

UNIVERSITY OF EDUCATION, WINNEBA

**ACCESS TO BASIC SCHOOL SYLLABUS AND LOGISTICS AT A
PRIMARY SCHOOL IN FANTEAKWA NORTH DISTRICT**



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PRIMARY SCHOOL IN FANTEAKWA NORTH DISTRICT**

**PETER OHENE TETTEH
(220005909)**



**A dissertation in the Department of Educational Foundations,
Faculty of Educational Studies submitted to the School of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Post Graduate Diploma
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DECLARATION

Student's Declaration

I, Peter Ohene Tetteh, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

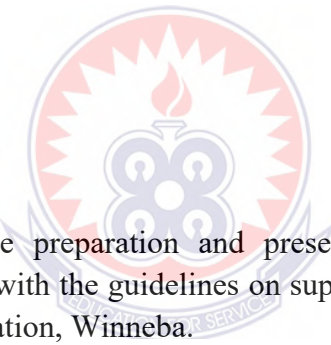
Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Education, Winneba.

Dr. Seth Dade Ansah (Supervisor)

Signature:

Date:



DEDICATION

I dedicate this work to the following people under listed; Professor George Anning,
Lawyer A.E. Attafuah, Madam Kate Pepprah and Brother Benjamin Ohene-Tetteh.



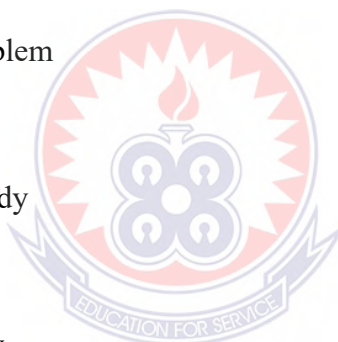
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ABSTRACT

This research was designed to investigate how teachers and students get access to basic school syllabus and logistics in a primary school in the Fanteakwa north district. The target population was 120 students and teachers in the St. Paul Anglican Primary School, Begoro. The random sampling techniques were used to select the respondents. In all, thirty (30) respondents were involved. Microsoft Excel was used to analyse the data. Frequency distribution tables were used in the analysis. Based on the findings, recommendations were made which will help for further research. At the end of the study, 28.5% of teachers revealed that access to teaching and learning logistics was not as often as it was available, while 56.52% of the students' respondents said their teachers had access to teaching and learning logistics only when they were available. This corroborated the assertion of the response on the effects of the inadequacy of teaching and learning logistics on the performance of students when 69.57% of students said their performance was always below average due to the inadequacy of teaching and learning logistics. Hence, if the access to reading materials were improved, students would perform well. I recommend the following:

- Teaching and learning materials should be provided for basic schools in the district so that academic performance of students can be improved.
- Parents should be involved in the provision of teaching and learning logistics to help the teachers perform their duties effectively.
- Alternative teaching and learning materials such as internet should be set up in the various basic schools to augment the already existing logistics, which will in the long run help make access to teaching materials easily.
- A comparative analysis on the access to teaching and learning logistics between Public and Private basic schools and its impact on their performance.
- Access to teaching and learning logistics should not be made as and when available but always, so that there will not be the space for inadequacy.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Teachers in St. Paul Anglican Primary School in Begoro are hard hit, they don't have the requisite material and logistics. They commute and trod from school to school, from teachers to teachers to copy from them before they can teach. They go through hell, they waste a lot of time and energy all in the name of getting access to proper teaching and learning material just to go and teach. It is sometimes very embarrassing to say the least, in their drive to teach and educate our pupils. This cannot go on endlessly, they need to have access to the required teaching and learning material to impact knowledge into the pupils. This will help in their holistic drive for better educational material.

Also, logistics couple with the above mentioned points, there is also the need to get access to other educational logistics to help better equip themselves and their subject matter so they can properly impact knowledge into the pupils. Proper education cannot go on without these logistics - for which many are lacking in this our school. It becomes absolutely impossible and tedious to teach and impact the requisite knowledge to the pupils, they cannot do all these without the required logistics. In fact, they need them very urgently.

Furthermore, access to the internet, we live in a global world, a world full of hyper surge of a technological scientific age where access to the internet at all levels of education is of paramount importance. By the click of a button, one can easily access any material from the internet to help them in their teaching and learning. Teachers and pupils in Begoro St. Paul Anglican basic School have no access to the internet, let

alone have access to the proper required syllabus to help them in teaching and imparting knowledge to the pupils? In fact, they need access to internet to help them do all these. As stated earlier on, here it is too funny that they sometimes have to climb a tree or roof top – in order to have proper range and access to the internet. It is very sad to say the least, the pupils here in Begoro need to get in touch to have access to the internet, after all, we live in a global world, and they need to know what is around them and the world at large.

To end with is the Ghanaian world situation, in the Ghanaian cultural set up, respect for our elders is of paramount important. In fact, we revere them as God sent and representatives of God on earth. We bow to salute them; we give them seat at public places while the younger ones stand. We revere our chiefs and elders.

In our culture, the elders speak at the last moment, when they speak, it is final and they are not challenged. We learn many things from our culture, how to greet, how to dance, how to behave well in public. We equally learn proper decency and etiquette. On many feast days we learn about our culture, our songs, our folklore, our way of life. If the school is equipped with all needed resources for teaching and learning, the children will acquire all these culture values as they go through the educational system to enable them behave as Ghanaian children.

1.2. Statement of the Problem

The Ghana Education Service (G.E.S.) has introduced a new curriculum into the primary school system with the aim of improving the standards of education in the country. Teachers are to go to the internet to print the material for the preparation of lesson plan, what happens to those without access to internet?

If holistic education comprises all material needed by both the teacher and the learners, then I would want to find out how holistic education can be achieved in the absence of adequate teaching and learning material.

According to casual observers and commentators, none of the above mentioned are present in Begoro Anglican Primary school. In fact teachers have nothing to hold on to, thoughtless to think of they having no access to the prescribed school curriculum. They do not have the curriculum, in fact they have not even seen the curriculum before. So what happens? All these years, teachers have the burdening commuting from school to school, from their friend teachers to copy. This scenario create a lot of problems for them and the many man hours spend in commuting to copy.

Another peculiar problem the teachers face is access to the internet for reference and for checking the required syllabus. This is a no go area because the internet here is very bad. People sometimes has to climb trees to have access to the internet – all in the name of copying and having access to the required syllabus.

All the above create problems and untold suffering to the teachers to have access to the required prescribed syllabus to teach. Teachers here go through a lot. On the other hand, these observations and conclusions however, are not found on any scientific research, just an ordinary observations from the community members. This research was set out to investigate how teachers and students get access to basic school syllabus and logistics in St. Paul Anglican primary school Begoro, in the Fanteakwa north district.

1.3. Purpose of Study

To investigate how teachers manage to teach the learners with the supposed use of few logistics or inadequate teaching and learning material, and to find out how teachers without access to internet manage in teaching and learning.

1.4. Objectives of the Study

The study specifically seeks to investigate/unearth the following:

1. Challenges pose on teachers, teaching and learning in the absence of adequate teaching and learning material.
2. The availability of requisite material and logistics for teaching and learning.
3. Proper alternatives teaching aids employed by teachers where there is no internet connection.

1.5. Research Questions

These seek to find answers to the following research questions.

1. How do your teachers go about teaching and learning with the fewer logistics the school has?
2. What are some of the available teaching and learning material your teachers use?
3. What ways do teaching and learning prevail at your school where there is no internet connection?

1.6. Significance of Study

The importance of this project cannot be over emphasized as elaborates on how proper and adequate teaching and learning material and access to the prescribed syllabus can go a long way to change teaching and learning in the Primary Schools.

Additionally, this study clearly explains how access to the internet will help in research, making lesson delivery effective on the part of teachers and enhancing the understanding of pupils.

Again, this project shows how the study of culture of the Ghanaian or the African and the universe and the way of life of people around the world is so important since it will go a long way to transmit into the pupils a holistic education.

In addition, this research will add to the already existing body of information on the topic to serve as a complement to what other researchers have already done on the topic, will also enhance the researcher's skills, knowledge and experience in undertaking subsequent research works. Also, this study will fulfill the partial requirement for the award of the academic Bachelor of Post Graduate Diploma in Education.

1.7 Delimitations of the Study

A study of this nature could be done comparatively. However, the current study limits itself to the St. Paul Anglican Primary School in Begoro as an entity with a peculiar problem needing precise identification which would lead to possible solution. While the St. Paul Anglican Primary School in Begoro may have other areas requiring attention, this study sets itself of focusing on identifying challenges confronting access to basic school syllabus and logistics.

1.8 Limitations of the Study

The study should have covered a number of Anglican Schools, in the District in order to make a general conclusion about the findings. Since the study sampled only the

Anglican school in Begoro, the findings cannot be generalized throughout the Fanteakwa North District.

1.9 Organization of the Study

The study will be organized into Five (5) major Chapters. Chapter One is the Introductory part of the work and will consist of elements such as Background of the study, Statement of the problem, Purpose of the study, Study objectives Significant of the study, Organization, Limitations and Delimitations. Chapter Two consist of the Review of Relevant Literature. In Chapter Three, the researcher talks about the Methodology which involves the research design, study methods, sampling procedure, data analysis and presentation. Chapter Four deals with Data presentation and discussion. Chapter Five, the final Chapter comprises the Summary, Conclusion and Recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature from different sources related to the topic. It is aimed at Identifying relevant information on the subject matter of the study. The central issues examined are: General concept of syllabus and its purpose, Content of syllabus, Access to syllabus and logistics, Historical background of formal education in Ghana, Educational Structures in Ghana, both old and new educational reforms in Ghana, some educational initiatives by the different government of the country, Ghana educational policy framework, and various factors and material affecting teaching and learning in basic schools.

2.2 Historical Background of Formal Education in Ghana

Formal education is referred to as learning that is carried out in specially built institutions such as schools and colleges with well-structured programmes, syllabuses and time tables and the teachings are strictly supervised by external administrative bodies. (Oti Agyen, 2007).

The achievements of those who learn in formal education are often recognized by the award of certificates. The introduction of western education in modern Ghana was closely tied to the coming of the European merchants to the Gold Coast from the middle of the fifteen century. The first of these merchants were the Portuguese who arrived in the Gold Coast in January 1471. Even though they were principally interested in trading activities, they felt the need to provide formal education to the indigenous people to serve as a catalyst for smooth commercial activities (Oti Agyen, 2007).

By 1529, the Portuguese had established the first school in Ghana at the Castle, principally to educate the sons of the European traders by African wives normally named “Mulattos” and sons of native wealthy merchants. These children were taught how to read and write as well as the Christian religion. The Portuguese were later driven away by the Dutch who also established a school for the Mulatto children.

The Danes started their educational activities in 1722 under the then Danish governor Major de Richelieu. Like their Dutch counterparts, they awarded scholarship to some of their pupils to study abroad. By 1694, the British had established a school in Cape Coast under John Chistman. This school concentrated on reading, writing and Christian knowledge with English as the medium of instruction. The founding of the Society for the Propagation of the Gospel in England in 1701 greatly helped the castle schools under Rev. Thomas Thompson to function effectively and had a prolonged life span than all other castle schools. Rev. Thomas Thompson was on record to have re-organized the Cape Coast School at his own expense and started teaching the Africans who came to him to learn.

