soap making are sources of jobs and taxes for the dwellers and the District Assembly (GoG, 2010).

The district of Ahafo-Ano South has basically an agrarian economy. Economic activities are therefore low with farming as the most important productive venture. About 63.2 percent of the working population is estimated to be engaged in Agriculture, 18.4 percent in Industry, 11.6 percent in Services and 6.8 percent in Commerce. However, small holder farmers who use traditional farming methods are dominant in production (NHIS 2010).

4.2.5 Health

The health facilities in the district of Ahafo Ano North are inadequate. It has one level C health facility and district hospital at Tepa. It is supported by one level B health centre at Betiako, three maternity homes, 106 CBSVs, 11 chip zones, 79 TBAs and five GHS. About 66.5 percent of the people living in the rural areas do not have access to health facility. The health sector of the district relies on the personnel of the National Youth Employment to augment its staff strength of one medical doctor and 15 nurses. There is only one private clinic serving the people of Mabang and it surrounding villages and hamlets (MLGRD, 2006).

Further more, Ahafo-Ano South district has a hospital and other health institutions, two Health Centres, six clinics and two Maternity Homes. The health institutions provide diverse health services in the district. These services include; general medical care, maternal and child health

care, family planning, Nutrition and health education. The rest are environmental health care, preventive and curative services with emphasis on primary health care (NHIS, 2010).

4.2.6 Water and Sanitation

Pipe borne water, boreholes, hand dug wells and streams constitute the water system of Ahafo-Ano north. In percentage terms, 10 percent of water supply for the district comes from pipe borne whiles 38 percent is derived from bore holes. The major source (wells) provides 48 percent and streams 4 percent of the entire water system. The quality of the water is said to be poor and its supply inadequate as many women and children of school going age still cover a distance of one or two kilometres to fetch water. The district is not absolutely free from water related diseases like, cholera and guinea worm. Access to adequate sanitation facilities is poor as most households depend on the free range for defecation. 42 and 41 percents of the people have access to KVIP and traditional pit latrines respectively. Only seven percent of the district population use water closest for disposal of human waste. According to the Medium Development Plan of the District, the Second-Cycle institutions in the districts are beneficiaries of some of these water and sanitation facilities (MLGRD, 2006).

The people of Ahafo-Ano South district have two major sources of water supply (boreholes and pipe-bone). About 78 percent of inhabitants of the district have access to boreholes and only two percent of the population have access to piped water system under the small town water scheme. According to 2000 population and housing census report, about 90 percent of the district's total population depend on public places of convenience. Pit Latrines are the main means of excreta disposal. In the 2003 CWIQ report, it has been observed that only 26.6 percent of households in the district have toilet facilities in or around the house and in most cases are shared with other households in another house. Inadequate facilities for the disposal of solid and liquid waste are the major causes of diseases like malaria, cholera and diarrhoea in the district. The provision of public places of convenience lags behind population growth with the result that there is considerable incidence of "free range" defecation particularly around refuse dumps (MLGRD, 2006).

CHAPTER FIVE
DATA ANALYSIS AND DISCUSSION

5.1 Introduction

This section of the study first provides the profile of the study schools. It goes further to analyse and discuss data collected from the field and the literature within the framework of the stated objectives of the research.

5.2 Profile of the Study Second-Cycle Institutions

5.2.1 Overview of Tepa SHS

Tepa which is the district capital of Ahafo Ano North and located in Ashanti region has one secondary School (Tepa SHS). This institution is publicly owned.

The school which was established in 1965 started as a Teacher Training College with a population of 70 students made up of 55 and 15 males and females respectively. It was converted into Secondary School in 1972. As at 2009/10 academic year, the students' population stood at 1748 and that of the teachers was 76.

It is mainly a secular, mixed and boarding institution. It has two dormitories used for students' accommodation. One of the dormitories offers shelter for male students and the other for their female counterparts. However, due to inadequacy of accommodation in the school, the authorities of the institution offer admission to students as day students. As at 2009/10 academic year, 23.2 percent of the total population of 1748 were Day Students.

The programmes that the institution offers as academic disciplines include, General Art, Science, Business, General Agriculture and Visual Arts. The General Arts Department has the largest population of 832 students and 37 teachers. There are 229 students and nine teachers in the Science Department. The Business Department has 426 students and 13 teachers as its total population. In the Visual Arts Department, there are 143 students and six teachers while the General Agricultural Department has the least students' population of 118 with seven teachers. Each of the departments has a Head who is under the direct supervision of the Assistant

Headmaster academic. The school has a Headmaster with three assistant Headmasters, one responsible for Academic Work and the other two for Domestic Affairs and General Administration.

5.2.2 Overview of Mabang SHS

Mabang SHS School is a public institution located in Ahafo Ano North District in the farming community called Mabang. The distance of the school from the district capital is 3.6 Kilometres.

The school which was established in 1991 with initial students' population of 14 (nine males and five females) is a day school with hostel facilities. In 2009/20010 academic year, the number of students increased to 867 with 31 employees teaching staff. It is a community based school set up by government to de-emphasise the boarding school system to make secondary education accessible to all citizens especially those in the peripheral parts of the country. The people of Mabang are therefore, considered as major players in the management of the SHS in their communities.

The school offers both secondary and technical programmes. The programmes pursued in the institution include, General Arts, General Agriculture, Home Economics, Technical and Visual Arts. The General Arts Department has a students' population of 193 with staff strength of 10 teachers. The overall population of the General Agricultural Department is 65 constituting 59 students and six tutors. The Technical Department has 38 students and six teachers while Home Economics and Visual Arts Departments have 49 students and six teachers as well as eight students and two teachers respectively. The departments mentioned are under the supervision of Heads of Departments who are answerable to the Headmaster through the Assistant Headmaster. At the helm of affairs, the institution has one Headmaster and one Assistant Headmaster who manage its activities.

5.2.3 Overview of Mankranso SHS

In Ahafo Ano South District, there is only one secondary called Mankranso SHS located in its capital-Mankranso. It is managed by the Ministry of Education on behalf of Ghana Government.

When it was established in 1991, it started operation with a population of 80 students. 53 of them were males and 27 were females. Since then the population has been increasing and by 2009/10 academic year the number was reached 1126. It was one of the community based schools set up by the government in the country to make secondary education accessible to inhabitants of rural communities. The members of Mankranso community are major stakeholders in the management of the school. The role that community members play in the running of the school is one of the conditions spelt out by Ghana Government in putting up any community based secondary schools in the country. It is a Day SHS which provides hostel facilities to its students.

Academically, the school offers courses in General Arts, General Agriculture, Business, and Visual Arts. About 600 of the students' population are in the General Arts Department with 18 teachers. The Business Department which is the second largest has 300 students with teachers' population of nine. Significantly, the Agricultural Department has 120 students and 6 teachers. With its students, population of 106, the Visual Arts Department has five teachers. Each of the departments is directly under the control of a Head of Department. The school has one Headmaster and an Assistant Headmaster. Table 4.1 gives the schools profiles.

Table 5.1 Profile of Schools Surveyed

Name of School	Year of Establishment	Initial student population	Population of students as at 2009/10	Increase in students Population	Teachers Population	Teacher Student Ratio
Tepa SHS	1965	70	1748	37.3	76	1:23
Mabang SHS	1991	14	867	44.9	31	1:28
Mankranso SHS	1991	80	1126	55.6	40	1:28

Source: Field Survey February, 2010

From Table 5.1 Tepa SHS which was first to be established in the two districts of Ahafo Ano North and South has the highest student population. Even though Mankranso and Mabang SHS were opened in the same year, the former has the second largest population after Tepa SHS. All the 3 schools started with population of less than 100 students. However, In terms of growth in population, Mankranso SHS is progressing faster than the other two institutions because it has an average increase of 55.6 percent of its initial population per annum. It is closely followed by

50

Mabang SHS with an annual average increase of 44.9 percent. The high increase in the student population in Mankranso SHS can be associated with the fact that it is the only Secondary School serving all the towns and villages within the Ahafo-Ano South district. On the other hand, Mabang and Tepa SHS, the two schools in Ahafo-Ano North administrative area, scramble for students who qualify for secondary education in the district.

5.3 Quality Teaching and Learning in SHS

The objectives underpinning the attainment of policy goal on quality teaching and learning in SHS include, making prescribed textbooks and Teaching and Learning Materials (TLM) available for teachers and students, creation of libraries to schools and facilitation of teachers preparation and advancement. The other objectives are development of motivated teaching cadres and reliable student testing and assessment as well as high literacy and numeracy in English and Ghanaian language.

5.3.1 Provision of Textbooks and TLM

Textbooks, teaching and learning materials are necessary ingredients for knowledge delivery and acquisition in every academic endeavour. It is as a result of this that they are referred to as "teaching and learning aids". The Government of Ghana under the Education Strategic Plan intends supplying teachers and students alike in the public SHS the relevant textbooks in all subject areas. The study sought to find the availability and adequacy of these resources in schools. The results are presented in Table 5.2

Table 5.2 Availability of Textbooks, Library and Other Teaching/Learning Materials

Indicator	Mabang SHS		Tepa SHS		Mankranso SHS		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Yes	35	41.7	59	34.8	6	5.9	100	27.6
No	49	58.3	110	65.2	103	94.1	262	72.4
Total	**84**	**100.0**	**169**	**100.0**	**109**	**100.0**	**362**	**100.0**

Source: Field Survey February, 2010

In a focused group discussion, all the respondents (students) stated that their schools have libraries without internet facilities. Interviews with the headmasters of the three schools revealed

that Mabang SHS Library can only accommodate 75 of its students' population of 867 while that of Tepa SHS can accommodate only 100 of 1748 students' population. On the other hand, Mankranso SHS library can accommodate only 63 of its entire students' population of 1126. This development leads to students scrambling for learning space in the libraries. The Ahafo Ano North and Ahafo Ano South District Directors of education and the DCEs have brought to light that the districts have no public libraries to supplement the existing libraries in SHS.

On the question of adequacy of books in the schools libraries, majority of the students gave negative answers as shown in the Table 5.2. 72.4 percent of the student respondents confirmed that books are not adequate in their schools libraries whiles only 27.6 percent of them expressed contrary view. Interviews with the Liberians of the schools revealed that since 2001 they have not been receiving supply of books from the Government or Ghana Library Board to stock the libraries despite continuous increase in students' population. They stated also that the content of some of the books in the libraries are not relevant to the SHS courses following the change of content and structure of the system (SHS). This implies that since the introduction of ESP conditions in the library have not significantly improved.

Probing further to ascertain the availability and adequacy of textbooks in the schools, the researcher in separate interviews with the Headmasters of the institutions gathered the following as textbook-student ratio in the schools surveyed: As at 2002, the textbook-student ratios of the various schools were; Tepa SHS-1:4, Mabang SHS- 1:7 and Mankranso SHS-1:14. It means that the average of the three schools was by then 1:6. The ratios as at 2010, thus seven years after the implementation of ESP document, were Tepa SHS-1:2, Mankranso SHS-1:10 and Mabang SHS-1:2. The current average of 1:4 of the schools which is an improvement over the 1:6 average of 2002 is still larger than the national target of 1:1. The Headmasters used the Core Subjects textbooks to obtain the statistical figures given. The current textbooks situations in the schools are; Mabang SHS has 430 English Language, 435 Science, 441 Mathematics and 444 Social textbooks. In the case of Tepa SHS, the number of textbooks for the aforementioned core subjects is 871, 800, 830 and 835. Mankranso SHS has the following textbooks at its disposal; English Language 115, Mathematics 117, Science 110 and Social Studies 115. The inadequacy of the textbooks in the schools is an indication of increase in students' intake without

corresponding increase in the supply of the books. The situations in the schools explained why the researcher found both teachers and students using pamphlets for teaching and learning.

The researcher inquired about measures put in place for the distribution and ensuring longer life span for the library books and textbooks. These were the common issues found in the responses of the Headmasters of the three schools:

♦ Payment of government textbook user fees by students before they are supplied with books from the storerooms.

♦ Books collected from the store rooms are issued to students at the beginning of the year.

♦ All books collected from the store rooms are returned at the end of the academic year.

♦ Every student pays three times the cost of a book he/she misplaces.

♦ Textbooks in the library can be borrowed for only two weeks and

♦ All textbooks meant for references cannot be borrowed from the library.

The measures have not only ensured longer life span for the books but also gone along way to minimize frequency of books getting missing in the schools. The processes of books acquisition in the school can however prevent students from poor homes from getting access to the textbooks thereby denying them their right to knowledge acquisition.

5.3.2 Computer and Science Resource Centres

Conscious of the significance of the use of Information and Communication Technology in the acquisition of knowledge in different subject areas, the Government of Ghana has captured in its ESP document a strategy of providing computer and Science resource centres for training of students in the second-cycle schools. Enquiry was made by the researcher about government's efforts to actualize the scheme. It was found out that there is only one science resource centre located in Tepa SHS serving the three secondary schools in the Ahafo Ano North and South Districts. The centre was built in 1998. The location of the resource centre has made Mabang and Mankraso SHS disadvantaged in its use because they are unable to frequent the place for their practical demonstrations. The Headmaster of Mankranso SHS claimed that they have to travel a distance of 52.8 km) to the science resource centre. Although Mabang SHS is closer to the centre (4.8 km away), it lacks means of transport to convey its students there.

On the issues of availability and adequacy of computers in the schools, the Table 5.3 depicts the number at their disposal.