He awarded scholarship to three Cape Coast boys to study abroad at the expense of the society (Thomas Caboro, Philip Quaake and Willam Cujoe). Philip Quaake, one of the pupils who were sent abroad re-opened the Cape Coast School after the return.

Though the castles along the coast of Ghana were mainly put up for defense and commercial activities, as time went on the provision of formal education there became a common feature. Though the castles school system was not entirely successful, yet its footprints on contemporary Ghanaian educational system are quite enormous. The schools introduced literacy and numeracy which constitute the foundation of modern Ghanaian educational system (Oti Agyen, 2007). Again, the contemporary

educational system in Ghana inherited some of the educational practices from the colonial and castle school system. For example, school time table, wearing school uniform, school assemblies and marching to classrooms, awarding of scholarships and other incentives packages to deserving students. It has been noted that, the establishment of castle schools along the coast of modern Ghana actually marked the beginning of the formal western education in Ghana.

Education is fundamental to enhancing the quality of human life and ensuring social and economic progress (UNESCO, 1997) and according to Smith (1776) as cited by Den Ule and Rasmussen (2010), no society can be said to be flourishing and progressive if greater part of its citizens are poor and miserable. Education is the basic objective of development; it is an important end in itself. It is very vital for a satisfying and rewarding life. It is a means by which human dignity is restored. Global Partnership for Education concluded that girls and boys, who learn to read, write and count will provide a better future for their families and countries. With improved education, so many other areas are positively affected.

In short, education has the power to make the world a better place. This supports the fact that education is unarguably the key to a successful life, and that is why the Government of Ghana is doing its best to ensure that school- going children have access to free and quality education in the country.

Education in Ghana was mainly informal before the arrival of European settlers, who built a formal education system addressed to the elites. With the independence of Ghana in 1957, universal education became an important political objective. The magnitude of the task as well as economic difficulties and political instabilities has slowed down attempted reforms. The Education Act in 1987, followed by the

Constitution of 1992, gave a new impulse to educational policies in the country. In 2011, the primary school net enrolment rate was 84%, described by UNICEF as "far ahead" of the Sub-Saharan average (UNICEF, 2012). In its 2013-14 report, the World Economic Forum ranked Ghana 46th out of 148 countries for education system quality. In 2010, Ghana's literacy rate was 71.5%, with a notable gap between men (78.3%) and women (65.3%). The Guardian newspaper disclosed in April 2015 that 90% of children in Ghana were enrolled in school, ahead of countries like Pakistan and Nigeria at 72% and 64% respectively (World Economic Forum, 2011). Education indicators in Ghana reflect a gender gap and disparities between rural and urban areas, as well as between southern and northern parts of the country. Those disparities drive public action against illiteracy and inequities in access to education. Eliminating illiteracy has been a constant objective of Ghanaian education policies for the last forty years; the difficulties around ensuring equitable access to education are likewise acknowledged by the authorities. Public action in both domains has yielded results judged significant but not sufficient by national experts and international organizations. Increasing the place of vocational education and training and of ICT within the education system are other clear objectives of Ghanaian policies in education. The impact of public action remains hard to assess in these fields due to recent implementation or lack of data.

The Ministry of Education is responsible for the administration and the coordination of public action regarding Education. Its multiple agencies handle the concrete implementation of policies, in cooperation with the local authorities (10 regional and 138 district offices). The State also manages the training of teachers. Many private and public colleges prepare applicants to pass the teacher certification exam to teach at the primary level. Two universities offer special curricula leading to secondary

education teacher certification. Education represented 23 % of the state expenditure in 2010; international donor support to the sector has steadily declined as the State has taken on the bulk of education funding (Joe and Osei, 2012).

Education in Ghana is divided into three phases: basic education (kindergarten, primary school, and lower secondary school), secondary education (upper secondary school, technical and vocational education) and tertiary education (universities, polytechnics and colleges). Education is compulsory between the ages of four and 15 (basic education). The language of instruction is mainly English. The academic year usually runs from August to May inclusive.

2.2 General Concept of Syllabus and It's Purpose

The ability of the teacher to effectively perform their instruction function or duty is very much dependent on the syllabus available. This is because the curriculum framework is critically developed to guide the defining of future prospects of the Ghanaian child (Prempeh, 2019). According to the Oxford dictionary, a syllabus is a list of the topics, books, etc. that students should study in a particular subject at school or college.

This helps students to explore the purpose, structure, format and use of their course. Though instructors of syllabus are masters in their various field of expertise, construction of syllabus is typically not included in their training as instructors. However, instructors look to senior instructors for input and suggestions on how to create and what to include in a syllabus. These inputs and suggestions put together become a communication mechanism through which assignments and grading with students is done as well as afford them the opportunity to know at firsthand the content of their course, when to do them and the way to approach topics. Because the

syllabus includes items such as the objectives of the course, goals and expected outcomes. Not only students and instructors depend on syllabus, school administrators also need the syllabus to provide certain information for the integrity of programs and accreditation. Thus, the function of every syllabus is dependent on the user i.e. Instructor, administrator and student (Fink, 2012).

Basic Education lasts eleven years. The curriculum is free and compulsory (Age 4-15) and is defined as "the minimum period of schooling needed to ensure that children acquire basic literacy, numeracy and problem solving skills as well as skills for creativity and healthy living. It is divided into Kindergarten, Primary school and Junior High School (JHS), which ends on the Basic Education Certificate Examination (BECE). Kindergarten lasts two years (Age 4-6).

The program is divided in 6 core areas. Language and Literacy (Language Development), Creative Activities (Drawing and Writing), Mathematics (Number Work), Environmental Studies, Movement and Drama (Music and Dance), and Physical Development (Physical Education) Primary school lasts six years (Age 6-11). The courses taught at the primary or basic school level include English, Ghanaian language and Ghanaian culture, ICT, mathematics, environmental studies, social studies, Mandarin and French as an International Organisation of Francophone (OIF) associated-member; integrated or general science, prevocational skills and pre-technical skills, religious and moral education, and physical activities such as Ghanaian music and dance, and physical education.

There is no certificate of completion at the end of primary school. Junior Secondary School lasts three years (Age 12-15). The Junior High School ends on the Basic Education Certificate (BECE), which covers the following subjects: English

Language, Ghanaian Language and Culture, Social Studies, Integrated Science, Mathematics, Basic, Design and Technology, Information and Communication Technology, French (optional), Religious and Moral Education. In spite of the levels of progression within the JHS up to the point of writing the

BECE some pupils normally drop-out along the line. Several factors contribute to this phenomenon which includes the school environment. According to push-out theorists, young people drop-out of school because of factors within the school (Knesting and Waldron, 2006). Jordan et al. (1996) defined push effects as “factors located within the school that negatively impact young people and cause them to reject the context of schooling.” Some of these push factors include weak relationship with teachers, below average academic performance (Stearns and Glennie, 2006: and Wayman, 2002).

In Ghana, the friction with teachers relating to arbitrary use of punishment, name-calling and comparison of student’s academic performance to that of others were predisposing factors to school drop-out (Fobih, 1987). One of the key government policies that emphasized access to quality and affordable basic education in Ghana was the 2003 Ghana Poverty Reduction Strategy (GPRS) II. The GPRS recognized education as one of the key priority areas of development necessary to produce the middle-level manpower necessary to accelerate Ghana’s progress towards achieving broad middle income status (World Bank, 2011). Therefore, education was considered the topmost priority of development in the GPRS II. In furtherance of the Ministry of Education developed the Ghana Education Strategic Plan (ESP) in 2003. The ESP operated within the framework of a Sector-Wide Approach in which all ministries, departments, agencies, and donors harmonized resources to support the education

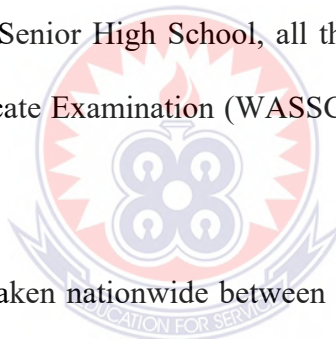
sector (Ministry of Education, 2003). In other words, the ESP provided the roadmap for achieving the education-related MDGs and the EFA goals based on ten policy goals covering access and participation; quality of teaching and learning; health and environmental sanitation; and gender parity, among others. The implementation of the ESP increased the government's commitment to the development of the educational sector. Prior to the ESP, an education reform review committee known as the Anamuah-Mensah Committee made a couple of recommendations for the improvement of the pre-tertiary education in Ghana, particularly improvements related to access. Following the study of Osei-Fosu (2011), the Anamuah-Mensah Committee's recommendations directly informed further education reforms in 2007. In that year, the Government of Ghana issued a White Paper on Education Reforms which outlined key policy interventions aimed at improving access and quality of education as well as accelerating Ghana's progress towards achievement of the MDGs and EFA goals.

Under the new reform, basic education was expanded to include two years of kindergarten education, six years of primary education, three years of junior high school education and four years of senior high school (SHS) (Ministry of Education, 2011). Ghanaian students take the Basic Education Certificate Examination (BECE) at the end of JHS Form three (ninth grade) in seven subjects. Admission to Senior Secondary/High School is competitive: nearly 150,000 students are admitted into the 500 public and 200 private national secondary schools. The vast majority of

Ghanaian students attend public boarding schools, many of which are highly competitive; there are only half a dozen international private secondary schools in the

country, collectively graduating about 300 students a year and offering the IB or A-level curricula.

The Senior High School was introduced in 2007, expanding the system to four years but not otherwise changing the curriculum, a policy that was reversed after three years, as a result of which there were no graduates in 2010, and two cohorts graduating in 2013. In both the public and private national schools, all students take a Core curriculum consisting of English Language, Integrated Science, Mathematics, and Social Studies. Each student also takes three or four Elective subjects, chosen from one of seven groups: Sciences, Arts (social sciences and humanities), Vocational (visual arts or home economics), Technical, Business, or Agriculture. At the end of the Senior Secondary or Senior High School, all the students take the West African Senior Secondary Certificate Examination (WASSCE) in each of their seven or eight subjects.



These examinations are taken nationwide between April and June each year, but the results are not available until the following August. Students who obtain between aggregate six and twenty-four are admitted into tertiary institutions including teacher and nursing training colleges. Unfortunately, not all of these students gain admission into the country's tertiary institutions. Ghana's tertiary institutions enroll over three hundred thousand (300,000) students in undergraduate, graduate, certificate and diploma programmes in a full range of academic and professional fields.

The National Accreditation Board offering four-year degrees as well as two and three-year diplomas, which are not equivalent to Bachelor's degrees, but undergraduate transfer credit can be awarded. Twenty-six percent of tertiary students are enrolled in private institutions. Ghanaian university admission is highly competitive, especially in

fields such as medicine, engineering, law, business and pharmacy. The quality of education is considered reasonably high, evidence that human resources are more significant than material resources. In an effort to attract international enrolment, all Ghanaian universities operate on a modular, semester system.

2.3 Content of Syllabus

The content of every syllabus is the integral instruction of each course, wherefore, it provides the summative and formative evidences for decision making in education by offering feedback on student's progress, a judgment on instructional effectiveness, curricular adequacy and informing policy practices. The content of every syllabus provides a set forum for assessment of the overall measure of achievement of student and an action plan for both teacher and student. According to the ministry of education, the Ghanaian curriculum serves to present a formative assessment framework known as School Based Assessment (SBA) which places enormous responsibility on teachers as chief instructors and examiners.

This framework is expected to help teachers evaluate, document and communicate academic readiness and knowledge acquisition relative to specific learning benchmarks to students. It also expects teachers to apply multiple and alternative authentic ways of assessing the quality of students learning. To enforce such principles effectively, teachers must be able to develop and administer appropriate tasks to student, and ensure that the students are able to interpret and apply the knowledge and skill for better outcomes and decisions. For effective assessment and other purposes of the syllabus to be achieved, the teacher's knowledge of the content and learning outcomes must cover the ways and skills to be deployed as quality

instruments of assessment performance. In a nutshell, assessment empowers teachers to effectively execute the mandate of every syllabus effectively.

In the 2018 report of the National Pre-tertiary Education Curriculum Framework report, the government of Ghana through the ministry of education set out its focus for education as effectively pursuing the agenda of reading, writing, arithmetic and creativity, a catalyst for rapid sustainable development to fill the gaping deficiency of the nation for more skill and crafts based population. In such pursuit, it is eminent that the content of the various syllabus used in teaching or for instruction beginning with the pre-tertiary, must be fundamentally of the “4R’s” ‘(Reading, wRiting, aRithmetic, and cReativity)’ as mentioned earlier. Again, a major focus is on mathematics and science as fundamental building blocks for success in a technological era.

Prioritizing the fundamental building blocks for the success of the pre-tertiary level of education is highly recommended by the UNESCO, African Union and ECOWAS, of which Ghana is a member. This is because it forms part of the global thinking for quality education, socioeconomic development and skill requirement for comprehensive transformation. It is crucial that Science, Technology, Engineering and Mathematics (STEM) is at the center of the curriculum framework of the pre-tertiary education system. Thus, ensuring that students become scientifically literate.

The contents of the syllabus are developed in such a manner as to make learning a central consideration and a focus on the need for teachers to develop and teach exciting, stimulating lessons that support the enrichment of the learner’s knowledge, understanding and skills to make use of available opportunities for creativity and innovation. Hence, teachers utilize dialogical approaches in teaching such as the use

of Information Communication Technologies (ICT) tools. This is in line with the STEM agenda of the Ministry of Education as it serves as a means to an end of a scientifically literate citizenry.

According to the National Teacher Education Curriculum Framework (NTECF), the syllabus must be Inclusive, Equitable, High Quality Education, Lifelong Learning Opportunities, and Increased Numbers of Effective Engaging Inspirational Teachers.

It is sure to note that the content of a syllabus are expected to help student demonstrate knowledge of the subject content that goes beyond the level of the curriculum. This knowledge should encompass the subject's key concepts, substance and structure. Wherefore, the content knowledge must have strong links to relevant pedagogical knowledge through training. Thus, ensuring a deeper understanding and consolidation of relevant content.

2.4 Access to Syllabus and Logistics

From the Ghana Education Service analysis report of 2018, 6%, of the country's GDP is the benchmark for education; while the Global Partnership for Education (GPE) also recommends at least 20% of government budget for education. However, Ghana exceeds these benchmarks as per the analysis report, 6% and 8% of GDP was spent on education between 2011 and 2015 respectively, while 21% and 28% of government expenditure was spent on education expenditure. Thus, Ghana spends more of it GDP and total budget on education than prescribed by the UNESCO.

Obviously, these benchmarks have been exceeded always due to the growing education expenditure year after year. In 2012, the nominal growth of the education sector was 60%, which was 6% points higher than the growth rate of the government

budget. Again, in 2013, the rising inflation rates caused a levelling off in education expenditure with 11% fall in real terms. In contrast, 2014 and 2015 saw a stabilization in nominal terms of education expenditure to 23% and 25% respectively which are 6% growth in each year of government expenditure.

These overspending have been witnessed over the years as a result of political and technical implementations pursued by successive governments. From time to time they fail to give the necessary attention to the constitutionally laid down curriculum framework and hence a number of challenges being encountered. For instance over 80% of schools were converted into junior secondary schools from middle school without proper resourcing, and this unfortunately created a system gap whereby there were students and teachers without the necessary resources to pursue a new course of action in education. This transformation, instead of bringing relief brought a huge burden on teachers as a teacher who was teaching all subject in a middle school suddenly became a teacher teaching all subjects of secondary school such as geography, mathematics, literature, Agriculture science among others. This inconvenience created lots of pressure and inadequacy for teachers who were teaching subjects with specifics. In relation. Little (2010) related this phenomenon to the worrying detriment the new system created for the first six year pre-tertiary education whereby the foundations for the junior secondary schools were supposed to be built. Again, concerns of inadequacies and or unavailability of infrastructure such as building, chairs, tables, etc., logistics such as textbooks, ICT apparatus, etc. have enormously affected the transformation of the education sector. Because these educational reforms, though forward-thinking, fundamentally imaginative and inspiring, teachers wondered if the government has not been over ambitious.

2.5. Government Policies and Their Impact on Access to Education Logistics

The Government of Ghana instituted the Free Compulsory Universal Basic Education (FCUBE) programme in 1996. This is because the government was determined to get more children into school. The programme brought a cost-sharing scheme to cover no tuition fees, under which parents were expected to bear limited expenses in relation to the education of their children. More importantly, the government stressed that no child was to be turned away for non-payment of fees. It is sad to note that this initiative did not work smoothly. Although Ghana's school enrolment rates are high as compared to some other African countries, a persistent 40 per cent of children within the ages of six (6) and eleven (11) years of age remained out of school as at 2003. Adamu-Issah et al, (2007).

One of the main reasons why these children did not attend school was that their parents could not afford to pay the fees charged by the schools. This compelled the government to introduce another educational policy called Free Tuition in basic schools (Sekyere, 2015).

Abolition of school fees, especially at the basic education level has been adopted by many countries as one of the key policy interventions for influencing education outcomes. Fees charged at schools especially, public schools, have been identified as one of the main barriers of access to education especially among the poor, orphaned and vulnerable children within societies USAID, (2007)..

There are two schools of thought on the abolition of school fees. The argument advanced by proponents of school fees' abolition is that, school fees and other direct education related costs to households represent a significant obstacle to the enrolment of children in basic schools especially among the poor households, USAID (2007).

Abolishing of school fees will therefore make it easier and less costly for parents of children from poor homes to enroll their wards in schools and eventually help the country in achieving some of her education related goals. Malawi is noted as one of the first countries to adopt the policy of school fees abolition Al-Samarrai & Zaman, (2006). Other countries in Africa also abolished school fees in the 2000s including Ghana. Al-Samarrai & Zaman, (2006).

Despite the policy of fee-free tuition in basic schools, many districts charged levies as a means of raising funds, for cultural and sports activities, and for the maintenance of the schools facilities. This had the effect of deterring many families, particularly the poorest, from sending their children, especially girls, to school. Asante, (2011).

In order to meet the Millennium Development Goals (MDGs) for education and national targets established in the 2003-2015, the Government took a bold step forward by abolishing all fees charged by schools and also providing schools with some grant for each pupil enrolled. The capitation grant programme was first piloted with World Bank support in Ghana's forty most deprived districts in 2004. Overall enrolment therefore rose by an impressive fourteen and a half percent (14.5%) enrolment gains for pre-school were particularly significant over 36 per cent Adamu-Issah et al, (2007). This success led to the nationwide institution of what is known as the 'Capitation Grant' system introduced in 2005/2006 academic year. Under this system, every public kindergarten, primary school and junior high school received a grant of about \$3.30 (GH ¢4.50) per pupil per year and schools were not permitted to charge any fees to parents Adamu Issah et al, (2007).

After a year of implementing the capitation grant scheme, total enrolment in the forty (40) selected districts increased by fifteen percent (15%). The decision to replace

school fees with Capitation Grants has yielded some dividends by impacting positively on much enrolment related figures during the 2005/2006 school year.

Reviewing further, the National Education Assessment report (2016) revealed that as the government continues to enroll more of the constitutionally mandated policies such as the Free and Compulsory Universal Basic Education (FCUBE), there have been an increase in the enrollment of basic schools. For example, there was almost a 100% increment in enrollment with comparison from 1999/2000 and 2013/2014, translating as 2.5 million to 4.3 million. Justly, enrollment have been made across Ghana even in remote areas. However, despite the increase in enrollment observed as a huge gain towards the achievement of one of the millennium development goals, it is very much disappointing to know that this did not come forth with an increase or access to the adequate resources necessary to deliver the mandate of education.

Thus, lack of access to resources has created a barrier to teaching and learning in basic schools. In another view, the performance of students and the effectiveness of teachers in the discharge of their duties in public basic schools has become a bone of contention as their fellow counterparts in the private sector continue to make significant strides in their pursuit for good and quality academic exploits.

This is very much attributed to the availability of resources for effective teaching and learning. Analyzing the issue furthermore, the report expunged that due to the distribution of trained teachers, teaching materials and or other educational logistics, children in rural areas perform poorly compared to their counterparts in urban areas who nevertheless given the benefit of the doubt, receive quite enough teaching and learning resources than those of the rural areas, hence their better performances than the latter.

However, the children in the private schools of urban areas perform better than those in urban public schools.

Although at the primary level the nation has made significant gains in terms of enrolment, some children in urban suburbs, not to mention rural areas do not have access to primary education. In other countries, as educational opportunities open up, primary enrolment exceeds hundred (100%) initially. This is because children of older ages are also enrolled. However, the introduction of Capitation Grant and School Feeding Programmes did not have that effect, thus Ghana's 95% enrolment rate at the primary level could still mean a significant proportion of children between the ages 6-11 are not in school. The situation gets worse at the secondary level where, there are a lot of factors influencing access to basic education in Ghana, it may include health; disability, HIV/AIDS, households, migration, child labour, educational costs, geographical differences and divisions, gender and access, supply of schools, teachers, non-state providers, and schooling practices (Acheampong et al., 2007). Supply driven policies to improve access are also insufficient to enroll the hard to reach children who are out of school for economic or cultural reasons.

This is particularly true for children in rural areas. In the view of Akyeampong et al. (2007), the introduction of fee-free basic education may not be enough for Ghana to achieve and sustain growth in enrolment and effective participation. Increased enrolments due to the introduction of Capitation Grant have clearly not been matched by adequate quality inputs into the school system to sustain the surge. The establishment of the Capitation Grant Scheme for Basic Schools nonetheless has impacted positively on the education system in Ghana especially, on enrolment.

Access to Secondary Education.