Table 5.3 Number of computers in SHS

Year	Schools					
	Tepa SHS		Mabang SHS		Mankranso SHS	
	No. of Computers	No. in Good Condition	No. of Computers	No. in Good Condition	No. of Computers	No. in Good Condition
2001	0	0	0	0	0	0
2002	0	0	0	0	0	0
2003	40	40	30	30	0	0
2004	45	45	30	30	0	0
2005	53	52	40	40	05	05
2006	53	51	40	40	05	05
2007	53	50	10	10	10	08
2008	60	58	15	15	13	11
2009	60	55	30	26	22	19
2010	60	54	30	23	30	23

Source: Field Survey February, 2010

From Table 5.3, acquisition of computers for teaching of ICT in Tepa and Mabang SHS started in 2003 following the implementation of ESP. Tepa SHS had been able to increase the computers it had in the system in 2004 and 2005 but the number stagnated in 2006 and 2007. The number increased to 60 in 2006 and has been maintained up to 2010. In Mabang SHS however, the number of computers in the laboratory increased to 40 in 2005 and sharply declined to 10 in 2007. The reason was that from 2003 to 2006, the school entered into contractual agreement with a private organization which provided it with the computers and tuition in ICT at a fee of GH□ 3 per student. The agreement was terminated in 2007 and the school PTA with it limited resources start stocking the computer laboratory with 10 computers. The number of the computers again shot up in 2008 and 2009. The PTA of Mankranso SHS provided five computers to the school ICT laboratory in 2005 and has been able to start increasing the number from 2007.

As at 2010, Tepa SHS has the highest number of computers in its ICT laboratory while Mankranso SHS has the least. Considering the average class size of 65 for Tepa, 50 for

Mankranso 43 for Mabang, it can be said that the computers are inadequate since every student in a class needs one computer during lessons. The problems of the ICT laboratories have been compounded by the failure of the school authorities to repair the broken down computers in the schools. Significantly, the schools acquired computers by using the PTA levies on students. Government who has aided the schools with sources of electricity to run the laboratories is yet to supply them with computers. The national targets contained in the ESP were that 25 percent of the SHS nationwide should receive 10 or more computers from Government by 2008 and the coverage should be 75 percent by 2012. The science and computer laboratories are without internet facilities. The situation has made it impossible for students and teachers to source additional information within the school environment using internet facilities to supplement whatever materials they obtain from their textbooks.

5.3.3 Qualification of teaching staff

The professionalism and skills of teachers to knowledge delivery in an institution is vital because it is used as a measuring rod for quality education. The ESP document aimed at reducing the number of untrained teachers SHS to five percent by 2015. Before the launching of this policy document, Mabang, Tepa and Mankranso SHS could respectively boast of 34, 55 and 69 percents professional teachers of their teaching staff. The strength of professional teachers improved over the non-professionals in the schools in the subsequent years. Table 5.4 gives statistical details on the professional qualification of the teachers of the surveyed SHS in 2010.

Table 5.4: Qualification of Teaching Staff

Qualification	Mabang SHS		Tepa SHS		Mankranso SHS		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
BED	16	51.6	56	80.0	24	60.0	96	68.1
"A -3 year	0-	0	0	0	0	0	0	0
Certificate in Education	5	16.1	8	11.4	8	20.0	21	14.9
No Professional Cert.	10	32.3	6	8.6	8	20.0	24	17.0
Total	31	100.0	70	100.0	**40**	**100.0**	141	100.0

Source: Field survey February, 2010.

The Table 5.4 depicts the strength and the qualifications of staff in the study schools. 66.6 percent of teachers in Mabang SHS are professionally trained as compared to 91 percent in Tepa SHS and 80 Percent in Mankranso SHS. These professionals are holders of Bachelor of Education (BED) and degree and diploma holders with Certificate in Education. The three schools are progressively heading towards meeting the national target of having 95 percent of all teachers in SHS being professionals by 2015. Comparing the number of teachers to the students' population as indicated in Table 5.1, it can be concluded that Tepa SHS has teacher-student ratio of 1:23 and Mabang and Mankraso SHS have 1:28 apiece.

In relation to the national standard of Teacher-Student Ratio (TSR) of 1:20 for SHS, Mankranso SHS needs 16 more teachers to augment its staff strength as against 12 and 10 for Mabang and Tepa SHS respectively. This implies that teachers of Tepa SHS have on the average lesser workload than teachers of the other two schools since the TSR of 1:23 is closer to the national average.

5.3.4 Teacher Upgrading, Preparation and Development

The Ministry of Education offers packages for teachers to upgrade themselves to positively impact on the quality of teaching and learning in schools. Some of these opportunities include, In-Service Training, Study Leave with/ without Pay, Distance Learning and Sandwich Programmes. The In Service Training is organized to provide on-the-job training to teachers through seminars and workshops. The sandwich programme operates at designated centres where teachers use the vacation periods to undertake further training. The Study Leave policy allows teachers to take a leave of absence to seek for knowledge at institutions of higher learning. After completing the programmes, participants are equipped with knowledge and skills that will make them more competent in their areas of study. Certificates are awarded to those who complete the programmes successfully. The researcher enquired from the respondents (teachers) how they took advantage of In-service Training, Study Leave, Sandwich and Distance Learning programmes provided to them by the Ghana government to upgrade their academic and professional competence.

Table 5.5 Applicants for Further Studies

Applicants	Mabang SHS		Tepa SHS		Mankranso SHS		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Study Leave	2	6.5	3	4.3	1	2.5	6	4.3
Distance	4	12.9	8	11.4	3	7.5	15	10.6
Sandwich	7	22.6	10	14.3	8	20.0	25	17.7
Those who did not Apply	18	58.1	49	70.0	28	70.0	95	67.4
Total	**31**	**100.0**	**70**	**100.0**	**40**	**100.0**	**141**	**100.0**

Source: Field Survey February, 2010.

All the respondents stated that In-Service Training in the form of workshops and seminars are organized for them intermittently. To them, the contents of the training are determined by their employers. Another unanimous response from the respondents (teachers) was that they were aware of the existence of the study leave, sandwich and distance learning packages available for teachers in the country.

The headmaster of Mabang SHS stated that out pf two teachers in his school who applied for study leave with pay in 2009/10 academic year as indicated in Table 5.5, none was granted. Also, all the four and seven teachers who applied for distance and sandwich programme respectively in the school pursued their courses without hindrances. In Tepa SHS, one out of the three applicants was granted study leave with pay and all those who applied for distance and sandwich programmed started their courses on scheduled. In Mankranso SHS, all the applications for study leave with pay were rejected. However, all the applicants in the distance learning and sandwich programmes smoothly started their courses. It therefore, connotes that government's emphasis for teachers' upgrading is on distance and sandwich programmes.

Two key factors prevented the applicants for study leave with pay from getting the approval of their employers to pursue their programmes of choice. The factors were; quota system for the subject areas and at least serving in the service for three years after last programme of study. Those affected teachers did not meet the requirements. The applicant for sandwich and distance

learning had their requests approved because their schedules do not much affect teaching and learning. The sandwich is conducted during vacation for SHS while teachers stay at post to read printed materials to pursue their courses.

However, 95 teachers did not apply for any of the programmes available to them. Those teachers assigned two major factors for their decisions namely unwillingness to go for further studies and their inadequate preparation for the courses.

5.3.5 Resource Centres for Training

All the respondents including the District Directors of Education for Ahafo Ano North and South confirmed that there are no permanent structures in the districts for the training of teachers. In-Service training or training of any kind is done in a school selected as venue for the programmes.

5.3.6 Teachers Motivation

Motivation of workers to increase work input and output is part of organizational structure of Ghana Education Service (GES). In the view of Carnoy (1999), motivation of teachers is paramount in order to remove all bottlenecks associated with absenteeism and improves teacher-child rapport and performance. As a result, the study sought to inquire from teachers the motivational packages they enjoyed or provided them by their employers.

Table 5.6: Motivational Packages Available for Teachers

Indicator	Mabang SHS		Tepa SHS		Mankranso SHS		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Accommodation	4	17.4	5	9.1	-	0.0	9	8.4
Allowances	7	30.4	22	40.0	6	20.7	35	32.7
Extra-classes fee.	12	52.2	28	50.9	23	79.3	63	58.9
Total	23	100.0	55	100.0	29	100.0	107	100.0

Source: Field Survey February, 2010

From the Table 5.6, the greatest motivational package enjoyed by teachers comes from extra-classes fees paid by PTA for teachers' overtime in organizing classes. More than 50 percent of

teachers in each school affirmed that all teaching staffs enjoy Extra-classes Allowances. This is because the extra-classes time tables are fused into the mainstream curricula. The next motivation packages enjoyed by teachers are allowances. This includes responsibility allowances for Headmasters and Assistance Headmasters, Heads of Departments (H.O.Ds) and form masters. Others are night allowances and travel and transportation allowance for teachers performing official duties for the schools. 32.7 percent of the respondents stated that responsibility allowances are paid to teachers with additional responsibilities.

The monthly responsibility allowance for Headmasters is GH while their Assistants take GH2. The Senior Housemaster and Heads of Departments (H.O.DS) who are placed on the same level receive GH1.5. Form masters benefit GH1. Al so, all teachers who travel to perform official duties are given their Travel and Transport fares. Should a teacher spend a night at his destination and his rank is below Principal Superintendent he receives GH16 but if the rank is principal Superintendent and above, his per night allowance is GH24. Other allowances include Car and Bicycle Maintenance Allowances which attract GH40 per car per month and GH12 per bicycle per month. The two physically challenged teaching staffs in Tepa and one in Mabang confided in the researcher that government pays GH15 each to their guardians . The allowances in the views of the teachers are woefully inadequate comparing the workload of their responsibilities and risk they are exposed to during travelling. Besides that they lamented that the allowances are not paid in time and in some cases they are not paid at all.

Teachers' accommodation has less influence on motivation of teaching staff as very few of them are beneficiaries of the subsidized accommodation on campus. The rest stay outside the school premises. Only 8.4 percent of the respondents said that teachers are provided accommodation by the school authorities.

5.3.7 Revision of SHS Curriculum

The Secondary School education in Ghana aims at reinforcing the knowledge and skills acquired during the basic education. To make education relevant at the secondary level, the ESP aims at revising the curriculum of SHS and training their teachers to handle the revised curriculum.

Following the implementation of a new educational reform in 2004, the SHS curriculum was revised.

The 2004 reform restructured SHS education to be 4 years. The system mandates the first year students to pursue only core subjects (English Language, Mathematics, Social Studies, Integrated Science, Information and Communication Technology) in the first year. In addition, schools that have French teachers are supposed to offer French Language as part of the core subjects. The electives together with the core subjects are offered from second to the final year.

Also, the new curriculum which regards the SHS as terminal for the world of work and continuous for tertiary and other advanced programmes, places emphasis on Technical (Wood Work, Building, Automobile Engineering, Metal Work etc), Vocational, (Visual Arts and Home Economics), Agriculture and Business Education as well as General Education (Science and Arts). These programmes (subjects) are continuation of what has been learnt at the JHS to expose students to different skills and occupation necessary for human resource development of the country. For carrier development, the curriculum integrated carrier counselling as an integral part of secondary education.

The researcher extracted from the Time Table of Tepa, Mabang and Mankranso SHS that, the programmes that they offer are in tandem with the Ghana Education Ministry's curriculum for SHS. Tepa and Mankranso SHS pursue the following programmes Business, Science, Visual Arts, Agricultural Science, and General Art whiles Visual Arts, Home Economics, Agricultural Science, Technical and General Arts are the main programmes offered at Mabang SHS.

5.3.8 The Roles of Stakeholders in School Development

The preparation of curricula for schools requires the participation of major stakeholders. This makes them committed to putting in much effort towards the realization of the mission and vision of Education in the country. Views of stakeholders in the 3 SHS were solicited on their contributions to the development of the institutions. The stakeholders as far as this study is concerned include PTA, Old Students Associations, Teachers, District Assemblies, Traditional

Councils and Students. These bodies make immense contributions to the development of their individual schools.

The PTAs provide classroom blocks, dormitories and staff bungalows to their respective schools in addition to payment of term dues for teachers' motivation. They also support the schools with computers and furniture for teaching and learning. In the case of Tepa SHS, the PTA provided the school with a bus. Even though Mabang and Mankranso have not had vibrant Old Students' Associations, yet like their counterpart institution (Tepa SHS), they undertake minor projects like provision of notice boards and dustbins, construction of school signposts, basin for hand washing at the staff common rooms and dining halls. On their parts, the two District Assemblies constructed the boreholes in the schools. Quite apart from that, the Assemblies support some needy but brilliant students with scholarships to pursue their education. The headmaster of Mabang SHS reiterated that, the Ahafo-Ano North District Assembly constructed a 24-seater toilet for the girls in the school. The lands on which the schools have been put up were provided by the Traditional Councils. These developments confirm World Bank findings (cited in Chapman et al 2002) that participation of a community (stakeholders) and allocation of it scarce resources to a school aid the school's development and its quality.

5.3.9 Guidance and Counselling

Guidance and Counselling which is a novelty in SHS education is to provide direction and assistance to students in their choice of the courses for the development of their future based on their performance in the programmes pursued in the schools. The Headmasters of the schools surveyed confided in the researcher that this component of quality education became part and parcel of their schools structure since the educational system was reformed in 1987. The study ascertained from the student front the existence and the popularity of the Guidance and Counselling units. It went steps further to find out the role that the units play and the confidence that students have in them.

Table 5.7: Guidance and Counselling Unit in SHS

Responses	Mabang SHS		Tepa SHS		Mankranso SHS		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Yes	28	33.3	110	65.2	32	29.4	170	47.0
No	56	66.7	59	34.8	77	70.6	192	53.0
Total	84	100.0	169	100.0	109	100.0	362	100.0

Source: Field Survey February, 2010.