According to the Ministry of Education Science and Sports (2007), demand for secondary education has grown. In the last five years alone, secondary enrolment has grown by as much as sixty per cent, although the completion rate of 34% in 2006 suggests drop-out is still high. In 2006, secondary net enrolment stood at about 13% after stagnating at 10% for a decade. What this means is that the proportion of secondary students not of the appropriate age for secondary is high. Therefore, despite the relatively high enrolments, the secondary education system has not been very efficient in delivering high numbers of graduates for further education and the labour market.

The Presidential commission on Education reforms in Ghana examined the reasons why most JHS students were unable to access senior secondary, and blamed this on a number of factors: inadequate facilities and infrastructure, parents unable to afford secondary fees, a lack of alternative tracks for students with different interests and abilities, an inability of students to meet the minimum requirements for further education and a lack of interest in further education.

Similarly, the diversification of secondary education meant to open up opportunities for the different aspirations and abilities of students, as well as improve streaming into different post-secondary education and training never fully materialized. One reason was that the quality of practical education students received depended on whether they attended a school in a rural or urban area. Generally, there is a better quality provision in traditional boarding schools located mostly in cities and towns than in community day secondary schools found mainly in rural or peri-urban areas. Also the traditional schools attracted more qualified teachers than the community schools. Teacher shortages in the technical/vocational subject areas effectively reduced quality

of provision and undermined student interest (Akyeampong 2005). But, perhaps the most important influence on students' subject choice is the opportunity structure outside the school system. This has proved to be decisive for some students when it comes to selecting school subjects, and increasingly, many of these students are seeing liberal arts and science subjects as offering better opportunities than vocational and technical subjects (King et al., 2005; Ampiah 2003). Over the years, the ideological sentiments associated with technical and vocational secondary education has made sure that it remains at the forefront of education policy. But what this does not take into account is the pragmatic implication of costs, and how that might affect equitable access to quality.

Community secondary schools which were introduced under the 1987 education reforms to make secondary education more affordable and accessible to students in rural populations, lacked adequate infrastructure, teachers and equipment to support their practical focus.

The National Democratic Congress (NDC) in its 2012 Manifesto, promised to build two hundred SHSs if it was voted into power in order to improve access by the year 2016. But four years into its tenure, it does not seem the government could accomplish this promise since only ten schools have been completed and one hundred and twenty three others are at various stages of completion (Emmanuel, 2016). Generally, secondary education is faced with the challenge of providing equitable and meaningful access so that drop-out reduces and learning achievements improve significantly. An additional challenge is the rising cost of secondary education to both government and parents and the potential that this has on constraining future growth (Akyeampong, 2005).aching and learning materials and or educational logistics.

2.6 Effect of Covid-19 on Access to Education Logistics

From another survey report on the effect of the Covid-19 on the access to education logistics, government responses to the provision of teaching and learning materials to school to help mitigate the severe impact of the pandemic on the pedagogical duties was not well done because all attention were turned on how to prevent the spread of the disease than how teachers can still teach student under the circumstances the pandemic was bringing, such as lockdown of institutions. In this case, the use of ICT tools such as the internet and other devices became a priority but the barrier to this was how teachers could have access to such logistics to pursue this task of still filling the gap the pandemic was creating. Hence, while the need for distance learning was clear and the achieving effective impact in student was necessary, the education ministry's response to resourcing various institutions was varied with priorities being accorded schools in urban areas and depriving those in the rural areas. Thus, educational progress was slowed with about 59% of respondents to that survey thinking the government did not take sufficient account of teachers' views in relation to education.

Moreover, highlights of major obstacles for teachers and learners in the midst of the pandemic is the lack of access to learning materials, access to technology, lack of appropriate training to design and manage distance learning, lack of connectivity and an effective learning environment. It should be noted that these hindrances were most impactful on those in rural and geographically sparsely dispersed areas and were at the risk of missing out on education. But most severely were the teachers who were inadequately prepared and ill-equipped to assist the children but were expected to produce excellence with their students. To tackle the whole situation was the fact that the curriculum does not lend itself to distance learning, hence the ineffectiveness.

Hitherto, education critics had opined that post Covid-19 era will afford the education ministry to prioritize the integration of technology into a new educational system that would evolve to respond to the current challenges the educational sector faces by addressing the access to educational logistics that woefully affect the effective teaching and learning.

2.7. Government Budget

Addressing the issue of access to educational logistics is a complicated matter because in 2011 and 2015 for example, the total income and expenditure for education was mainly from the government of Ghana and the transfer via GETFund which is accrued funds from VAT and oil revenue, development partners to education and internally generated funds, as well as funds from the private sector and district assembly common fund. Howbeit, these income end up settling goods and services which are mostly salaries and wages. Nonetheless, there has been a steady reduction in the funding of goods and services and capital expenditure from the government of Ghana budget. Statistically, the ministry of education in 2016 reported that from the allocations to education in the government budget, funding of goods and services were from GETFund, while internally generated funds catered for 75% of goods and services, 9% for capital expenditure and donors funding 13% of goods and services, 12% of capital expenditure. Upon all these expenditure, the basic school level of the education absorbed most of these expenditure as the sub-sector had an increased number of teachers employed, thereby resulting in the low expenditure on other education logistics such as syllabus and ICT tools.

Universal access to equitable quality basic education is conceived globally as human rights issue (UN, 1948; 1959). Human rights approach to education argues that every

person, no matter the race, location and socio-economic background should have the right to education of some reasonable standard (UN, 1948; 1959; UNESCO, 2002; 2010). It is pivoted on the goal that education prepares the individual for social, economic and political participation which is necessary for social cohesion. It socializes the young that rights are naturally and sacredly inherent in the individual and that the rights to education is the individual greatest asset independent of any other person (Tomasevski, 2004; 2006; UNICEF & UNESCO, 2007).

The provisions on the rights to equitable accessible quality basic education is enshrine in several international and regional treaties and declarations of which Ghana is a signatory to such as the 1948 Universal Declaration of Human Rights, the Dakar (2000) Framework of Action on EFA, the 1960 Convention against Discrimination in Education, the 1966 International Covenant on Economic, Social and Cultural Rights, the 1989 UN Convention on the Rights of the Child, The MDGs /the Post-2015 (Agenda 2030) on the 17 new SDGs. The regional ones include the Lome Convention; the African Charter on Human and Peoples' Rights and the ECOWAS Protocol on Education and Training among others. These treaties and declarations rally global support and partnerships and enjoin national governments to implement right based policies that seek to make at a least good quality universal basic education more available, accessible, relevant and equitable to all (UNICEF, 2007; UNESCO, 2015a)² According to UNICEF & UNESCO (2007), the rights-based approach to education embodies three interconnected dimensions which include the right to access, the right to quality, and the right to dignity within education. The right to access entail the right to education for all on the basis of equality of opportunity and without any shred of discrimination. It rallies governments and stakeholders to be committed to policies or strategies that make education available for, accessible to

and inclusive of all children. The right to quality entails the right to education of appreciable standard, safeguarding this right requires strategies that are child-centred, relevant, appropriately resourced, and monitors the progress of each learner. The right to respect within the learning environment also espouses the right that every child has to be protected as regard his or her inherent dignity within the education system. Achieving this also require policy and strategies that hinge on democratic ideals of promotion of diversity and freedom consistent with human rights. These include promotion of equal respect for every child, providing opportunities for meaningful participation, and prevention of all forms of violence, as well as respect for language, culture and religion (UNESCO & UNICEF, 2007; Kendall, 2008).

2.8 Completion of Teaching Syllabus and Its Effects on Students

Many writers are of the view that inability to complete teaching syllabus has an effect on students' achievement to greater extent. The results of a study conducted by Etsey (2005) showed that fewer teachers in the Shama sub-metro completed the syllabuses than the teachers in the high-achieving schools. The completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught. As this continued, there would be a backlog of content not taught and this would affect the performance of the pupils. Since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have a cumulative effect on the pupils such that as they move from grade to grade, they encounter material they do not have the foundation to study. In the final analysis, poor performance is the result. (Kananu 2011) found that there was inadequate syllabus coverage in Kenyan Public schools and whatever was covered was not done effectively, leading to poor performance in the subject.

In another development, Mji and Makgato (2006) were of the view that, poor syllabus coverage is also due to unqualified teachers in overcrowded, non-equipped classrooms and other teaching material. This implies that availability of resources, particularly text books improves performance. Miheso (2012) notes that a student/text book ratio of 1:1 or 1:2, improves syllabus coverage, while a ratio of 1:3 and above slows down syllabus coverage, leading to poor performance and other resources that play a part in syllabus coverage include: access to calculators, Mathematical tables, graph papers etc. From the study 80% and 66.7% of teachers in the public and the private school, respectively indicated that they were not able to complete the teaching syllabus for the previous years. From the statistics teachers in the private schools were more likely to complete the teaching syllabus earlier than teachers in the public schools.

2.9 Parental Support and School Factors

Teaching and learning materials/ resources such as books, stationery, furniture, equipment and recreational facilities are vital to effective education. Students perform better when they have such resources at their disposal since they are aids that foster learning. The availability and use of teaching and learning material affect the effectiveness of a teacher's lessons. Durlak et al. (2011) pointed out that teaching material is a common term used to describe the resources teachers use to deliver instruction and it can support students learning and improve students' achievement. Teaching and learning materials (TLMs) are important because they can significantly increase student achievement by supporting student learning. TLMs come in many shapes and sizes, but they all have in common the ability to support students learning, Cohen et al. (2009). TLMs also add important dimension to lesson planning and delivery of instruction and acts as a guide for both the teacher and students. Teaching

and learning material can assist teachers in an important professional duty such as differentiation of instruction Ryan and Telfer, (2017). Differentiation of instruction is the tailoring of lesson and instruction to the different learning styles and capacities within the classroom Basal, (2015). This means that TLMs help in attaining higher performance in mathematics. Some researchers also advocated that teachers should be resourceful and also encouraged to search for necessary instructional material through local means to complement or replace the standard ones.

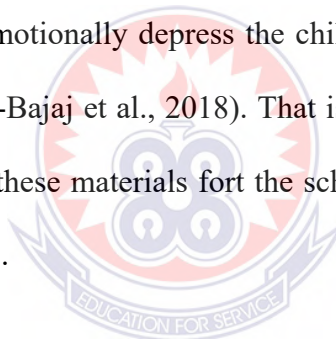
Agudzeamegah, (2014). This means that teaching and learning materials are one of the important elements of teaching in our schools and helps in teaching and learning of difficult concepts and lessons. However, in Ghana, most schools lack simple resources such as textbooks, syllabus internet and other resources needed for teaching and learning.

Okyerefo et al. (2011) observed that the home plays diverse roles in the facilitation of academic performance of students at school. The main role is played by parents, with support from other significant household members such as siblings, uncles, aunts among others. Different parenting styles lead to various means of interaction with children, each of which forms an important component in shaping the child's worldviews. For example, some studies have shown that parents spend less time with their children between the ages of six and ten years because they are then normally at school Okyerefo et al. (2011).