From table 5.7, less than half (47.0 percent) of the students confirmed that their schools have guidance and counselling units. Students in Tepa SHS are more familiar with the presence of the guidance and counselling units in their mist than the other schools In Mabang and Mankranso SHS, 66.7 percent and 70.6 percent of the students demonstrated their ignorance about the presence of such units in their schools.

The high level of unawareness of the counselling units among the students stems from the fact that, the school authorities do not educate them on the existence of the office of Guidance and Counselling coordinator and its functions. As high as 62.5 percent of those who admitted their knowledge of the Guidance and Counselling units in their schools gave indication that they became aware of the units when they had peculiar problems and were compulsorily referred to the coordinators for Guidance and Counselling. Only 37.5 percent of the students who were aware of the existence of the units appeared there voluntarily. When the students who were aware of the presence of the units in the their schools were asked about their preparedness to frequent the offices of the Guidance and Counselling Coordinators, 56 percent of them gave negative responses. One main reason dominated their answers thus, lack of confidence in the coordinators for maintaining confidential or private matters discussed with them.

5.3.10 Development of a Reliable Student Testing and Assessment

Assessment of students in both internal and external examinations assists in measuring the learning and teaching outcomes. Following the implementation of the 1987 and 2004 educational reforms, the mode of assessment that is in vogue at the SHS is the Formative type (Continuous Assessment). The assessment which has replaced the summative type encompasses class

exercises, class test project/home work. Table 4.8 provides responses from teachers in SHS about their commitments to the mode of assessment.

Table 5.8 Number of Assignments given to Students in a Term

Assign ments	Mabang SHS			Tepa SHS			Mankranso SHS		
	Exercise	Test	Project	Exercise	Test	Project	Exercise	Test	Project
Below 3	3	15	4	3	27	14	3	9	7
3-6	20	40	19	52	28	41	26	21	22

Source: Field Survey February, 2010

The Continuous Assessment carries 30 percent of the total examination mark whiles the 70 percent mark is catered for at the end of term examination. In the case of the external (final) examination, the assessment of the students in the entire duration of their programme carries 30 percent and the final examination conducted by the West African Examination Council covers 70 percent. For the school internal assessment, teachers give at least averages of three class exercises, three class test and four projects or homework to students in each term (these are converted into 30 percent).

From table 4.8, it is clear that more than half of the teachers in every school exhibited commitment to their duties by way of giving out 3-6 class exercises, tests and project work. 20 teachers from Mabang, 26 from Mankranso and 52 from Tepa SHS gave 3-6 exercises in each term.

Cross checking the validity of the responses of teachers from the students, the researcher arrived at these: 87, 94.5 and 89.6 percents of the students sampled from Mabang, Tepa and Mankranso SHS respectively stated that their teachers gave them average of 3-6 class exercises in a term. In terms of Class Tests, 55.6 percent of students from Mabang SHS, 76.1 from Tepa SHS and 64.7 from Mankranso accepted that teachers give them 3-6 tests a term. Also, 93 percent of students of Mabang, 80.6 from Tepa and 76.5 percent from Mankranso SHS confirmed that an average of

3-6 Assignments is given to them in a term. As to whether the teachers mark the work given them and corrections made, 82 percent of respondents from Mabang SHS, 78.3 from Tepa SHS and 72 percent from Mankranso SHS gave positive answers about their teachers.

The Headmasters of the 3 SHS explained that strict internal supervision of teachers by the school authorities and tying of teachers' share of the Extra Classes Motivation duties performed are the reasons why the tutors are serious with the academic work.

5.3.11 External Examination Results

Table 4.9 provides information on percentages of students gaining passes in the core subjects of English Language, Mathematics, Social Studies and Integrated Science in the external examination (SSCE/WASSCE) from 2001-2009.

Table: 5.9 Proportion of Students who passed the Core Subjects by Schools

Year	Schools Performances				National Averages
	Tepa SHS	Mabang SHS	Mankranso SHS	**Averages of Schools**	
2001	38.0	3.4	12.0	**17.8**	**41.0**
2002	44.6	2.9	4.7	**17.4**	**46.0**
2003	46.9	3.8	8.2	**19.6**	**47.0**
2004	52.0	1.4	13.6	**22.3**	**64.0**
2005	62.1	40.3	52.7	**51.7**	**59.0**
2006	20.5	0.0	15.1	**11.9**	**34.0**
2007	31.8	7.8	19.2	**19.6**	**40.0**
2008	54.9	15.4	36.3	**35.5**	Not Available
2009	56.2	12.5	21.8	**30.2**	Not Available

Source: Education Sector Performance Report July, 2008 and Field Study February, 2010.

Table 5.9 indicates that the performances of SHS students in the SSCE/WASSCE Examinations have not been consistent in all the schools. The highest performance of students nationally was in 2004.

In Tepa SHS, the rate of increasing performance which started from 2001 at 38 percent had been consistent till 2005 when 62.1 percent of the students had passes in all the core subjects. The figure fell to 20.5 percent in 2006 and started increasing in 2007 onwards. However, the rate of students' performance in Mabang SHS has been fluctuating annually. In 2001, 3.4 percent of the students had passes in the core subjects while 2.9 students passed in 2002, 3.8 in 2003 and zero percent in 2006 when WAEC cancelled almost the entire results of students in the core subjects for an alleged examination malpractice. This trend continued up to 2009. In Mankranso SHS however, apart from decline in the performance of students from 12 percent in 2001 to 4.7 percent in 2002, there has been continuous improvement in the rate of passes in the subsequent years as shown in table 4.9.

The high performance of Tepa SHS can be associated to the advantages of high number of professional teachers (91 percent) as indicated in table 4.4 and the an improved teacher-student ratio of 1:23 that the school has over Mabang and Mankranso SHS.

The declining performance of students in the schools is in tune with the national examination rates which had been increasing from 41 percent in 2001 up to 64 percent in 2004. The rate declined to 59 percent in 2005 and 34 percent in 2006 but started increasing again in 2007.

5.3.12 Language policy

In any institution, language is used as a channel of interaction between the management and subordinates as well as the organization and the outside world. As far as GES is concerned the official language accepted for communication and instruction in SHS is English language. The study of French and a Ghanaian languages have however, been introduced into the system as second languages. The researcher therefore, questioned the students, teachers and Headmasters of the study schools to appreciate how the policy is strictly complied with.

Table 5.10 Medium of Communication among Students in SHS

Indicator	Mabang SHS		Tepa SHS		Mankranso SHS		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
English language only	12	14.3	53	31.4	13	11.9	78	21.5
Ghanaian language only	44	52.4	80	47.3	61	56.0	185	51.1
French only	-	0.0	0.0	-	0.0-	-	0.0	-
English and Ghanaian language	28	33.3	36	21.3	35	32.1	99	27.4
Total	84	100.0	169	100.0	109	100.0	**362**	**100.0**

Source: Field Survey March, 2010.

It can be seen from Table 5.10 that the speaking of Ghanaian language is dominating in the institutions to the detriment of French which is equally a second language learnt. Scarcity of French teachers in the country, according to the headmasters, is the main factor that has hampered the intension of the schools introducing the study of French.

The table further reveals that 51.1 percent of the students speak local languages only. Mankranso SHS is in dominance with regard to the use of the local languages, thus, it has 56 percent of its students using only Ghanaian language as against 52.4 and 47.3 in Mabang and Tepa SHS respectively. The number of students who use English and Ghanaian languages constitutes the second largest group in the schools. This is more pronounced in Mabang SHS. Tepa SHS has the least number (21.7 percent) of students who use this medium of communication. Only 21.5 percent of the students communicate in English language alone. It implies therefore, that students in the schools feel more comfortable expressing themselves in the local language than official language (English Language).

The reason for the dominant use of Ghanaian languages is that the law binding on students to speak English language in the schools is inactive. All the students who use vernacular in one way or the other stated that they are not punished by the school authorities for failing to interact in English language. The Headmasters and head of departments of the schools echoed that the frequent use of the local languages in the schools has directly affected the oral and written English language proficiency and indirectly performance of students in the external examinations (refer to table 5.9). This is because students need better understanding of all the questions set for examinations which are expressed in English language. This statement of the heads confirmed Colby et al (2000) assertion that African parents complain of the limitations that the use of local tongues has on the mastery of English or French languages for lack of technical and scientific capacity.

5.4 Promotion of Good Health and Environmental Sanitation

The Ministry of Education of Ghana put into the ESP document the provision of potable water, first aid box and appropriate methods of waste disposal for SHS for improved health and sanitary condition.

Observation of campuses of the three schools disclosed that they rely on either borehole or pipe borne or both for the provision of potable water. In the case of Mabang and Tepa SHS, the towns' water supply systems which have been extended to the schools serve as the source of water supply aside the mechanized boreholes in their possession. On the other hand, the only source of water supply to Mankranso SHS is its mechanized boreholes. According to interview granted to the researcher by teachers and students, the sources provide regular supply of water to the schools daily. Water from the sources in all the schools is stored in containers to prevent it from contamination. The containers according to the headmasters of the institutions are washed with antiseptics routinely to get rid of bacteria likely to pollute the water. These measures have gone a long way to prevent the school from exposure to water related diseases like cholera, dysentery diarrhoea and guinea worm.

In an interview with Senior Housemasters and housemasters, the following findings were made; the schools have First Aid Boxes managed by teachers who have no medical training. Also,

programmes of activities for students and labourers to tidy up the environment have been put in place. The students sweep daily round the campus under the supervision of their leadership, housemasters, senior housemaster and masters on duty. In another development, weekly inspection is organised by the senior housemasters for students. The focus of the inspections is on general cleaning of dormitories, classrooms, dinning halls, sources of water and places of convenience among the lot. The labourers employed also weed round the campus to complement students' efforts and enable them have enough time for their academic work. Few dust bins are also placed at vantage points for waste disposal in the schools.

The schools also have two urinals and two toilets each which are used to serve the male and female population. But as to whether the facilities are adequate in the schools, 86 percent of the teachers responded negatively whiles 44.8 percent of the students answered in affirmative. Some of the reasons that the respondents gave for the insufficiency of the facilities are that, both teaching and non-teaching staff as well as students use the same facilities. Together with the non-teaching staff, the population of Mabang SHS is 922, Tepa SHS is 1878 and Mankranso SHS is 1196. According to the Headmasters of the school, the urinal can contain only two people at a time while each of the structures used for as toilet can contain 12 people at a time. This implies that the population of the schools have outstripped the capacities of the facilities used as toilets and urinals. The researcher went further to interact with the students and teachers on the general sanitation in the schools.

Table 5.11: Teachers and Students Views on Sanitation SHS

Responses	Students		Teachers		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Very good	106	29.3	7	6.7	113	24.0
Good	103	28.4	21	20	124	26.4
Very bad	94	25.9	73	66.7	167	35.6
Bad	59	16.4	7	6.7	66	14.0
Total	**362**	**100.0**	**107**	**100.0**	**469**	**100.0**

Source: Field Study March, 2010.

As many as 66 respondents claimed that the environmental sanitation in the schools is bad. Their explanations were linked to the inadequacy of the toilets, urinals and dust bins facilities in the schools. The number of respondents who assented that the sanitary situation in the schools was either good or very good was 50.4 percent as against 49.6 percent of those who said it is bad or very bad. This is a manifestation of the fact that sanitation in the schools is better but not the best. However, there is still much room for improvement.

5.5 Identify and Promote Education Programmes to Prevent HIV/AIDS

One of the goals of quality education in Ghana is recognizing and encouraging programmes in SHS and Districts for both teachers and students that will minimize the spread of HIV/AIDS. This goal which introduced in the ESP document was to emphasize national and international concerns about HIV/AIDS. The curricula of schools were reviewed to include the study of HIV/AIDS after the launch of the policy document in 2003 (GOG 2003). The researcher wanted to know whether the curricula of the schools surveyed and the selected districts included dissemination of knowledge of the pandemic.

From the perspectives of all the respondents (teachers and students), there is no subject in their curricula that deals solely with the study of HIV/AIDS/STI but they are aware of the disease and some common STIs like gonorrhoea, syphilis etc. and their causes. The knowledge of the diseases by the students in school is linked to their study of core integrated science and social studies subjects for all SHS students which touch on reproductive and sexually transmitted diseases. The researcher intervened to ascertain other sources of student information on HIV/AIDS. Table 4.12 show their responses.

Table 5.12: Sources of Students' Information on HIV/AIDS

Sources	Mabang SHS		Tepa SHS		Mankranso SHS		Total	
	F	Percent	F	Percent	F	Percent	F	Percent
Mass Media	51	60.7	110	65.1	74	67.9	235	64.9
Publication from MOH	24	28.6	52	30.8	35	32.1	111	30.7
Publication from AID Commission	9	10.7	7	4.1	-	0.0	16	4.4
Total	**84**	**100.0**	**169**	**100.0**	**109**	**100.0**	**362**	**100.0**

Source: Field Study March, 2010.

From Table 5.12, students of all the schools rely very much on Mass Media for additional information on HIV/AIDS besides what they learn in Core Science and Social Studies. This is to emphasis that 60.7, 65.1 and 67.9 of students from Mabang, Tepa and Mankranso SHS respectively rely on that source. Publications from Ministry of Health are the second largest sources used by the students to be aware of the deadly disease. However, students of Mankranso SHS never use publication from Ghana AIDS Commission for information on the disease but rely largely on Mass Media and MOH as their sources than other 2 schools. Even though publications from Ghana AIDS Commission have not been utilized so much, students of Mabang (10.7 percent) use those sources more than the other schools.