Another critical aspect of the home environment is socio-economic status which is most commonly determined by a combination of factors such as; parents' education level, occupation and income level Jeynes, (2002).

Unsurprisingly, in most studies on the academic performance of students, socio-economic status is identified as a major indicator of academic performance. For instance, parents who provide materials such as mathematics textbook and other teaching and learning material and employ after-school strategies such as engaging their children after school to study tends to perform better. Stipek et al., (2017).

Students from well resource families are more likely to register in schools early and are given the best in terms of educational needs, such students will not depend on the government to provide their wards with the needed material for academic work. But students from less deprived homes are faced with a lot of difficulty such as inability to pay school fees, unable to purchase exercise books, inadequate textbooks and uniform, etc. All these emotionally depress the child and reduce the zeal to perform well in academics (Sattin-Bajaj et al., 2018). That is why I argue that GES should be able to cater for most of these materials for the schools in order not to disadvantage children from poor homes.



Schiller et al. (2002) also argued that parents who have more education appear better able to provide their children with the academic and social support important for educational success when compared to parents with less educated. This means that parents who fail to provide academic and social support for their children puts their wards in difficult situation resulting in their inability to perform better.

Parents may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years. Parents' level of education, for example, has a multifaceted impact on children's ability to learn in school.

Children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling Williams, (2000). Guidance is one of the factors through which a student can improve his/her study attitudes and study habits and is directly proportional to academic achievement. Students who are properly guided by their parents may perform well in the examinations. The guidance from the teacher also affects the students' performance. The guidance from the parents and the teachers indirectly affect the performance of the students Hussain, (2006). The home environment affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work Marzano, (2003). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success Barnard, (2004), Henderson, (1988) Shumox & Lomax, 2001). According to Graetz (1995), one's educational success depends very strongly on social economic status of the parents. Considine and Zappala (2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. Socio-Economic Status (SES). Considine and Zappala (2002). A person's overall social position to which attainments in both the social and economic domain contribute. They add that social economic status is determined by an individual's achievements in, education, employment, occupational status and income. In this study socio- economic status (SES) was characterized by family income, parental education and parental occupation.

Graetz (1995), argues that children from high socio-economic status families perform much better at school as compared to children from low SES families. Family income, according to Escarce (2003), has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. Escarce (2003) adds that due to residential stratification and segregation, low-income students usually attend schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school. This is simply because children with good financial background may have the needed logistics been provided by their parents.

Escarce (2003) agreed with Combs (1985) and Sentamu (2003) who argued that social class determines what school a child will attend and whether the child will pass the examinations. Considine and Zappala (2002) found that children from families with low income are more likely to exhibit the following patterns in terms of educational outcomes; have lower levels of literacy, numeracy and comprehension, lower retention rates, exhibit higher levels of problematic school behaviours, are more likely to have difficulties with their studies and display negative attitudes to school. Where the school lacks basic material for teaching and learning, parents cannot provide as well. Hansen and Mastekaasa (2006), argue that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success.

It is believed that low socio-economic status negatively affects academic achievement because it prevents access to vital resources and creates additional stress

at home. Studies carried out by Eamon (2005); Jeynes (2002) and Graetz (1995), on socioeconomic status in education research and policy found that socio-economic background remains one of the major sources of educational inequality and adds that one's educational success depends very strongly on the socio-economic status of one's parents. Considine and Zappala (2002) agree with Graetz (1995), in their study on the influence of social and economic disadvantage in the academic performance of students found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school.

2.10 Educational Facilities and Infrastructure

Apart from shortage of teachers, infrastructure provision continues to be a serious factor to consider especially when there is a pressure from international treaties calling for provision of education for all (EFA) by 2015. School space and facilities such as classrooms, chairs and tables, libraries, places of convenience, water, electricity, etc. have effects on standard of education provision and academic outcomes.

The availability and use of teaching and learning material (TLMs) affect the effectiveness of a teacher's lessons. According to Broom (1973) cited in Etsey (2005) reported that, the creative use of variety of media increases the probability that the student would learn more and retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1973) cited in Etsey (2005) also stated that young children are capable of understanding abstract

ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. Karemera (2003) found that student performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer laboratory etc. in the institution. Young (1989) holds the view that student performances are linked with the use of library facilities and efficient TLMs when properly combined and will finally affect students' performance positively.

It is sad to note that the Tain District has less than 10% library facilities for both private and public basic schools, According to Wolfeson (2000), the key to sustainable development, peace and stability within and among countries is the provision of education to the populace. To the populace of such countries the availability of teaching and learning resources enhances the effectiveness of schools as these can bring about good performances in the students. Yadar (2007) and UNESCO, (2008) postulated that, an object well-handled practically impresses itself more firmly in the mind than object merely seen from a distance or in an illustration. This stand demonstrates how important TLMs are in the educational provision. According to Yadar (2007), students in most public schools are disadvantaged in that, the classes are overcrowded and they do not also have adequate learning facilities. Consequently, they do not get individual attention from their teachers. In some instances, they lack adequate textbooks, and laboratory equipment as a result, the students may lose hope in performing well in academic work.

This is a sharp contrast to private schools where the number of students is few as there are adequate facilities to large extent and teachers are willing to go extra mile to ensure that the students perform well in both internal and external examinations. At

the classroom, practical work is more important because of the fact that, we learn by doing. Yadar (2007) opines that, no course in Science and Mathematics can be considered as complete without including practical work. Thus, practical work forms an important feature in any Science and Mathematics (UNESCO, 2008).

In line with the UNESCO's stand of practical oriented aspect of sciences, Basic Design and Technology (BDT), Information, Communication and Technology (ICT) and General Science being part of the science oriented programmes are without the needed practical oriented equipment for practical purposes in most of our Basic Schools, especially in the underserved districts. This became evidence during the data collection exercise. The Schools do not have adequate ICT and BDT equipment to facilitate teaching and learning of these subjects in schools which could be a cause for poor academic outcome.

Availability of Teaching/Learning resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Maicibi (2003) opines that all institutions or organization are made up of human beings (Workers) and other non-human resources. He further asserts that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best of human resource.

Teaching and Learning Material (TLMS) are important component in providing quality education. Yadar (2007) and UNESCO,(2008) reported that Teaching/Learning Materials such as textbooks, class rooms, teaching aids (chalk, board, ruler and protractor), stationeries and laboratories affect academic performance of the learners. Teaching can also be viewed as the way in which a teacher transmits or

imparts accumulated knowledge, skills, attitudes and values to learners Mutai (2006) also asserts that learning is strengthened when there is enough reference materials such as textbooks, exercise books, teaching aids and class rooms. He further asserts that academic achievement illustrates per excellence the correct use of these material. Farrant (1996) asserts that teaching is a process that facilitates learning. This involves creating an environment to facilitate learning and motivating learners to have interest in what is being transmitted to them. Tamakloe et al, (2005), implying that what pupils see, hear and do in the classroom is what the teacher provides for them as well as what the pupils are ready and able to learn. Farrant, (1996). This implies that the teacher should make sure the content of the lesson is within the reach of the pupils.

Global efforts of increasing equity in access to basic education focus on strategies that seek to eliminate the obstacles to availability, accessibility and affordability to school (Tomasevski, 2004). These strategies mostly aim at targeting and hooking vulnerable groups, such as ethnic minority, girls, the poor, people with disability, and people in risk areas and rural dwellers that are most likely to be excluded to the educational process (Allen, 2011; Kabeer, 2000; Tomasevski, 2005; Schwartzma, 2005; Muralidharan & Prakash, 2013). Social safety programmes such as the abolition of fees, cash transfer and school feeding programmes as well as others that focus on improving girls' education have become very important in the South (UNESCO, 2010; 2015).

Eliminating school fees and lowering other indirect cost associated with textbooks, school uniforms and other hidden fees is the first step of making basic education affordable hence accessible to the vulnerable in the society (UNESCO, 2010; USAID, 2007). Several studies in Africa and South America have revealed that school fees is

the biggest barrier to accomplishing the goals on access to equitable quality education affordable (USAID, 2007; UNESCO, 2010). The argument that has been advanced in favour of abolition of school fees and other related indirect costs in developing countries is that the majority of the world's marginalized and poorest people are located in this part of the world, especially, in the rural areas. Therefore, abolition of fees is likely to give more opportunity to children from poor households to access. This has the potential of injecting equity in access to quality education affordable (UNESCO, 2010; USAID, 2007). Studies in some 15 Sub-Saharan Africa countries including Malawi and Uganda where school fees have been abolished in one form or the other by the year 2000, have recorded sustain increase in enrolments and has narrowed that gap in access between advantaged and disadvantaged groups within a country (UNESCO, 2015a). In Uganda, abolition of school fees in the primary and lower secondary levels almost doubled the enrolment rate. It has also led to the reduction of late entry to school and its twin problems of over-age enrolments and drop out, especially among girls and children in rural areas (Feininger, 2003 in UNESCO, 2015a). It has been argued, however, that abolition of tuition fee only does not necessary translate into elimination of cost to education (USAID, 2007). There are other indirect costs aside school fees such as transportation, feeding, levies for school repairs, cultural and sporting activities, cost on text books and stationary, and school uniform, as well as other hidden fees charged on parents which are still major hindrances to access. Therefore, what is crucial is the total elimination of any form of cost borne by poor households when the child is going to or is in school (USAID, 2007; UNESCO, 2015a).

Also, it has been argued that the abolition of fees can cripple quality if it is not accompanied by the required expansion in facilities. A significant increase in

enrolment causes: imbalance in the pupil-teacher ratio, overcrowding in class rooms and put stress on TLMs and other resources in schools (USAID, 2007; Osei, Owusu & Afutu-Kotey, 2009). In Malawi for example, the abolition of school fees increased the pupils to teacher ratio to 62:1, pupils to classroom to 199:1 and pupil to text book of 24:1. Similar in Ghana, the increasing enrolment has exacerbated the challenge of supply of quality teachers, especially to the rural areas. The infrastructure though expanded, is yet to meet the rising numbers (Little, 2010). Another associated problem of abolition of fees, especially, in developing countries is the problem of sustainable funding. This is evident in underfunding of education in most developing countries. This has led to deterioration in quality. For example, in Malawi public expenditure per-pupil fell approximately by 12 per year for primary school pupils (USAID, 2007).

Tomasevski (2004), therefore argued that one of the best ways of strategizing for universal access and monitoring access to quality education in relation to affordability in light of the right-based approach is to deal with the key issue of “correspondence between budgetary allocations for equitable accessible quality education and government obligation under international human rights treaties and declarations, as well as her national obligation toward the citizenry. Therefore, in order not to reduce free education to a mere rhetoric or symbolic gesture requires a real commitment on the part of the state in order to ensure that abolition of fees translate into access to good quality education for all. This she argued requires that budgetary allocations take into consideration the estimated cost of accessible quality education for each citizen. This suggests the need for governments to be proactive and adopt good governance mechanisms to manage the national wealth for the good of the people. It also requires innovative ways to raise the needed funds through efficient taxation

system to provide affordable quality education for all (USAID, 2007; UNECO, 2014; 2015). Another argument against abolition of fees is that it cripples community participation and ownership of schools. Voluntary family and community support to education notwithstanding the quantum increases their commitments to and ownership of the schools in their communities.

This is vital for efficient school management and outcome (USAID, 2007) Cash Transfer Programme Conditional cash transfer policy, where parents are given some amount of cash on condition of ensuring the regular attendance to school by their children has successfully been used, especially, in Latin America as a strategy to enhance access to school among marginalized and poor communities (Schwartzma, 2005). It has been argued that cash transfers increases human capital investment in poor families thereby freeing them from the vicious cycle of poverty by breaking its channel of transmission from one generation by promoting child health, nutrition, and schooling (Fiszbein & Schady, 2009; Tomasevski, 2005). Studies in South America have revealed that most cash transfer programmes have made positive impact on access to BE in the areas of enrolment, attendance, and retention (UNESCO, 2015). Experiences of the Brazilain Bolsa Escola, Ecuadorian Bono de Desarrollo Humano, the Colombian Familias en Accio cash transfer programmes showed that the impact is maximized when it is design to properly target areas where poverty, remoteness, gender and social-cultural practices tend to alienate children from school (Souze, 2006; Schwartzma, 2005). For example, in Brazil cash transfer policy increased enrolment in school among children from the poorest households, mostly rural, by about 10%. This is in contrast with children from average and well-to-do households which enrolment was not significantly affected (Souze, 2006). It also increased attendance rate to school by 10% among rural children as against 0.5% for urban

children (Helfand & Souze). According to UNESCO (2015a), cash transfer programme as a strategy for access is becoming popular in Africa countries. About 21 countries including Kenya, Malawi, Ghana and Zambia have some form of cash transfer programmes. However, some of these programmes have taken distinctly different dimensions which are mostly unconditional.

Evidence from Morocco indicate that the impact of cash transfer programme has been remarkable on school attendance and somehow on the achievement levels in arithmetic and numeracy skills among children from poor rural families (Benhassine, Devoto, Duflo, Dupas).

2.11 Quality Education

Quality is defined in different ways by different writers. Ankomah et al, (2005) noted that, approaches to quality can vary widely and decision is based on consensus as to what the term means. Ankomah et al, (2005) identifies quality using three dimensions of inputs, processes and outcomes (output). Mingat and Pingtang (1988), defined quality in two ways that is input and output. Quality of education is said to be high when inputs such as teacher qualification, class size, teaching methods, pedagogical material and curriculum is said to be very good. Again, quality is defined to be high when students achieve many of the curriculum objectives irrespective of its internal operations. Whilst Bollen (1989), defines school quality as a systematic, curtailed efforts aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively.

Teacher quality is one of the important variables to consider in educational provision. Etsey (2005) and Ankomah et al (2005) noted that, teacher quality does not only

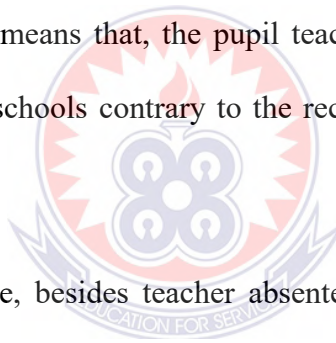
depend on observable and stable indicators, but also on the quality of the training they receive. It equally depends on the behaviour and the nature of the relationship teachers maintain with their pupils or students. The indicators deal with such aspects as: academic qualification, pedagogical training, Years of service and experience, ability or aptitude and content knowledge. Teachers must be adequately prepared by equipping them with the requisite skills, subject-specific proficiency, effective teaching practice, an understanding of technology and the ability to work in collaboration with other teachers, members of the community and parents. It has been proven that, most basic schools in Africa lack well trained teachers with academic qualifications, training and content. Ankomah et al, (2005), UNICEF, (2006).

In Ghana, the measurement of the quality of education has focused principally on resource input and outcomes. Therefore, quality of education is measured against stated curriculum goals and objectives, and range of elements including the level of students' absenteeism, ratio, the availability of textbooks, school facilities and equipment, and cognitive achievements. Whether education provided is of good or poor quality depends on the degree to which it measures up to the goals and objectives prescribed Moses, (2007).

School environment factors, the school environments factors considered in this study are: Pupil Teacher Ratio (PTR), Class Size, Educational Facilities / Infrastructure, teaching and learning materials, Monitoring and Supervision in schools. The Ghana Education Service (GES) policy is to have a PTR of 35:1 at the primary level and 25:1 at the JSS level. Class sizes in P3, P4, P6 and J SS1. In the private, rural and urban schools observed PTR were higher than 35:1 Ampiah, (2010). None of the schools observed, therefore, operated at the PTR stipulated by the Ministry of Education,

Science and Sports (MOESS). Generally, the class sizes in the private schools were comparable to that in the rural schools. The class sizes in the urban schools were, however, slightly higher. The general trend in Ghana is that of higher class sizes in urban schools and lower class sizes in rural schools. All the classes at the JSS level irrespective of the school type were far higher (in some cases double) than the stipulated PTR of 25:1 .Ampiah (2010).

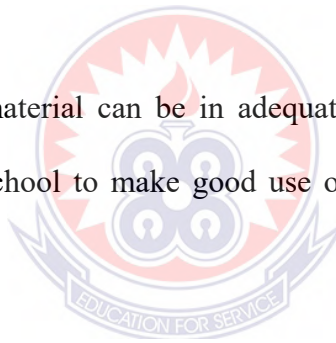
For the case of the private and public schools in Fantekwa North, private schools teachers had few students to handle as compared to the public schools. Private schools teachers handled 30% within the range of 1-10 and 57.5% within the range of 11-20 students. For the public schools, the teachers handled between the ranges of 21-70 students in a class. This means that, the pupil teacher ratio is higher for the public schools than the private schools contrary to the recommended average pupil teacher ratio of 25:1 for JHS.



Student school attendance, besides teacher absenteeism and lateness to school, the issue of student attendance as important variable affecting academic output cannot be set aside to greater extent. Attendance is the amount of time that students participate in class activities which is measured in hours, per day, per week, per month etc. Academic performance of student is measured using student's examination performance, student's GPA and class discussions. Attendance in school is important because students are more likely to succeed in academics when they attend school consistently. Pasco Pella, (2007). It is difficult for teachers and students to build skills and progress if large numbers of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities. Hocking,

(2008). In the past decade, a number of studies have examined the relationship between students' attendance or absenteeism and academic performance, generally findings from many authors concluded that attendance does matter for academic achievement. According to Rodgers (2001), Kirby and McElroy (2003), Britti Dolton et al. (2003), this kind of evidence has led some authors to call for measures to increase student attendance and even to consider the possibility of making attendance mandatory in all schools including undergraduate courses Roomer (1993). The total amount of time that students report studying has often been examined as a potential predictor of success in schools. It might seem that the more time that students spend studying, the better grades they should receive. Plant, Ericsson, Hill & Asberg, (2005).

Teaching and learning material can be in adequate, but will be more useful when students are regular in school to make good use of the material to enhance quality education.



Accessible to quality education according to UNESCO (2012), is “one that is effective for purpose, has enduring development relevance, is equitable, is resource efficient and translates into substantive rather than symbolic access” (UNESCO GEQAF, 2012. p .12). The issue of inequity in access to quality education perpetuates social inequalities that are linked to income, social progression, income and status (Kubow & Fossum, 2007). Generally, equity in basic education require strategies that seek to create the right environment in school and in the classroom for inclusive quality teaching and learning as well as equal supply of educational inputs for all irrespective of location and status for the attainment of equal outcomes (UNICEF, 2000; UNESCO, 2009 ; 2012). Here, deliberate strategy that attracts and maintains

quality teachers in disadvantaged schools where teachers are likely to refuse postings due to remoteness and isolation, ethnicity, language and gender is very crucial (UNESCO, 2005; 15a).

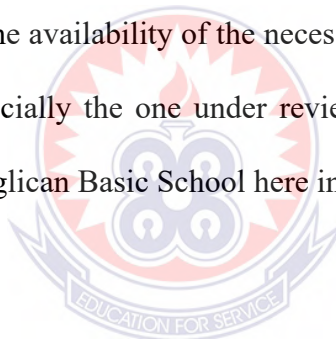
This study therefore, defines equity in basic education as fairness in distribution and equal access of educational inputs, opportunities, experiences and outcomes between rural and urban milieus. It also entails equal participation in quality of education for all irrespective of location. Indicators that were explored include comparisons of the selected indicators for access and quality between the rural and urban areas. Contextual, Relevant and Strategy Lewin (2007), advanced the need to adopt a well-tailored strategy to be in tune with the different contexts between and within countries and regions. Clark and Stevens (2008) also argued that policy maker must appreciate the distinctiveness of rural environment at the macro level and how it differs from the urban milieu. He argued further that policy and decision making processes must be re-examined to embrace the application of rural lens rather than the overconcentration on urban bureaucratic purview. Hence context is used by this study to mean the unique geographical, economic and socio-cultural characteristics of a given milieu that affect a given phenomenon either positively or negatively.

Relevant is also used to mean appropriateness to a given context, Policy strategies or interventions on the other hand express deliberate set of actions that seek to cause a positive change in human endeavor. This study therefore, views contextual strategies as policies, plans, programmes, interventions, frameworks, practices and targets that take into consideration the unique and the specific condition of a particular milieu as well as individual such that it is in tune with peculiar context and needs of the intended people/individual so as to achieve a lasting impact. Basic education becomes

a fundamental human right issue, it is the bedrock for creating equitable just fair and stable society. Hence its provision is seen as international and national obligations. The process of making basic education more available, accessible, adaptable and acceptable requires strategies that inject equity and include all and sundry irrespective of location and socio- economic background.

2.11 Conclusion

It is clear from the foregoing, that literature review considering many other things needed and forms part of any serious educational input. It is of necessity that these literature data and review can aid the impact on teaching and learning. It is therefore clear that their absence will cause great damage to the acquisition of good teaching I do strongly recommend the availability of the necessary educational tools for all basic educational institute especially the one under review. Their impact will be of great benefit to the St. Paul Anglican Basic School here in Begoro.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

Methodology according to a practical approach to doing educational research, by Kobina Impraim Adentwi (2016): "is the part of proposal begins with a clear definition of the population (those to be included and sample in the study)". This chapter deals with the various topics in finding answers to the research objectives. It actually focuses on the research method, the research design, study methods, sampling procedure, data analysis and presentation.

3.1 Research Approach

The researcher used the quantitative approach in this study. Quantitative approach involved large sample sizes, concentrating on the quantity of responses, (Wikipedia, 5/12/2021). This approach to research involved gathering samples of opinion from varied sources to make a concrete point. In this approach, the researcher designs to correlate two or more variables using mathematical analysis methods, pattern, relationships and trends.

It also involved gathering new data from primary and other existing data. It further involves observable experience or empirical evidence based on what the researcher has gathered from his frequent visits to the school in question. In other words, the researcher availed himself with a lot of time observation and analysis of the said problem in question.