On the question of whether the teachers have had training in HIV/AIDS/STI in their professional endeavour, below were the reactions obtained from them.

Table 5.13: Training of Teachers in HIV/AIDS/STI Management

Responses	Mabang SHS		Tepa SHS		Mankranso SHS		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Yes	8	34.8	0	0	12	41.4	20	18.7
No	15	65.2	55	100.0	17	58.6	87	81.3
Total	23	100.0	55	100.0	29	100.0	107	100.0

Source: Field Study March, 2010.

Majority of the workers claimed that they had never obtained training in school as part of their professional carrier or attended a workshop on HIV/AIDS/STI. Only 18.7 percent stated that they had training in HIV/AIDS. 50 percent of those who had the training confirmed that their employers organized workshops for them while the other 50 percent claimed that they attended workshops on their own to acquire knowledge on the disease. The two District Directors of Education asserted that the districts have not been able to frequently organize in-service training on HIV/AIDS because of inadequate financial resources and sponsors. According to them the directorates have been able to organize few workshops for SHS teachers to sensitize them on HIV/AIDS pandemic. Nonetheless, the heads of the institutions confirmed that resource persons from within and outside the districts occasionally visit the schools to counsel teachers and students on the diseases. This further explains why both students and teachers are aware of the causes, mode of transmission and prevention of the disease.

Ahafo Ano North and South Districts have no District Committees on HIV/AIDS as envisaged by ESP but they have well couched programmes for students of SHS within their areas of jurisdiction.

According to the District Education Directorate of Ahafo-Ano south, activities of the district on AIDS concentrate on periodic blood testing, donation and counselling on the disease. It does this with the assistance of the district health directorate. The Ahafo-Ano North on the other hand focuses on awareness creation, mode of transmission and prevention of HIV/AIDS in the Second-Cycle Institutions. The programmes of the 2 districts if maintained and implemented will continue to sensitize the students on causes and dangers of the menace.

The ESP has identified that formation of HIV/AIDS Clubs among students and the involvement of teachers with health background in the school administration could serve as a vehicle for reducing and halting the incidence of the disease among the students in the Second-Cycle Institutions. Below were the responses obtained from students about the existence of peer educators clubs in the schools.

Table 5.14: Presence of Student Club on HIV/AIDS/STI

Responses	Mabang SHS		Tepa SHS		Mankranso SHS		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Yes	0	0	4	2.2	0	0	4	1.1
No	84	100.0	165	97.8	109	100.0	358	98.9
Total	36	100.0	169	100.0	109	100.0	**362**	**100.0**

Source: Field Survey March, 2009

It is evident from the Table 5.13 that only 4 students (1.1 percent) asserted that HIV/AIDS clubs exist in their school. Those students could not elucidate further the activities and responsibilities of the club in the school. This buttresses the fact that none of the schools has a Peer Group Club on HIV/AIDS for students. The reason for the absence of the club in the schools is that, prominence is given to the formation of Associations, engineered by the teachers of the schools, like religious groupings, drama clubs, debating clubs among other at the expense of HIV/AIDS Clubs. The presence of different Associations in the schools is a pointer to the fact that, students will embrace the HIV/AIDS clubs when given the motivation to do so by the leadership of the school.

Interactions with the Headmasters of the institutions and the teachers brought to the fore that, none of the schools has a teacher specifically trained to handle health and health related clubs in the institutions as envisaged by ESP.

5.6 Challenges of Quality Education in SHS

Despite the efforts and strategies adopted by the Ghana government to achieve the objectives of quality education in the second cycle institutions, there are still some inhibiting factors militating against those measures. The study identified the under listed elements as the hindrances to improvement of quality education in the schools surveyed.

♦ Relative to the number of classes and teachers available in the schools, the number of students in a class is very large. In Tepa SHS, the average number of students in a class is 65 while Mankranso and Mabang SHS have 50 and 43 students respectively. By the standard of Ghana Education Service, the average class size should not exceed 40 students. The

implications of the class size could be difficulties in controlling students during lessons, identifying their individual strengths and weaknesses and giving them special attention. It also overburdens the understaffed teachers in the three schools in terms of giving out and marking of students' assignments.

♦ Lateness to school by teachers and students. The headmasters and some section of students emphasised that lateness to school by students and teachers is rampant especially among non-resident teachers and day students. The non-resident teachers use the distance that they have to cover everyday to school as an excuse for reporting late. In the case of Mabang, 12 of the teachers stay in Tepa (a distance of 4.8 km miles from the school) while 9 of the teachers in Mankranso stay in Kumasi (a distance of 28.8 km from the school). Interactions with 4 of the 6 day students who perpetually absent themselves from school revealed that their engagement in farming activities by their parents to mobilize funds for their school fees is the main cause of their lateness and absenteeism. Part of the instructional period is wasted because of teachers' lateness to schools.

♦ Lack of maintenance culture. The schools have not put in reliable mechanisms in place to regularly maintain their equipments. For over 10 years, the school buildings have not been renovated to keep them in proper condition and to expand their life span. There are also broken down computers with minor electrical faults which could be repaired to put them in use. Mabang SHS has 23 of its 30 computers in good condition while only 54 and 17 computers in Tepa and Mankranso SHS respectively are in good condition. Comparing the number of computers that are in good condition to the average class size of 65 for Tepa, 50 for Mankranso and 43 for Mabang, it could be concluded that on the average students in a class cannot have access to a computer each during their practical demonstrations. This situation has put severe pressure on the few existing ones by both teachers and students.

♦ Inability of students to pay school fees on time. According to the headmasters, they routinely sack students who have not made full payment of their fees to avoid huge accumulation of arrears. The sacking of students for school fees leads to disruptions of classes and scheme of work planned by teachers. Teachers sometimes have to suspend classes when more than half

of the school/classes are sent home for fees. If they do not suspend classes, they have to repeat lessons when they get the full complement of the students.

♦ Supervision in the schools is not intensive. Reports obtained from the district directors of the two districts and the headmasters and teachers of the school indicate that proper measures have not been put in place to facilitate external supervision of the schools. According to the district directors, SHS in the districts are monitored and evaluated by the regional office in terms of postings, work supervision and transfer of teachers. The headmasters confirmed that inspectors from the regional office do not frequent the schools for work inspections. They sometimes visit the schools once a year.

♦ None of the districts has a resource centre for training of teachers to enhance their academic and professional competence. The Ahafo Ano North District Director of Education stated lack of permanent structure for training of teachers as the main reason for not organizing In-Service Training for teachers. The Ahafo Ano South District Director of Education said his directorate is unable to run training for teachers regularly in the district because organizing the programmes in selected schools disrupts contact and instructional hours. He stated that his outfit is now considering the option of organizing training for teachers during week ends and holidays.
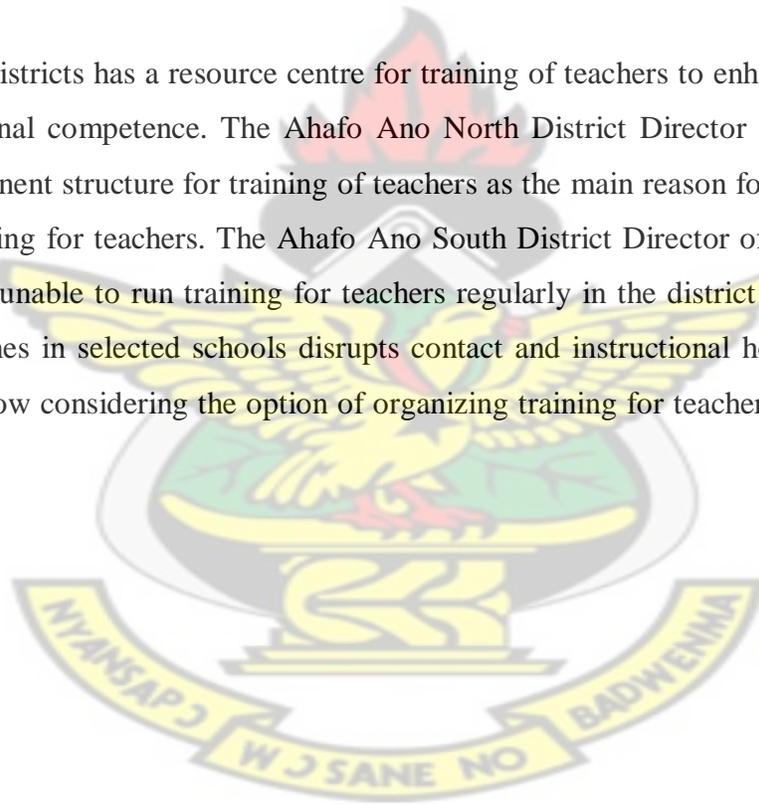
CHAPTER SIX

SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

This chapter highlights a summary of the key findings of the study that boarder on quality teaching and learning, promotion of good health and environmental sanitation and identification of programmes that prevent HIV/AIDS in SHS. It states the challenges and provides recommendations on how quality education in the SHS can be improved.

6.2 Summary of Key Findings of the Study:

6.2.1 Quality Teaching and Learning

The study revealed that the central government has been the sole supplier of textbooks to the SHS yet the target student textbook ratio of 1:1 has not been achieved. The average textbook-student ratio was approximately 1:4 and it is an improvement over 1:6 before introduction of ESP. The inadequate number of textbooks in the three public SHS was not a unique finding as Duncan-Adanusa (2006) and Ghana Education Service (2010a) disclosed that inadequate textbooks is a general problem in Ghanaian schools. Relating the number of textbooks to the performance of students in examinations, the study concluded that insufficient textbooks in the schools were a major factor for the poor performance in external examination. This claim is confirmed by Hanushek and Wobmann (2007) and Adeyemi (2010) who maintained that schools without sufficient textbooks and learning resources perform poorly in academic spheres.

Though all the three SHS have libraries, none had internet connection and adequate number of referencing materials. About 73 percent of the students complained of insufficient stock of books in the libraries which was attributed to the lack of restocking exercises coupled with increasing enrolment in the schools. The lack of internet access in the libraries reveals that the ESP target of providing access to the internet and establishing a networking system as a basic part of the instructional environment in secondary schools, has not been achieved, six year after the deadline (which was 2004) has elapsed.

The ESP aimed to provide 75 percent of the SHS in Ghana with well-furnished computer laboratories by 2012. The study revealed that specific to the three SHS, the objective is far from being effective. The study identified that Mabang SHS has only 17 functioning desktop computers to serve 867 students. Tepa SHS had 54 desktop computers and Mankranso SHS 17 desktop computers to serve their respective student populations of 1748 and 1126. A probe revealed that all the computers in the three SHS were provided by the PTA. The computer laboratories did not have internet access.

It was found out from the study that one science resource centre has been established by Government of Ghana at Tepa SHS in 1998 to serve a cluster of SHS including Mankranso and Mabang SHS. However, due to long distance to travel, means of transport and insufficient time, Mankranso and Mabang SHS are unable to make good use of it. A class in Mankranso SHS having science demonstrations has to travel a distance of 52.8 km to Tepa where the science resource centre is situated. Mabang SHS has no means of transport to convey it students to the science resource centre. This finding supports the Ghana Education Service survey finding that buses which were provided to serve the cluster of schools using the Resource facilities are now difficult to operate owing to high fuel consumption and maintenance cost. Currently, the buses have stopped picking students from the clusters to the Science Resource Centres owing to high maintenance costs which are being borne only by the schools where the Centres are located (GES, 2010a, p. 63).

The research has identified the average teacher-student ratio to be 1:26 which is higher than the standard of 1:20. Tepa SHS had a teacher-student ratio of 1:23 while Mabang and Mankranso SHS had teacher-student ratio of 1:28 each. Mankranso, Tepa and Mabang SHS need 16, 12 and 10 teachers respectively in order to address the shortage of teaching staff. This implies that instructional time and effective tuition may be affected as there is pressure on the teaching staff.

The study also revealed that the proportion of trained teachers in the three SHS is more that the non-professional teachers. Mabang SHS had 66.6 percent professional teachers. In Tepa SHS only 9 percent of the teaching staff are non-professionals while Mankranso SHS has 80 percent professionals. The high level of professional teachers in the schools is associated with the

government's introduction of new policies (Distance Learning, Sandwich) to complement the existing study leave for teachers.

The study revealed that several motivational packages are available for SHS teachers. These include subsidized accommodation, responsibility allowances and extra-classes benefits among others. About 58.9 percent of the teaching staff are beneficiaries of the extra classes' packages. Allowances are enjoyed by 32.7 percent of the teachers. Subsidized accommodation is enjoyed by only 8.4 percent of the teachers. Another finding of the research is that teachers are not satisfied with the Responsibility Allowance of GH1.00 given to class teacher and GH40.00 paid as Car Maintenance Allowance. None of the teachers expressed satisfaction on the teachers' motivational packages. Duncan-Adanusa (2006) identified low number of well-motivated and committed teachers as one of the challenges affecting quality secondary education in Ghana.

The research pointed out that Guidance and Counselling Units or Carrier Counselling Units exist in the schools but they are not popular among the students. Only 47 percent of the students are aware of their presence in the institutions and appear before them. As many as 53 percent students are unaware of their existence. Those who appeared before the units are unwilling to appear there again for lack of confidence they expressed in the units to maintain secrecy. The availability of the guidance and counselling units in the schools is an indication that the ESP target of establishing guidance and counselling units in public SHS has been achieved.