3.2 Research Design

The research design for this study is the quantitative research design. Quantitative approach involved large sample sizes, concentrating on the quantity of responses, (Wikipedia, 5/12/2021). This approach to research involved gathering samples of opinion from varied sources to make a concrete point. In this approach, the researcher designs to correlate two or more variables using mathematical analysis methods, pattern, relationships and trends.

3.3 Population of Study

According to Creswell (2001). Population of a study group is likely to generalize the result of the study. The term population in everyday English language usage refers to the total number of people in a well-defined geographical area. In research, population means all the members, individual or cases of the target of the study, Kwamina Arhin (2016). In that study, the target population of the researcher consisted of one hundred and twenty students and teachers in the St. Paul Anglican Primary School in Begoro. Data collected centered on the socio-demographic characteristics as well as the assessment of knowledge about the core subject.

3.4 Sample and Sampling Procedure

Sample and sampling according to Edward Fink (2001), the position of a large group is a sample of a representative of a bigger group. The importance of this sampling, laid in the accuracy with which they represent or mirror the target population. Sampling is a necessity in every study because it will be impracticable for the research to survey the entire population. There was also a budget constrain to be considered, coupled with time and availability of those to be interview or accessed.

Therefore the total population of this research will be sampled into thirty students and teachers.

3.5 Instruments

To enable the researcher obtained objective information, questioners were designed to collect relevant data that will answer the research questions. The questioners consisted of carefully selected questions posed by the researcher to the teachers and pupils consent that will elicit answers to the research questions with the use of questionnaire. Personal interactions with pupils and teacher by the researcher.

3.6 Data Analysis and Presentation

Data that was gathered through questioners administered to teachers and pupils of the St. Paul Anglican Primary School in Begoro were coded using excel, analyzed and processed with the excel software. The data further summarized into frequency distribution tables and percentages which will then be analyzed and interpreted to address the research objectives. The analyzed data will be presented on tables.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This Chapter focuses on the data analysis and the interpretation of Data collected from respondents at the St. Paul Anglican Primary School of the Fantekwa North District Assembly. The analysis and interpretation of the data collected is presented in the foregoing Chapter. The Researcher worked with Thirty (30) respondents from the research area. These respondents were made of Seven (7) Teachers representing 23.33% of the total respondents and twenty-three (23) Students representing 76.67% randomly selected from the St. Paul Anglican Primary School.

4.1 How do your teachers go about teaching and learning with the fewer logistics the school has?

In most of my frequent visits to the said school, I was amazed to observe and found out that, most of the teachers if not all, relied solely on their memory. How adequate and relevant will they be? What at all are they remembering? From which source or data are they using to teach? No wonder there is the urgent need for a particular book or data to derive their contents from.

A closer look at the answers of the questionnaire, also affirmed and collaborated to the teachers not having sufficient material to rely on. The analysis further showed from the questionnaire, where the question was put to the respondents about how often they have access to teaching and learning logistics, the following percentages were recorded: 7 respondents representing 23.33% said they always had access to teaching and learning logistics, respondents representing 50.00% said they had none at all, 8 respondents representing 26.67% responded as often as they need them.

From the mentioned analysis, it is clear that teachers do not have sufficient teaching and learning material. It is therefore incumbent on the head- teacher of the said school and the government of the day to supply them with these teaching and learning material. This will boost their moral and their drive to access proper comprehensive material for the said courses.

4.2 What are some of the available teaching and learning material your teachers use?

It does appear from all look of things that the school needs other teaching and learning material. A sampling opinion from many of the respondents to the question reviewed a lot of interesting answers. When a question was asked about other areas that needed to be improved in teaching and learning in their school, the following were the records received.

Only 1 respondent representing 3.33% said they needed writing material. 20 respondents representing 66.67% said they needed reading material. Whiles 9 of them representing 30.00% said they needed other logistics.

It is obvious from the foregoing that the school needs to be adequately resourced. This will further enhance the teachers' ability to have access to proper teaching and learning material. This will go a long way to enhance the image of the school and thus attract other pupils from the town to get themselves enrolled in the school. It will further bring in a healthy competition among the schools in the town. Moreover, the school has recently been given the status of a model school in the Fantekwa District. It is therefore befitting and proper for more logistics to be brought in to enhance and attract more pupils to the school.

4.3 What ways do teaching and learning prevail at your school where there is no internet connection?

The answers to the questionnaire about what alternative respondents have in terms of getting access to the internet showed the following: 11 respondents representing 36.67% answered they use their teachers phone, 3 respondents representing 10.00% answered they use their head teachers' phone and 16 respondents representing 53.33% answered they use none at all.

It is clear here that knowledge of ICT is going down in the school. We live in a global technological age where access to the internet is of paramount importance, with a click of a button, the pupils and the teachers can easily get themselves tuned in to whatever information and data they require for their studies. This cannot be compromised. They necessarily need to be updated to themselves in line with modern trends and research.

Table 4.1: Respondents Distribution

Respondents	Frequency	Percentages (%)
Teachers	7	23.33
Student	23	76.67
Total	30	100

4.4.1 Responses from Teachers

At the end of the study, it was revealed that four (4) of the teachers representing 57.10% have been teaching in the school for a period not more than five years. Three (3) of the teachers representing 42.90% have been teaching in the school for a period of six years and above. Below is a table showing the distribution of respondents on

the number of years in the school and a figure showing the graphical representation of the distribution.

Table 4.2: Number of Years a teacher has stayed at School

Number of years	Frequency	Percentage
Below 5yrs	4	57.1
6yrs and above	3	42.9
Total	7	100

The data collected at the end of the research revealed that, there were only a few of the teachers who have been in the school for a long time. Therefore, their experience with respect to the past years going back to about 10years would be difficult to share since none existed. Again, because only a few have been in the school for a period more than 5years, it was deduced that some of the challenges and successes relating to the access to teaching and learning logistics would require future interrogations.

It was also discussed that the data from the length of stay of student in the school which revealed that 69.57% of the student have been in the school for not more than 5years, foretold that their response on the access to teaching and learning logistics had been satisfactory because their views on challenges and/or successes about access had been influenced by other factors yet to be determined.

However revealing as it may be, the research revealed that reading materials required improvement. This was so because, both teachers and student showed that without the writing materials, teachers could compromise and dictate notes to students while explaining it to them. Also, with the advent of a digital education era, teachers could

prepare lesson notes with the aid or support of electronic gadgets such as tablets and mobile phones and the internet.

With the internet taking dominance over the world, students could be given research and reading assignment. Therefore, improving the access to reading materials was very necessary. It is worth discussing that, the improvement of access to reading materials is dependent on Parents. However, the performance on the support of Parents was on the average. This suggested that, Parents did not take much interest in the teaching and learning of their wards. Hence, the low performance of student and difficulty to understand lessons.

To support this, the research data revealed that, due to the difficulty in teaching without reading materials, teachers would not be able to teach without teaching and learning materials.

Finally, because access to logistics was as to when it was available, teachers resorted to the use of their mobile phones to aid them to be able to perform their mandate of educating the students.

4.4.3 Students Respondents

At the end of the research, the study revealed from the respondents that sixteen (16) of the students have been in the school not more than five years representing 69.57% while six (6) of the student have been in the school six years and above representing 26.09% and one (1) student representing 4.35% did not state how long he had been in the school. Below is a table showing the distribution of respondents on the length of stay at the school while the figure below shows the graphic representation of the distribution.

Table 4.2.1: Number of Years at School

Number of years	Frequency	Percentages
Below 5yrs	16	69.57
6yrs and above	6	26.09
invalid	1	4.35
Total	23	100

From the above table, it is clear that not all the respondent brought back their sampling results. Some may apparently have forgotten to tender them in or deemed it as not very important.

4.5 Responses from Teachers on Areas to be improved in Teaching and Learning

From the study conducted, six (6) of the teachers representing 85.71% responded that reading material needed to be improved while a teacher representing 14.29% responded that other teaching and learning material needs to be improved. However, none of the teachers responded that writing material needed to be improved. The table below shows the distribution of the respondents while the figure shows the graphic representations of the distribution of responses.

Table 4.3: Areas Requiring Improvement

Areas requiring improvement	Frequency	Percentages (%)
Writing Material	0	0
Reading Material	6	85.71
Others	1	14.29
Total	7	100

4.5.1 Responses from Students on Areas to Be Improved In Teaching and Learning.

From the study conducted, a student representing 4.35% responded that writing material needed improvement while twenty-two (22) students representing 95.65% responded that reading materials required improvement. However, none of the respondents revealed that other areas of teaching and learning material required improvement. This goes to stress the point that the students are in high need of reading and writing material. Obviously, with the improvement and the acquisition of enough reading and writing material, the students will be better off and will be able to stand the test of time and be well equipped as mature students.

Table 4.4: Student Response on Areas Requiring Improvement

Areas requiring improvement	Frequency	Percentages
Writing Material	1	4.35
Reading Material	22	95.65
Others	0	0
TOTAL	23	100

4.6 Responses from Teachers on Performance of Parents Responsibility

From the research conducted on the performance of parents' responsibility on the provision of teaching and learning materials a teacher representing 14.29% responded that just few parents provided teaching and learning materials while two (2) teachers representing 28.57% said that majority of parents provided teaching and learning materials. Nonetheless, four (4) teachers representing 57.14% responded that on the average parents provided teaching and learning material for their wards and the schools to aid in effective teaching and learning. The table below depicts that the

parents have played their parts as responsible parents and their contribution cannot be discounted. However, on the part of the government, one sees some lack of enthusiasm. It is therefore expected that the government will play its part to complement that of the parents and other stake holders.

Table 4.5: Performance of Parents in the Provision of Teaching and Learning

Material

Performance	Frequency	Percentage
Just a few	1	14.29
Majority	2	28.57
On average	4	57.14
Total	7	100

4.6.1 Responses from Students on the Performance of Parents in the Provision of Teaching and Learning Material

From the table below, twelve (12) of the respondents representing 52.17% said just only a few of their parents provided teaching and learning materials while eight (8) respondents representing 34.78% said majority of parents provided teaching and learning materials. Again, three (3) of the respondents representing 13.04% said on the average, Parents provided teaching and learning materials for their wards and the school.

What the students have said is in line with what the teachers have said to reinforce the fact that the parents are playing their core responsibilities to complement that of the expected government contribution.

Table 4.6: Performance of Parents in the Provision of Teaching and Learning**Material**

Performance	Frequency	Percentage
Just a few	12	52.17
Majority	8	34.78
On average	3	13.04
Total	23	100

4.7. Responses from Teachers on Possibility of Teaching without Teaching and Learning Logistics.

From the table below, two (2) respondents representing 28.57% of the teachers responded that there is the possibility of teaching without logistics while five (5) of the respondents representing 71.43% of the teachers said there is no possibility for effective teaching to take place without adequate teaching logistics.

Normal teaching methods goes with syllabus and data, so in the absence of syllabus and data, there cannot be any meaningful teaching and learning. In such a scenario, the teacher will be coating out of his or her head with no focus and reference. In fact it is not possible, the table affirms that fact that majority of the teachers answered in the negative that there cannot be any effective teaching and learning in the absence of adequate logistics.

Table 4.7: Possibility of Teaching without Teaching and Learning Materials

Possibility	Frequency	Percentage
Yes	2	28.57
No	5	71.43
Total	7	100

4.7.1 Responses from Students on the Possibility of Teaching without Teaching and Learning Logistics.

From the table below twenty-two (22) of the student representing 95.65% said there is no possibility for teachers to teach without adequate teaching and learning material, while a student said none- there is neither a possibility for teaching and learning to take place without adequate teaching logistics.

What the student is saying is true because there cannot be proper teaching and learning without adequate teaching logistics.

Table 4.8: Possibility of Teaching without Teaching and Learning Materials

Possibility	Frequency	Percentage
Yes	0	0
No	22	95.65
None	1	4.35
Total	23	100

4.8 Responses from Teachers on the Effects of Inadequate Teaching and Learning Material on Effective Teaching.

The table below shows the distribution of responses from respondents on the effects of inadequate teaching and learning material. Three (3) of the teachers representing 42.86% said that student found it difficult to understand lessons. Likewise, three (3) of the teachers representing 42.86% said that students' performance was below average. However, one (1) of the teachers representing 14.29% said that there was no substantial effect of inadequate teaching and learning material on the performance of the school.

Table 4.9: Effects of Inadequate Teaching and Learning Material on the Performance of the School

Effects	Frequency	Percentage
Diff. under stand	3	42.86
Stud. Performance. Below	3	42.86
None	1	14.29
Total	7	100

4.8.1 Responses from Students on the Effects of Inadequate Teaching and Learning Material on Effective Teaching.

From the table below, six (6) of the students representing 26.86% said that inadequate teaching and learning material has a negative effect on the performance of the students by making it difficult to understand lessons, while sixteen (16) of the students representing 69.57% said that students' performance was below average due

to the inadequate teaching and learning material. One (1) of the students representing 4.35% said that there is no effect on the lack of adequate logistics.

From the analysis, the students themselves felt bad about the inadequate availability of teaching and learning logistics in the school. This psychologically will have a negative effect on the readiness and preparedness on the student in terms of academic performance.

Table 4.10: Effects of Inadequate Teaching without Teaching and Learning Materials on the Performance of the School

Effects	Frequency	Percentage
Diff. under	6	26.86
Stud. Performance Belo	16	69.57
None	1	4.35
Total	23	100

4.9 Responses from Teachers on the Access to Logistics

The table below shows the distribution on responses from teachers on the access to logistics. Two (2) of the teachers representing 28.57% said that there was always access to logistics at the school while two (2) other teachers representing 28.57% said that there was no access to logistics. Two (2) teachers again representing 28.57% said as often as they needed the logistics, they had access to them. Nonetheless, one (1) respondent did not give a response to the question posed.

Table 4.11: Access to Logistics

Access	Frequency	Percentage
Always	2	28.57
None at all	2	28.57
As often as	2	28.57
Invalid	1	14.29
Total	7	100

4.9.1 Responses from Students on Access to Logistics.

The table below showed the distribution of responses on the access to logistics. Four (4) of the students representing 17.39% said there was always access to logistics while six (6) students representing 26.09% said there was no access to logistics. Thirteen (13) of the students representing 56.52% said as often as they had access to logistics.

Table 4.12: Access to Logistics

Access	Frequency	Percentages
Always	4	17.39
None at all	6	26.09
As often as	13	56.52
Total	23	100

4.10 Responses from Teachers on Alternative Means to Access the Internet.

On the topic of alternative means to access the internet, all the seven (7) teachers representing 100% said they used their phones as alternative.

The internet is full of valid sources of information and data, one can easily access the internet for research and data, and however, the absence of these will mar the teaching and dissemination of information and data. The internet therefore can be of varied usefulness in research analysis and data. Teachers these days are using their phone to access the internet for teaching, what happened to other teachers who cannot afford smart phones? These form the bases for schools to be equipped with internet connecting gadget.

Table 4.13: Alternative for Access to Logistics

Alternative	Frequency	Percentage
Teacher's phone	7	100
Head teacher's phone	0	0
None At all	0	0
Total	7	100

4.10.1 Responses from Students on Alternative Means to Access the Internet.

The above data from the responses indicate that, six (6) of the students representing 26.09% said teachers use their phones to access the internet for teaching and learning while seventeen (17) of the students representing 73.91% said there was no alternative to access the internet.

Table 4.14: Alternative for Access to Logistics

Alternative	Frequency	Percentage
Teacher's phone	6	26.09
Head teachers phone	0	0
None At All	17	73.91
Total	23	100

4.10.1 Responses from Students on Alternative Means to Access the Internet.

The above data from the responses indicate that, six (6) of the students representing 26.09% said teachers use their phones to access the internet for teaching and learning while seventeen (17) of the students representing 73.91% said there was no alternative to access the internet.



CHAPTER FIVE

KEY FINDINGS, SUMMARY AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the key findings from the analysis of data, the summary of the research and recommendations made after the research by the researcher

5.1 Key Findings

At the end of the research, the following key findings were made after analyzing the data collected;

- The research revealed that 85.71% of the teachers and 95.65% of the students think reading materials need improvement.
- 57.14% of the teachers who took part in the research responded that the performance of parents in assisting with logistical provision was on the average while 52.17% of the students responded that only a few of parents supported in the provision of logistics for teaching and learning.
- The research revealed that 71.43% of the teachers said they could not teach without teaching and learning materials while 95.65% of students said their teachers could not teach without teaching and learning materials.
- It is worth noting that the research revealed that 42.86% of teachers said that the effects of inadequate teaching and learning materials on the students included the difficulty in understanding lessons and the below average performance of the students. Likewise, 69.57% of the students said that their performance are always below average because of the inadequate teaching and learning materials.

- 28.57% of the teachers at the end of the research revealed that access to logistics was not as often as it is available. Similarly, 56.52% of the students said their teachers had access to logistics as often as it is available.
- It is surprising to note that 100% of the teachers used their mobile phones as alternative means for access to logistics. However, 73.91% of the students said otherwise that there was no alternative means for the teachers to have access to logistics.

5.2 Summary of Research

At the end of the research, it came to light from the summary that the data analysis, discussion and key findings that, student performance was not encouraging simply because teachers did not have access to adequate teaching and learning materials. Also, Parents did not support the provision of teaching and learning logistics. It can also be summarized that the improvement on the access to reading materials would go a long way to improve teaching and learning since it will help the students to understand lessons and improve their performance.

5.3 Recommendations

The researcher at the end of this study, recommends the following:

- That teaching and learning materials should be provided for basic schools in the district so that academic performance of students can be improved.
- That Parents should be involved in the provision of teaching and learning logistics to help the teachers perform their duties effectively.
- Alternative teaching and learning materials such as the internet should be set up in the various basic schools to augment the already existing logistics, which will in the long run help make access to teaching materials easy.

- A comparative analysis on the access to teaching and learning logistics between Public and Private basic schools and its impact on their performance.
- Access to teaching and learning logistics should not be made as and when available but always so that there will not be the space for inadequacy.

5.4 Conclusion

It is my considered view that teaching and learning material are a prerequisite ingredients in any proper and holistic education. The absence of these teaching aids and equipment will, and can gravely affect the quality of our education systems. Since they are of utmost importance, the lack of these equipment can affect the quality of education that we so deeply desire. These lack of proper and adequate teaching and learning material can affect negatively the quality of our education.

Initially the late President Kwame Nkrumah brought the concept of cost sharing. Now it is clear that the present government alone cannot afford all the needed cost. The Free S.H. S. system is good, but parents and other stakeholders must be brought on board to shoulder some responsibilities. They need to play their part too, need them on board. I am therefore calling for a national forum on education. In this case all stakeholders will be present to share ideas, and to see the way forward.

The recent capitation grant too has its attendant problems. Stakeholders and parents need to shoulder some aspects of the education system.

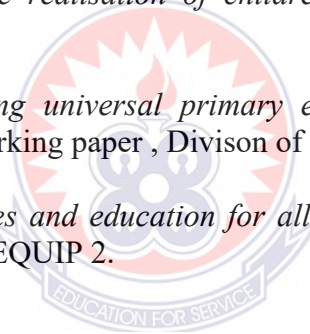
It is my fervent view that cost sharing may be the best way forward for us all. In this vein the government, parents, and other Non-governmental agencies could also be drawn to participate, so we can achieve a holistic education for our children. This is important so we protect and uphold high the quality education we so wish and desire.

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APPENDIX

Questionnaires for Respondents on the Topic; Access to Basic School Syllabus and Logistics in St. Paul Anglican Primary School in the Fanteakwa North District

SECTION A: PERSONAL DETAILS

Please tick or provide the appropriate answer. []

- Gender a. [Male] b. [Female]
- Age (years) a. under 10[] b. 11-25[] c. 26-35 [] e. 36 and above []

Teachers/Students Profile

- Are you a student or a teacher? a. Teacher [] b. Student []
- Do you hold any position in the School? a. Yes [] b. No []
- Title of position held a. class teacher [] b. head teacher []
c. Others.....
- How long have you been in the School? a. below 5years [] b. 6years and above []

SECTION B: ISSUES REGARDING INADEQUATE TEACHING AND LEARNING MATERIALS.

- What are some of the areas needed to be improved in teaching and learning in your school? a. writing material [] b. Reading material [] c. Others.....
- Do parents provide exercise books, pen, and pencils etc. for their wards?
a. Just a few [] b. Majority [] c. on average []
- Is it possible to teach without adequate teaching and learning material?

- a. Yes [] b. No [] c. None of the above []
- Does your School have well-furnished library? a. Yes [] b. No [] c. Half – way []
 - What are some of the effects that lack of adequate logistics creates for the school?
a. difficult to understand lesson [] b. Students' performance is below average []
c. None of the above. []

SECTION C: ISSUES REGARDING THE AVAILABILITY OF REQUISITE MATERIAL AND LOGISTICS FOR TEACHING AND LEARNING.

- How often do you have access to other logistics?
a. always [] b. none at all [] c. as often as we need them []
- How often do you have access to the computer?
a. always [] b. often [] c. sometimes []
- How well does your school computer function?
a. Good [] b. Bad [] c. Not very good []
- Do all the classes have teachers? a. Yes [] b. No []
- Do the computers really form part of the teaching and learning activities?
a. Yes [] b. No [] c. sometimes [] d. we don't have any at the school []

SECTION D: ACCESS TO THE INTERNET

- Does your school have access to the internet?
 - a. Yes []
 - b. No []
 - c. None at all []
- If no, what alternative means do you have in terms of getting access to the internet?
 - a. Teacher's phone []
 - b. Head teacher's phone []
 - c. None at all []
- How many students on their own go to the internet for research study?
 - a. A Few []
 - b. All []
 - c. None at all []
- How often does your head teacher or class teachers avail their phones for you for research?
 - a. Once a while []
 - b. As many upon request []
 - c. None at all []
- Would you prefer the Government to provide you with access to Wi-Fi?
 - a. Yes []
 - b. if possible []
 - c. we will glad to have it []