The survey unearthed that the language policy of SHS has been reviewed to include the study of French and Ghanaian language aside English language. However, the use of English as the official medium of communication and instruction in the SHS has not gained firm roots. Only 21.5 percent of the students use English language in their interaction with one another. Further, 27.4 percent use English and Ghanaian languages and 51.1 percent frequently communicate in Ghanaian language alone. The failure of the policy to prevail in the schools is attributed to laxity of the school authorities to implement the policy to the fullest and thus challenges the effectiveness of the ESP objective of effectively developing a language policy in public SHS.

6.3 Promotion of Programmes to Prevent HIV

The study has disclosed that modest successes have been achieved in the areas of HIV/AIDS, health, sanitation and environment. Not a single school surveyed has introduced the teaching of HIV/AIDS as a subject in any of the programmes that it offers for students. Acquisition of knowledge on the disease is fused into other subject areas. Equally, teachers were not given tuition in HIV/AIDS during their training sessions as professional teachers. In another vein, the appointing authorities of teachers have not done much to establish training centres or organize workshops for the training of teachers in HIV/AIDS in the district. Only 18.7 percent of the teachers voluntarily attended workshop on HIV/AIDS ever since they were appointed employees in the public Second-Cycle Institutions. Continuously no school has a trained teacher in health matters and peer group clubs to educate students on HIV/AIDS as 98.9 percent of the student respondents gave negative responses about the presence of the club. Significantly, the Ahafo-Ano North and South district education offices have been able to come out with programmes that made students not only know their HIV/AIDS status but also conscious of the reality of the disease. The programmes cover areas like mode of transmission, prevention, blood screening and counselling on HIV/AIDS and other sexually transmitted diseases.

6.4 Promotion of Good Health and Environmental Sanitation in schools

In the area of provision of potable water to the schools, there has been positive development. There are reliable sources of water supply to the schools. Apart from Mankranso whose source of water supply is a borehole only, the other two schools surveyed have both boreholes and pipe-borne as their water supply sources. By implication and with specific reference to the three SHS, the Government's objective of providing potable water to schools by 2015 has been achieved five years to the deadline.

Nevertheless, sanitation in the schools as has been identified from the study is not the best. As many as 49.6 of the students claimed that they queue for the usage of urinals and toilets because those facilities in the institutions have smaller capacities.

6.5 Recommendations

The following recommendations have come out as a way of dealing with or minimising factors that militate against the attainment of quality education in Ghanaian public Senior High Schools:

- The problems of insufficient textbooks in SHS can be solved or drastically reduced when government gives tax waiver to local publishing industries that produce books for the SHS. This could encourage publishers to increase their production for the schools and may even entice other people into publishing investment for SHS.

- The District Assemblies should prioritize the provision of libraries, TLM and infrastructure expansion for SHS in their areas of jurisdictions. They should factor them into their medium term development plans. The central government should increase its budgetary allocation for SHS in order to give enough facilities to schools, motivation to teachers and attract competent personnel into the teaching profession

- Parents and Teachers Associations should not overly concentrate on the provision of infrastructure in the schools but rather spend part of their resources in securing textbooks to stock the school libraries. Quite apart from that the teachers should be encouraged by Ghana Education Service (G.E.S) to use syllabi to publish books in their areas of competence to supplement the few textbooks available in schools. The number of publications made by teachers should be used as part of prerequisites for giving them promotion in the teaching profession.

- The various District Assemblies should extend their sponsoring packages for teachers in training institutions to the SHS so that on completion, they can come back to the SHS in the district to teach. This will go along way to support the effort of central government in training and posting of personnel to schools to address problem of shortage of teachers in SHS. On the issues of upgrading and development of Teachers, the central and local governments should absorb the school fees of teachers on distance learning and sandwich programmes or drastically subsidize it to attract more teachers especially the non-professional ones, to pursue further studies through that media. Further more, the Ministry of Education and district assemblies should pull their resources together to establish training

centres in the districts to offer frequent orientations to teachers to upgrade themselves or make them conversant with new developments in the teaching profession.

♦ On the supervision of SHS, District Education Offices (DEOs) which are closer to the schools in their areas of jurisdictions should be tasked to make regular visits to the SHS in order to check absenteeism among teachers and students. Inspectorate Division of both Regional and District Education Offices should be adequately staffed and provided with necessary logistics so as to frequent the schools for supervision. Also, the independent inspectorate division envisaged in the 2004 educational reform should be created by Ministry of Education in the various districts in the country to monitor performances of district education offices and schools in the country.

♦ Teachers should motivate their students to speak English in SHS by using the medium in their communication and instructions. In an attempt to also promote the speaking of French as a second language, French teachers should be trained and posted to schools. Government should sponsor teachers who are willing to further their education in French and return to the classrooms or the education sector after their programmes.

♦ District Assemblies, District Education Offices and Ghana AIDS Commission should pull their resources together to form HIV/AIDS clubs at the district and school levels. The preoccupation of the clubs should be sensitization on the menace, mode of transmission, effects and counselling in HIV/AIDS and other sexually transmitted diseases. Further more, HIV/AIDS should be introduced as a subject in schools and specialist in the area tasked to teach it.

6.6 Conclusion

The study has confirmed that Ghana's policy on quality education is multi-faceted and its goals directly related to SHS are centred on quality teaching and learning, promotion of good health and environmental sanitation as well as prevention of HIV/AIDS. However, the realization of these policy goals are challenged by shortage of professional teachers, teaching and learning materials, low motivation of teachers, unpopularity of guidance and counselling coordinating units and lack of intensive supervision particularly in the Ahafo-Ano North and South districts.

Some successes have been made in the execution of the policy except in the areas of training of teachers for the management of health affairs in the schools, teaching of HIV/ AIDS as a subject and the formation of peer group clubs on HIV/AIDS. An objective that has seen tremendous improvement is the provision of potable water. In all the schools surveyed, water is in abundance and in regular supply.

The degree of successes attained in the implementation of the policy has not significantly impacted on students' performance in external examinations. Since the introduction of the policy, the average academic achievements of the schools have fallen below 60 percent.

The research reveals that the curricula of the SHS surveyed contain series of activities that that aim at achieving the goals and objectives of quality education as prescribed by ESP. This implies that the curricula of the schools are consistent with Ghana's policy on quality education. Necessary measures therefore, need to be put in place to overcome the challenges identified in the study in order to achieve to the fullest the objectives and goals of the policy in SHS.
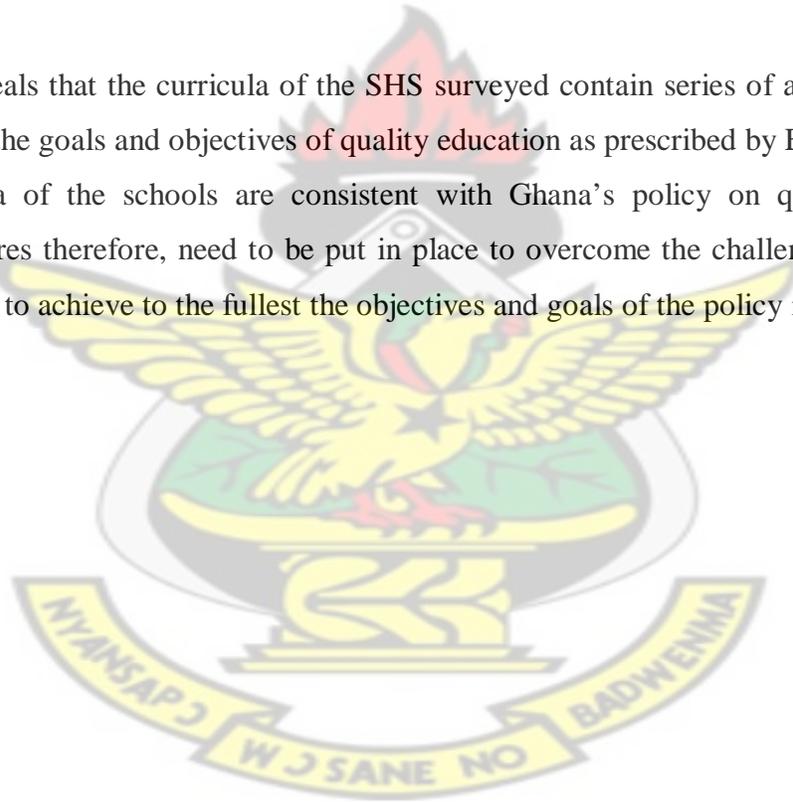
References

AANDA (2006). Ghana Ashanti Region,

http:// www.ghanadistricts.1on1/ahafoanonorth/?arrow=dnd&_=12, p.1

Adams, D. (2000). *Education and National Development: Priorities, Policies and Planning*. Education in Developing Asia, vol. 1. Asia Development Bank and Comparative Education Research Centre, The University of Hong Kong.

Adams, D. K. (1977*). Development Education. Comparative Education Review*. Vol. 21 Nos. 2 and 3 June/October 1977 pp 296-310.

Addae-Boahene, A. (2007). Ghana: Aid Effectiveness and the Education Sector: Implications for Civil Society, Alliance 2015 Report, p.22, http://www.alliance2015.org. 20/5/10.

Adeyemi, T.O (2010). *The School Library and Students' Learning Outcomes in Secondary* Schools in Ekiti State, Nigeria, Asian Journal of Business Management 2(1): 1-8, 2010. Retrieved April 20th, 2010, from ISNN

 African Recovery, (1998). Part of Country's Focus Ghana, vol. II #3, p.6

Akyeampong, A.K . (2002). *Vocationalization of Secondary Education in Ghana, a Case Study Prepared for Regional Vocational Skills Development Review Human Development Africa Region World Bank,* p.8-9.

Akyeampong K. (n.d). *Educational Expansion and Access in Ghana: A Review of 50 Years of Challenge and Progress,* University of Sussex, U.K, pp.1-8.

Ankomah, Y., Koomson, J., Bosu, R. & Oduro, G K.T. (2005). I*mplementing Quality Education in Low Income Countries .University of Cape Coast–Ghana. Institute for Educational Planning and Administration. p.14*

Babalola, J.B. (2003) *Budget Preparation and Expenditure Control in Education.* In Babalola J.B. (ed) Basic Text in Educational Planning. Ibadan Awemark Industrial Printers.

Babatunde, M.A. and Adefabi, R.A. (2005). *Long Run Relationship between Education and Economic Growth in Nigeria: Evidence from the Johansen's Cointegration Approach,* a paper presented at the Regional Conference on Education in West Africa: Constraints and Opportunities Dakar, Senegal, November 1st - 2nd, 2005. Cornell University / CREA / Ministèrede l'Education du Sénégal. p.10

Blondal, S. S., Field, N. Girouard & Wagner A (2001), "Investment in human capital through post-compulsory education and training: Selected efficiency and equity aspects", OECD Economics Department Working Papers (forthcoming).

Brennen, A. M. (n.d), Centralization Versus Decentralization,

http://www.soencuragement.org/centralizationvrsdecentralization, 17/3/10.

Carnoy, M. (1999), Globalization and Educational reform: what planners need to know?
Published in the series: Fundamental of Educational Planning, UNESCO, Paris, p.83-84

Chapman, D. and Adam, D (2002), *The Quality Education: Dimensions and Strategies, Education in Developing Asia, volume 5,* ADB, Manila, Philippines, p.2-52.

Coombs, P. (1973), New paths to learning for rural children and youth. New York, NY:
International Council for Educational Development, p. 11.

Commission of the European Communities (1996), *The Final Proposal for Council Decision granting a community guarantee to the European Investment Bank*, Brussels, Belgium, p.55.

Darko-Ampem, K. (2002). *Publishing for Secondary Education in Ghana*: A
Policy Review.in BPN Newsletter Issue No 31, November 2002 .

Duncan-Adanusa, I. (2006). The Challenges in Secondary Education in Africa and the Role of
Development Agencies, NGOs and Teacher Unions. A presentation made during the launch of the Seminar for Norwegian Post-Primary Education Fund: Oslo – September 14, 2006.

Eyiah, J.K, 2004, 'Brief History of State Education in Ghana, Ghana, p.1

Fingerland, A. & Saha L.J. (1997). Education and National Development. New Delhi. Reed
Educational and Professional Publishing Ltd.

Frankfort-Nachmias, C. and D. Nachmias (1996); *"Research Methods in Social Science",* 5th
Edition, New York, St Martins Press Inc.

United State University Directory (n.d). Ghana-History and Background. Accessed from
http://education.stateuniversity.com/pages/529/Ghana-HISTORY-
BACKGROUND.html">Ghana - History Background date accessed June, 2011>

Gilmore W. (1999), Education and Human Capital in the New Economy,
http://www.wkkf.org/Journal/J_9-1/SideBars-DevHumanCap.htm, 15/2/10, p.1-2.

Government of Ghana (2002), *Meeting the Challenges of Education in the Twenty First Century*,
Report of the President's Committee on Review of Education Reforms in Ghana, October 2002, Accra, Ghana, p.49-66.

Government of Ghana, (2004), *The Development of Education National Report of Ghana,* a
Paper presented by the Basic Education Division of the Ghana Education Service at the
47th Session of the International Conference of Education, Geneva, p.1-26.

GOG (2006), *Improving the Education Sector in Ghana's Development Agenda, Paper
Presented by the Hon. Deputy Minister of Education, Science and Sports (Hon. Mrs
Angelina Baiden-Amissah) at the Study Tour of Asia by African Ministers of Education*,
P.7.

Graham, C. K (1976),The History of Education in Ghana, Ghana Publishing Corporation, Tema,
Ghana, p.72-75.

Hanushek E.A and Woßmann L. (2007), Education Quality and Economic Growth, the
International Bank for Reconstruction and Development, the World Bank 1818 H Street
NW, Washington DC 20433, p.3-16, p.83-84.

Harris, A. (1996). *The role of assessment in the rhythms of reform.* Paper presented at
the per-conference session of the Annual Meeting of the Comparative and International
Education Society, Williamsburg, Virginia, March, 1996.

Heneveld, W. 1994. *Planning and Monitoring the Quality of Primary Education
in Sub-Saharan Africa.* AFTHR Technical Note No. 14, Human Resources and Poverty Division.
Washington, DC: World Bank.

Hewlett Foundation, (2008), *The Quality Education in Developing Countries Initiative, Grant
making Strategy,* p.1-4.

Higgins K. 92009), Regional Inequality and Secondary Education in Ghana, Policy Brief No. 1,
prepared for the World Department Report, pp.4-5.

Horn, R. 1992. *The Fundamental Quality Level Indicator System for Primary Schools.*
Draft Memorandum, US Agency for International Development (USAID). Washington,
DC: Bureau for Africa.

Jansen, D. J. (1995*). Effective schools? Comparative Education, 31* (2), p.195.

Kleis, J., Lang, L., Mietus, J.R. & Tiapula, F.T.S. (1973), Towards a contextual definition of
nonformal education. Nonformal education discussion papers, East Lansing, MI:
Michigan State University, p 3-6.

Kumar, R. (1999). Research Methodology: A Step by Step Guide for Beginners.
Australia, Addison Wesley Longman, Australia Ply Limited: p.105

Kumekpor, T.K.B. (2002). Research Methods and Techniques of Social Research, Accra,
SunLife Publication.

Lockheed, M and Verspoor, A (1991), *Improving Primary Education in the Developing Countries*, World Bank, Washington, p.57.

Mangesi, K (2007) *Survey of ICT and Education in Africa: Ghana Country Report, ICT in Education in Ghana*, www.infodev.org, 11/5/10, p.2-4

McKinsey and Company (2007), How the World's Best-Performing School Systems Come Out on Top, http:// www.michael_barber@mckinsey.com, 25/5/10.

McWilliam H.O.A. & Kwamena-Poh, M.A. (1975) The Development of Education in Ghana. London: Longman, p94.

Mettle-Nuonoo, R. & Hilditck, L. (2000). *Donor Participation in the Education Sector in Ghana.* Published by Action Aid in January, 2000: p.8.

Miller, R (2000), Education and Economic Growth, From the 19th to the 20th Century, CISCO, USA, p.6-8.

Miske, S., Dowd, A., et al. (1998). *Teaching and learning in Mangochi classrooms: Combining quantitative and qualitative information to study twelve primary schools in Malawi.* Evaluation study conducted for the United States Agency for International Development by Creative Associates International, Washington, D.C.

Mfum-Mensah, O (2003). *Computers in Ghanaian Secondary Schools: Where does equality come in? Ontario Institute for Studies in Education University of Toronto,* p.40-44

Miller, R. L. and J. D. Brewer, (2003) A – Z of Social Research: SAGE Publication Limited, London.

Ministry of Education (2003), Education Strategic Plan 2003-2015, Vol. 1, Policies, Targets and Strategies, pp.7-28.

Ministry of Education and Sports (2005) Ghana Preliminary Education Sector Performance Report 2005, Accra, p.39.

Ministry of Education Science and Sports (2008), Education Sector Performance Report, Ghana, p 79.

Ministry of Local Government and Rural Development (2006). Ghana District- A Repository of all Districts in the Republic of Ghana, http:// www.ghanadistricts.gov.gh/pdfs/ahafoanonorth , p.1

Ministry of Local Government Rural Development (2006), Ghana District- A Repository of all Districts in the Republic of Ghana, http:// www.ghanadistricts.gov.gh/pdfs/ahafoanosouthth , p.1

National Development Planning Commission (2003). Ghana Poverty Reduction Strategy

(2003-2005). An Agenda for Growth and Prosperity, Volume I: Analysis and Policy statement. February 19, 2003

National Development Planning Commission (2003). Ghana Poverty Reduction Strategy (2006-2009). An Agenda for Growth and Prosperity, Volume II: Analysis and Policy statement. November, 2003.

Oxaal, Z (1997), Education and Poverty: A Gender Analysis Report prepared for the Gender Equality Unit, Swedish International Development Cooperation Agency (Sida), Institute of Development Studies ISBN 1 85864 346 5, UK, p.3-10

Owu-Ewie, C (2006) *The Language Policy of Education in Ghana: A Critical Look at the English-Only Language Policy of Education. In Selected Proceedings of the 35th Annual Conference on African Linguistics, ed John Mugane et al., 76-85. Somerville, MA: Cascadilla Proceedings Project, P.77-78.*

Peter, L.J (2002), *Teacher's Mind Resources, Meaning of Education*, http://www.teachersmid.com/educatio.htm, 20/3/10, p.1

Psacharopoulous, G. & Woodhall M. (1997). *Education for Development*: An Analysis of Investment Choice. New York Oxford Printing Press.

Quist H.O (2003), *Secondary Education –A" Tool for National Development in Ghana. A Critical Appraisal of the Post-Colonial Context.* African Development, vol. III, No 3 & 4, p.188-191

Rosado C. (2000), The Meaning of Education or Why Do We Do What We Do? http://www.rosado.net. 20/3/10. p.5

Sahlberg, P (2009), A short history of educational reform in Finland, http:// www.pasi.sahlberg@helsinki.fi, 1/2/10, p.29.

Schultz, T.W. (1971). Investment in Human Capital. New York. The Free Press.

Sekyere, E.A (2009), *Teacher Guide on Tropical Issues for Promotion and Selection Interviews*, Cita Printing Press, Kumasi, p.81.

Smith, A. (1976). An Inquiry into the Nature and Causes of Wealth of Nations. Chicago. University of Chicago Press.

Taylor, Q (2009), Achimota College/ Achimota School (1924), http://www.blackpast.org/?q=gah/achimota-college-achimota-school-1924, 17/5/10, p.1

Thomson, A.R. (1981). Education and Development in Africa. New York. St Martins Press.

Todaro, M.P & Smith S.C (2009), Economic Development, Tenth Edition, USA. Pearson
Education Limited. p.372

US Directory (2010). Ghana-History and Background,
http://education.stateuniversity.com/pages/529/Ghana-HISTORY-

USAID (2003), Approaching Education from a Good Governance Perspective, USAID,
Washington, D.C, p.4-5

UNESCO (1996), Report to UNESCO of International Commission on Education for the
Twenty-First Century, Paris, France, p.2

UNESCO (2005). Global Monitoring Report, New York, USA, p.28-36

UNICEF (2000), Defining Quality in Education, *A paper presented by UNICEF at a meeting of*
International Working Group on Education, Florence, Italy, p17-18.

Watkins K. (2000), the Education Report, Oxfam, England, (15 - 1030)

World Bank (2007) At the Crossroads: *Choices for Secondary Education*
Development and Training in Sub-Sahara Africa. SEIA Conference Edition: Africa
Human Development Series, Washington DC: World Bank: p.9

World Economic Forum (2005), Women's Empowerment: Measuring the Global gender Gap,
www.weforum.org, 20/3/10, p.5.
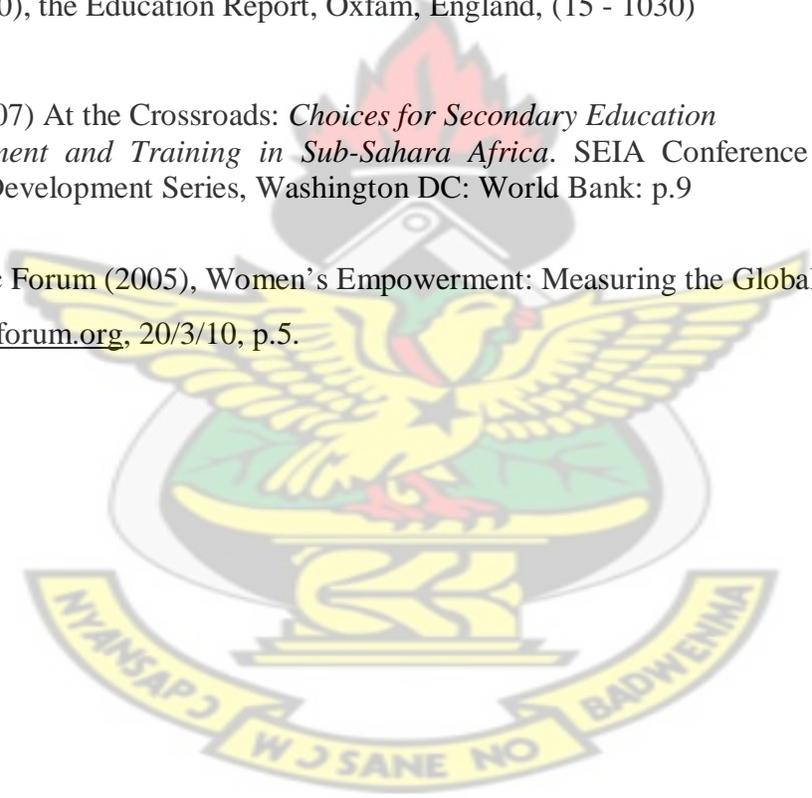
APPENDICES

APPENDIX 1

DEPARTMENT OF PLANNINING

COLLEGE OF ARCHITECTURE AND PLANNING

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI

RESEARCH TOPIC:

AN ASSESSMENT OF GHANA'S POLICY ON QUALITY EDUCATION IN THE PUBLC
SENIOR HIGH SCHOOLS: A CASE STUDY OF TWO SELECTED DISTRICTS IN GHANA

QUESTIONNAIRE FOR DISTRICT DIRECTORS OF EDUCATION

NAME OF INSTITUTION

…………………………………………………………………………………………

Region…………………………… District……………………………….

YEAR OF ESTABLLISHMENT: ………………………………………..

Improvement of Quality of Teaching and Learning Materials

Teaching and Learning Materials

1. Does the District Education office (DEO) supply some amount of Teaching and Learning
   Material (TLM) to SHS in the district? a. Yes   b. No volume

2. If Yes to (1), please tick appropriately the TLM supplied to the SHS in the district using the
   table below:

TLM	Supplies		Volume	
	Core	Elective	Adequate	**inadequate**
Textbook				
Exerc. books				
Stationary				
Computers				
Others (specify)				

3. What is the expected student – textbook ratio for SHS?

…………………………………………………………

4 How frequent are the TLM supplied to the schools? (Please observe)

…………………………………………………………………………………………

………………………………………………………………………………

5 Are there guidelines for the maintenance and usage of the books in SHS?

   a. Yes b. No

6 If Yes to (9), briefly state the guidelines.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

7 Is the DEO concerned about HIV/AIDS/STI issues in the SHS? a. Yes   b. No

8 If Yes to (7), how does it carried out in SHS?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………….

9 Are there resource centres for the training of teachers in the district?

10 Does the district have a public library? a. Yes   b. No

11 If yes, what is the capacity of the library?

....

....

12 Is the library resourced with computers and other communication facilities?

   a. Yes b. No

Teacher Preparation, Upgrading and Deployment

21. What is the total number of teachers in the school? …………………

22. What proportions of the teachers are professional and non professional?................................

23. What kind of arrangements are put in place in the district or by government for teachers especially the non professional one to upgrade their skills and knowledge?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

…………………………………………………………………

25. What motivational packages are available for teachers in SHS?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

…………………………………………………………………………

25. Are the packages adequate? a. Yes   b. No

Why?...

....

....

27. How does DEO assist SHS in the postings and transfers of teachers?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

…………………………………………………………………………………………

28. Does the DEO supervise teachers and students at the SHS level? a. Yes   b. No

29. What are the effects of DEO supervision, monitoring and monitoring on SHS?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

……………………………………………………………………………………

30. What are the constraints of the inspectorate division of the directorate?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Relevance of the Curriculum

31. Is the office involved in the preparation of curriculum for SHS in the country?

   a. Yes   b. No

32. If yes to (31), how relevant are the contributions of the office to the development of the SHS?

………………………………………………………………………………………………

………………………………………………………………………………………………

33. Is there a Guidance and Counselling Unit in the District Education Office (DEO)?

a. Yes b. No

34. If yes to (33), how is the impact of the Unit felt on students and Teachers of the SHS in your district?

………………………………………………………………………………………………

………………………………………………………………………………………………

35. Are teachers in the district, particularly those in the SHS given orientations courses on the content and relevance of the school curriculum?   a. Yes   b. No

36. If Yes to (35), how frequent are such orientations?

………………………………………………………………………………………………

…………………………………………………………………………………….

Performance of Students in Examinations

37. Briefly describe the performance of SHS in the schools

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………….

38. Please, provide statistics on the performance of students (of SHS) in the district for the years stated in the table below:

Academic Year	Number of students presented	Percentage passed
2004/2005		
2005/2006		
2006/2007		
2007/2008		
2008/2009		
2009/2010		

39. If there are failures in the examinations, what are the causes?

……

……

……………………………………………………………………………………………….

………………………………………………………………………………………………………

40. What has the DEO done to resolve the shortfalls in examination results?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………………………………………………………………………………………………………......

....

41. What is the official teacher student ratio for SHS? ………………………………….

Medium of Communication and Instruction

42. What is the medium of communication and instruction for SHS students?

……………………………………………………………………………………………………

………………………………………………………………………………………….

43. What is the rational and effect of the language policy on students' academic performance?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

44. What is the average number of students per class for SHS? ....

Health, Environmental Sanitation and Hygiene Issues

45. Does your office have a programme or programmes that touch on Health, Hygiene and Environmental Sanitation in the schools?a. Yes   b. No

46. If Yes to (45), please state the name of the programme(s).

……………………………………………………………………………………………

47. How is/are the programme impacted on the second-cycle institutions in the district?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………
…………………………………………………………………

48. Please, tick to indicate the presence, conditions, and quantity of facilities provided for SHS in the table below:

	Condition				Quantity		
Facility	V. good	Good	V. poor	Poor	Adequate	inadequate	Not Available
Urine							
Toilets							
First Aid Box							
Dust bins							

49. Briefly give your general comments on health, environmental sanitation and hygiene in SHS.

....
....
....
....

50. What measures are taken to manage the challenges?

………
………
………
…………………………………………………………………………………………

51. Is there any other useful information that this questionnaire has not addressed?

………
………
…………………………………………………………………………………

THANK YOU VERY MUCH FOR YOUR TIME

APPENDIX 2

QUESTIONNAIRE FOR HEADMASTERS

Brief history of the school

3. When was this school established? ………………………………

4. How many students did the school start with   Male ……… Females …

Improvement of Quality of Teaching and Learning Materials

Textbooks Availability

5. please indicate the number of Textbooks available for both teachers and students

    (according to programmes offered) in the school:

Programme	No. of students	Textbooks Available		No. of Teachers	Textbooks Available	
		Core	Elective		Core	Elective

6. What is the student – textbook ratio? ....

7. How does the school acquire the textbooks?

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

8. What procedures do students follow to acquire the textbooks and other learning aids for their studies?

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

9. What is the state/condition of the textbooks? (Please observe)

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

10. Are there guidelines for the maintenance and usage of the books? a. Yes   b. No

11. If Yes to (9), briefly state the guidelines

   Teaching and Learning Aids

12. Does the school have a library? a. Yes   b. No

13. If yes, what is the capacity of the library? ……………. …………………………………..

14. Is the library resourced with computers and other communication facilities? a. Yes   b. No (indicate the facilities and their quantities)

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

15. What roles do the Community and Faith Based Organizations, District Assembly as Well as NGOs play in the development of the library?

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

16. Does the school have a computer laboratory? …………………………….

17. If yes, how many computers have been installed? …………………………

18. How many hours does a class have in learning computer in a week? …………

19. How adequate are the computers in the training of students? ……………..

20. Please, give reasons for your answer in question 16.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………..

21. How did the school acquire the computers?

....

....

....

Teacher Preparation, Upgrading and Deployment

21. What is the total number of teachers in the school? …………………

22. What proportions of the teachers are professional and non professional?...............................

23. What kind of arrangements are put in place in the district or by government for teachers especially the non professional one to upgrade their skills?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

25. What motivational packages are available for teachers in the school?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

25. Are the packages adequate? …………………   Why?

....

....

....

27. How frequent are teachers transferred to/from the school when the need arises?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

28. What supervisory role(s) have been institutionalized to promote efficiency and effectiveness among teachers in the school?

……………………………………………………………………………………………

……………………………………………………………………………………………

Relevance of the Curriculum

29. Is the school and its stakeholders involved in the preparation of curriculum for SHS in the country?.......................

30. If yes to (29), how relevant are the contributions of the school to the development of the curriculum?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

31. Are carrier counselling provided to the student before deciding on their choices of programmes? a. Yes   b. No

32. If yes to (31), what is the impact of the counselling on students' academic and entrepreneur skills?

……………………………………………………………………………………………

……………………………………………………………………………………………

33. How are teachers given orientation on the content and relevance of the school curriculum

……………………………………………………………………………………………

……………………………………………………………………………………………

Performance of Students in Examinations

34. Briefly describe the nature of internal assessments of students in the school

……

……

35. For the past six years, how has the school performed in external examinations?

Academic Year	Number of students presented	Percentage passed
2004/2005		
2005/2006		
2006/2007		
2007/2008		
2008/2009		
2009/2010		

36. If there are failures in the examinations, what are the causes?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

37. What has the school administration done to resolve the problems?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Medium of Communication and Instruction

38. What is the medium of communication frequently used by students on campus?

………………………………………………………………………………………………………

39. What is the effect of the language on students' academic performance?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

40. How many classrooms does each programme have and the number of students enrolled?

Programme	No. of Classrooms available	Number of Students		
		Males	Females	Total
General Arts				
General Science				
Agric. Science				
Technical				

Visual Arts				
Business				
Other, specify				

41. What is the average number of students per class? ....

Health, Environmental Sanitation and Hygiene Issues

42. What facilities and measures are put in place to ensure improved Health, Hygiene and Sanitation conditions in the school?

…………………………………………………………………………………………

…………………………………………………………………………………………

43. Are the facilities sufficient for the school population? ……………….. Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

44. What are the sources of water supplied to the school if any?

…………………………………………………………………………………………

…………………………………………………………………………………………

45. If (41) is answered, is/are the source(s) reliable to provide enough water for the school population? a. Yes b. No Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

46. How is/are the source(s) of water supply prevented from contamination?

…………………………………………………………………………………………

…………………………………………………………………………………………

47. Does the school get some assistance from other organizations than the government to manage its environmental sanitation, health and hygiene programmes? a. Yes b. No

48. If yes to (47), list the names of the organizations and the nature of assistance received from them for what projects/programmes.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

49. What security measures have been put in place to protect lives and property in the school?

………………………………………………………………………………………………

………………………………………………………………………………………………

50. What are the major challenges that the school is confronted with?

………………………………………………………………………………………………

………………………………………………………………………………………………

51. What are the effects of these challenges on the performance of the school?

………………………………………………………………………………………………

………………………………………………………………………………………………

52. What measures are being taken to manage the challenges?

………………………………………………………………………………………………

………………………………………………………………………………………………

53. Is there any other useful information that this questionnaire has not addressed?

………………………………………………………………………………………………

………………………………………………………………………………………………

THANK YOU VERY MUCH FOR YOUR TIME
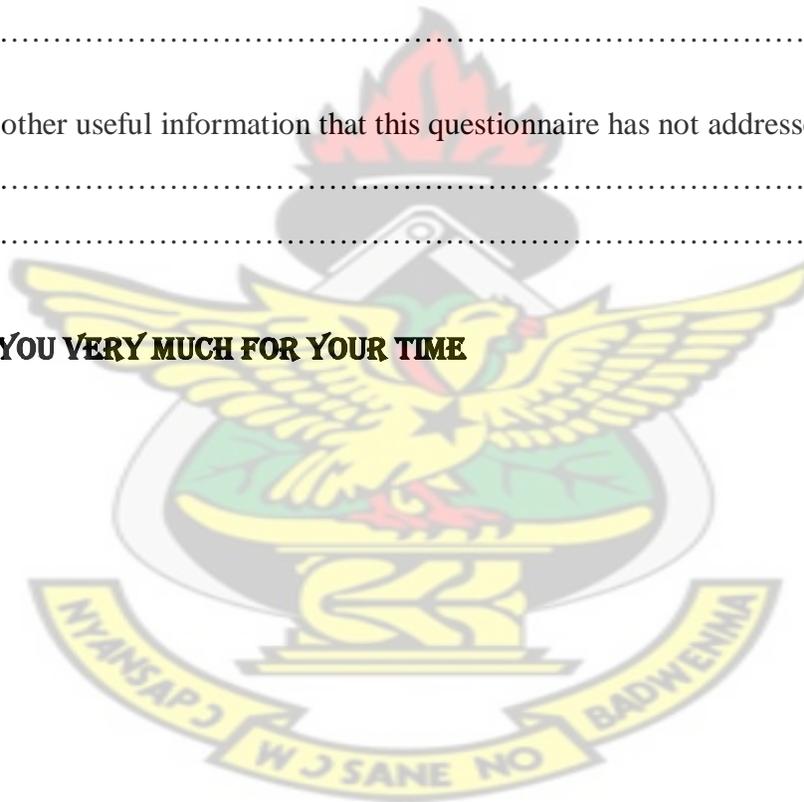
APPENDIX 3

QUESTIONNAIRE FOR HEADS OF DEPARTMENT

NAME OF SCHOOL: ……………………………………………………

NAME DEPARTMENT:..……………………………………………

Improvement of Quality of Teaching and Learning

Availability of Teachers and Professionalism

1. What is the total number of Teachers in the Department? ……………………….
2. Please, complete the table below using the information from (1).

Academic Qualification	No. of Teachers	Professional Qualification	No. of Teachers
below 1st Degree		Below POSEC	
1st Degree		A-3-Year POSEC	
2nd Degree		B. ED	
PHD and Others		Above B. ED	
Total			

3. Is the number of Teachers in your Department adequate? ....
4. If no, how many do you need to augment your staff strength? ....

Adequacy of Classrooms

5. Do you have a separate apartment for the department?   a. Yes   b. No

6. How many classrooms are available for the Department? ....

7. What is the average class size of this Department? ....

8. What is the official average class size? ……………………………………..

9. State the accepted Teacher-Student ratio for second-cycle institutions in Ghana? …….

Teaching and Learning Aids

Textbooks Availability

10. Number of Textbooks available in the Department: ....

11. Quality of Textbooks (Please, observe and comment below)

   ....

   ....

   ....

12. Number of Students in the Department..

13. What is Student – Textbook Ratio in the Department? ....

14. What is the student – desk ratio? ....

Teaching and Learning Aids

15. Does the Department have a laboratory/workshop? ....

16. If yes, what are the types of equipment/tools/machinery, the number available and the number required? Please, complete the table.

SN.	Name of equipment/tool/machinery	Number available	Number required
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

17. What is the state of the equipment in the laboratory?

....

....

....

....

Teachers' performance and Upgrading

18. What is the total number of periods given to a teacher in a week? ....

19. How regular are the Teachers at classes? ....

20. What supervisory measures have you put in place to ensure that Teachers are regular at classes and perform their expected duties?

....

....

....

....

21. What indicators do you use to assess the performance of Teachers?

....

....

....

22. Are Teachers able to cover their syllabus? ....

23. If the No to (22), please provide reasons.

....

....

....

....

24. What measures have been put in place to enable Teachers cover their syllabus?

....

....

What motivational packages are given to teachers in the department besides their salaries to put up their best?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

What opportunities are available for teachers in the department to upgrade their academic and professional qualifications?

....

....

....

Performance of Students in the Department

25. What is the mode of testing/assessing students in the department?

………
………
……

26. For the past six years, how has been the performance of students presented for external examinations? Please, complete the table.

Academic year	Number of students presented	Percentage passed
2004/2005		
2005/2006		
2006/2007		
2007/2008		
2008/2009		
2009/2010		

27. If there are failures, what are the causes?

....
....
....
....
....

28. What measures have you put in place to manage the failures

....
....
....
....
....
....

29. How effective have the measures been?

....
....
....

Curriculum Development

30. Does the department make inputs into the preparation of school time table and other academic programmes? ....

31. What are the effects of the contributions on the development of the department and the entire school?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………

32. Does the department organize orientation courses for teachers to make them conversant with the curriculum? ....

33. How frequent are the courses organized?

………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………………..

What type of Entrepreneurial skills and Training are the students of the department offered?

………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………………

34. Has the department had a specific subject that only deals with the study of reproduction

and sexuality in its curriculum?   a. Yes   b. No

35. Provide reason(s) for your answer in (36):

………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………………

Other Issues

36. How do you ensure that English Language is used as medium of instruction and

communication by both teachers and students in your department?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Question 39-40 (*for Department of Languages only*).

37. Does the department offer local and foreign languages other than English? …………..

38. List the languages if any.   …...

39. What contributions does your department make to sensitize your students on issues of

HIV/AIDS/STI and to encourage them form clubs to educate their peers on the menaces?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Does the central administration of the school release some resources to you to manage the

department?   a. Yes   b. No

40. If yes to (42), state the nature of the resources and how they are utilized

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………………………………...

41. Do you receive some financial assistance from other organizations than the school

administration to manage the activities of the department?   a. Yes   b. No

42. if yes to (40) please, list the Organizations and the kind of support received from them

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

43. How helpful is the assistance to the department?

………………………………………………………………………………………………

………………………………………………………………………………………

44. What are the major challenges the Department is confronted with?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

45. What are the effects of these challenges on the performance of the Department?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………..

46. What measures are taken to manage the challenges?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………

47. Is there any other useful information that this questionnaire has not addressed?

……………………………………………………………………………………………………
…………………………………………………………………………………………………

THANK YOU VERY MUCH FOR YOUR TIME
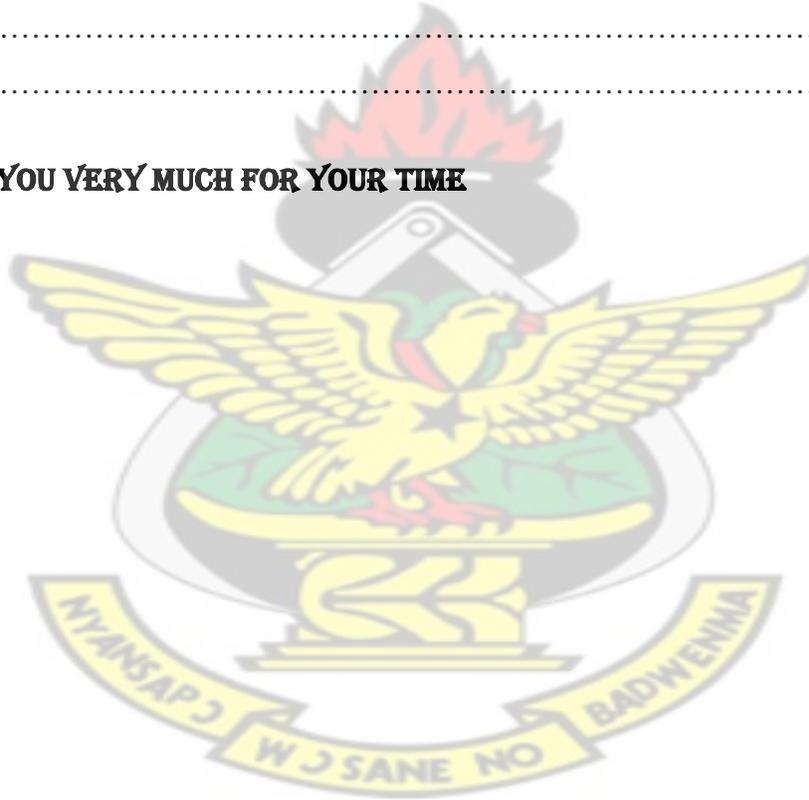
APPENDIX 4

QESTIONNAIRE FOR TEACHERS

NAME OF SCHOOL: …………………………………

QUALIFICATIONS:

Academic…………………………………………………………………………….
Professional (if any)……...
YEAR OF JOINING G.ES………………………………………………………………...

DEPARTMENT: …………………………………………………………..
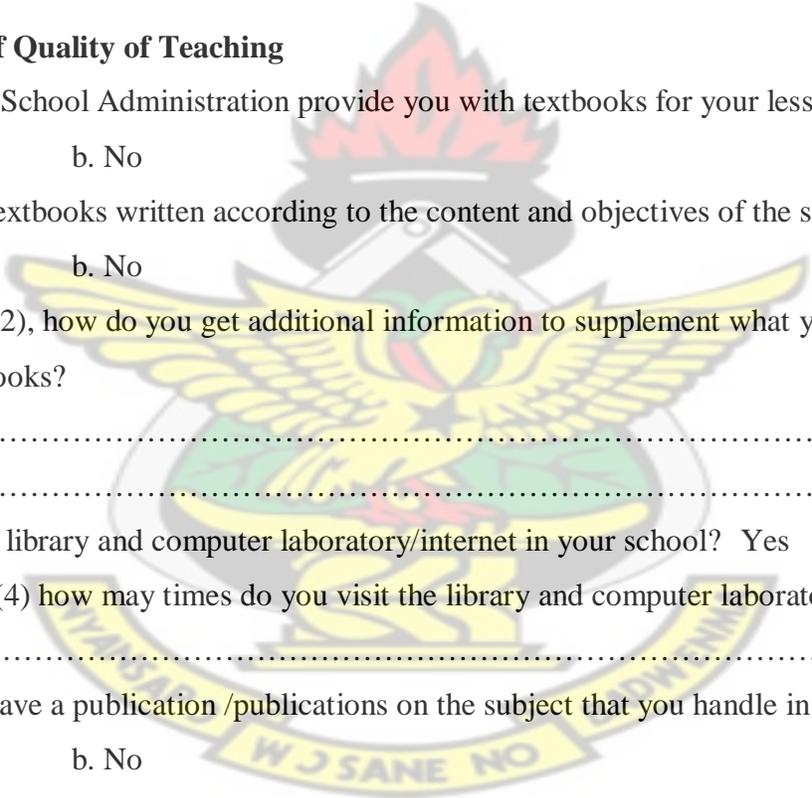
Improvement of Quality of Teaching

1. Does the School Administration provide you with textbooks for your lessons?

   a. Yes   b. No

2. Are the textbooks written according to the content and objectives of the syllabus?

   a. Yes   b. No

3. If No to (2), how do you get additional information to supplement what you obtain from the textbooks?

   ……………………………………………………………………………………………
   …………………………………………………………………………………

4. Is there a library and computer laboratory/internet in your school?   Yes   b. No

5. If yes to (4) how may times do you visit the library and computer laboratory/internet in a week? …………………………………………………………………………..

6. Do you have a publication /publications on the subject that you handle in school?

   a. Yes   b. No

7. If Yes to (6) what is the title of the publication and what is it all about?

   ....
   ....

8. Does the subject you handle fall under your area of specialization?

   a. Yes   b. No (*if No then answer question 9*)

9. How does it affect your lesson delivery? ....

....

....

Teaching Methodology, Student Testing and Assessment

10. What method(s) of teaching do you employ in class?

……………...

....

11. Why do you use the method(s)?

....

12. *Please provide the information below about classes that you handle*

Class	No. of Periods Per Week	Duration Per Period	No of Students

13. How does the size of the class (large or small) affect your work?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………

14. How many, on the average, Class Exercises, Class Tests and Assignments do you give to students of each class in a term? (Please, indicate your answers in the table below)

Class	No. of Students	Class Exercises	Class Tests	Assignments

15. How would you describe the performance of students in your subject area in the internal examinations?

a. Excellent

b. Very good

c. Good

d. Average

16. Does the performance reflect in the external examination?   a. Yes   b. No

17. What accounts for the nature of their performance?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………
18. Briefly comment on how to maintain or improve the standard of students' performances in your subject area?

Assessment of Teacher

19. Is your work supervised/assessed by the school administration, heads of department and external inspectors?   a. Yes   b. No

20. If Yes to (19), which components of your work are the focuses of the assessment?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………

Preparation and Upgrading of Teachers

21. Please indicate your additional responsibility in School. …………………………...

…………………………………………………………………………………………..
22. Which of these opportunities for further studies available for teachers do you want to take advantage of to enhance your professional and academic qualifications?

a. Study Leave with Pay
b. study Leave without Pay
c. Sandwich Programme
d. Distance Learning
e. Non of the above

23. Why your answer in (22)?

....
....
....

24. Have you gone or attempted to go for further studies ever since you were posted to this school?   a. Yes   b. No

Why?
....
....

25. Please tick. Which of these motivational packages do you enjoy as a teacher?

Accommodation	Allowances	Means of Transportation	Others (specify)

26. Briefly comment on the motivational packages (if any).

....
....
....

Curriculum Development and Language Policy
27. What co-curricula activities are you involved in the school?

…………………………………………………………………………………………
28. What role(s) do you play in the co-curricula activities?

…………………………………………………………………………………………
…………………………………………………………………………………………
……………………………………………………………………………
29. Briefly state the impact of the activities on the development of school.

....
....
....
30. Have you ever attended any workshop or in-service training on capacity building and or curricula development?   a. Yes   b. No

31. If Yes to (30), what was the theme of the workshop/in-service training and what benefit(s) did you derive from it?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………
31 In what language do you communicate and instruct your students?.....................................

Health, Environmental Sanitation and Hygiene Issues
32. Have you ever had training on HIV/AIDS/STI and any other health related issues before?

a. Yes   b. No   (*if yes, answer questions 33 and 34*).
33. Please, state the venue for and contents of the training.

………
………
………………………………………………………………………………………………………

34. Have you been able to translate your experience of the training into the lives of students and teachers in your school? a. Yes   b. No   How?

....
....
....

35. Please, tick to indicate the presence, conditions and quantity of facilities provided in your school.

Facility	Condition				Quantity		
	V. good	Good	V. poor	Poor	Adequate	Inadequate	Not Available
Urinals							
Toilets							
First Aid Box							
Dust bins							

36. Briefly give your general comments on health, environmental sanitation and hygiene in the school.

....
....
....

37. What are your challenges as a teacher and that of the school?

………
………
………
………
………………………………………………………………………………………………………

38. How can the challenges be overcome?

………
………
………
……………………………………………………………………………………………………..

THANK YOU VERY MUCH FOR YOUR TIME

APPENDIX 5

QUESTIONNAIRE FOR PTA/OLD STUDENTS' ASSOCIATION

NAME OF SCHOOL

………………………………………………………………………………………

ASSOCIATION

…………………………………………………………………………………………….

1. When was the association formed? ……………………………………………………...
2. How many members do you have? Male:………………… Female:…………………..
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
3. What is your mission?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

Improvement of Teaching and Learning in School
4. Do you provide teachers teaching aid for practical demonstration of their lesson in class?
   a. Yes   b. No
5. If yes to (4), please list some materials provided to teachers for that purpose
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
6. what initiatives does your Association take to develop the school library
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
7. Does your school have a computer laboratory? a. Yes   b. No
8. What contribution does your association make towards the development of the computer laboratory?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

9. What specific infrastructural projects have you undertaken for the school?

SN.	Programmes/projects	Quantity	Time/Year	Total cost
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

10. How often do you meet?

11. How do you describe members' attitudes towards Association's activities?
…………………………………………………………………………………………

12. What are your reasons for the above answer?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

13. What specific duties does Association on one hand and teachers on the other hand play as partners of School development?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

14. How does the Association help members of staff in getting accommodation, means of transport and extra financial assistance?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

15. Is the Association, as a major stakeholder of the school, involved in the development of curricula for schools?
a. Yes   b. No

16. If Yes to (16), state the year and the specific curriculum that the Association was a player in its development.

……
…….....

17. In what ways does the Association assist the school to improve its Health, Environmental Sanitation and Hygiene conditions? Please, indicate if the Association is involved in HIV/AID/STI and other Reproductive education for the school.

………
………
………
………
………
………

18. What are the major sources of funds for Association?

………
………
………
……..

19. What Mechanisms has the Association put in place to monitor and evaluate its projects and programmes in the school?

………
………
………
………

20. Please state any other useful information that this questionnaire has not addressed.

………
………
………

21. What are the challenges that inhibit the operations of the Association?

………
………
………
………

22. In your opinion, what can be done to manage the challenges?

………
………
………
………

THANK YOU VERY MUCH FOR YOUR TIME

APPENDIX 6

QUESTIONNAIRE FOR STUEDENTS

Background Information about Student

1. Gender of Student: a. Male   b. Female

2. Level of Student: a. Form One   b. Form Two   c. Form Three

         d. Form Four

3. Programme of Study: ....

4. Why are you reading this programme?

....
....
....
....

Improvement of Quality of Teaching and Learning

Teachers Punctuality

5. How regular are Teachers at classes? ....

6. Provide reasons for the above answer?

....
....
....
....

7. How does the regularity and irregularity of teachers to school affect you?

....
....
....
....

Availability of Learning Aids

8. Does the School have a Library? a. Yes   b. No

9. Do you have in stock books relevant to your course? a. Yes   b. No

10. Do you have textbooks for all your courses/subjects? a. Yes   b. No

11. State the subject areas that Textbooks are available.

     Core subjects

....
....

....
....

Elective subjects

....
....
....
....

12. Do you have difficulties getting the textbooks? ....

13. Provide reasons for the answer in question 12.

....
....
....
....

14. Do you have other reading materials to complement the textbooks? a. Yes   b. No

15. If yes, how do you get them? If No, why?

....
....
....

16. Does the school have a computer laboratory? a. Yes   b. No

17. If yes, do you get access to them during and after your computer lessons?

   a. Yes   b. No
18. Provide reasons for the answer in question 17.

....
....
....

19. If the school has no computer laboratory, how do you study computer?

....
....
....

Syllabus
20. Do you know the content of the syllabi (i.e. syllabus for all the subjects)?

      a. Yes   b. No
21. If yes, are the Teachers' delivery based on the syllabus? a. Yes   b. No

      C .I Don't know

22. Do you understand what your teachers teach?

       a. Yes   b. No

23. Give reason(s) for your answer in 22

....
....
....

24. Please, indicate the average number of assignment given you by a teacher in a term:

Class Exercises	Class Tests	Assignments

25. Do the Teachers mark and discuss the assignments with you? a. Yes   b. No

26. If no, why?

....
....
....
....

Classrooms

27. How many students are in your class? ....

28. Are you comfortable in class? a. Yes   b. No

29. Give reason(s) for your answer in (28)?

....
....
....

30. Do you participate in classroom discussion? a. Yes   b. No

31. Provide reasons for the answer taken in (30)

32. State language(s) that you can speak apart from English……………………………….

33. Which language do you normally used in your interaction with your colleagues in school? ....

34. Do your teachers speak local languages to you apart from English? a. Yes b. No

Sanitation, Health and Environmental Issues

35 Are you comfortable in the dormitory? (For student in boarding house/Hostel)
   a. Yes   b. No

36 Why the choice of your answer?

....
....
....

37 Are the toilet and urine/bathroom facilities in your school adequate? a. Yes   b. No
38 If No, why?

....
....

39 How do you describe the food that you take at the school dining Hall/common market in terms of quantity and quality? ……………………………………………………………

40 Why your answer in (39).

………………………………………………………………………………………………………
………………………………………………………………………………………………………
……………………………………………………………………………………...

41 In brief, what do you say about general sanitation in your school?

………………………………………………………………………………………………………
……………………………………………………………………………………………

42 Do you have on your time table a subject that only deal with the study of HIV/AIDS

a. Yes   b. No

43 Is there a student club that educate you on HIV/AIDS/STI etc? a. Yes   b. No

44 Do you have enough security of your life in school? a. Yes   b. No

45 Why and how feel studying under that environment?

………………………………………………………………………………………………
………………………………………………………………………………………………

Guidance and Counselling

46 Is there guidance and counselling units in the School? a. Yes   b. No

47 If Yes to (34) have you ever gone for guidance and counselling? a. Yes   b. No

48 If yes, was your visit voluntary or by compulsion? ....

49 How useful was the Guidance and Counselling that you received from the Unit?

....
....
        a. Yes   b. No   c. Don't Know

Challenges and recommendations

50 What are the major challenges of the school?

....
....
....
....

51 In your opinion what can be done to manage them?

....
....
....
....

THANK YOU VERY MUCH FOR YOUR TIME