

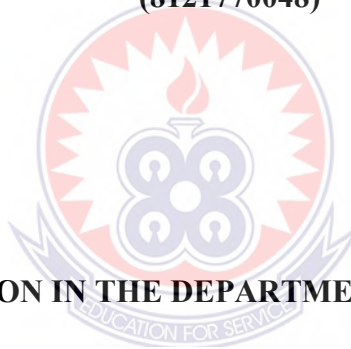
UNIVERSITY OF EDUCATION, WINNEBA

**EXPLORING QUALITY EDUCATION IN PUBLIC BASIC SCHOOLS IN
THE SEKYERE KUMAWU DISTRICT OF ASHANTI REGION**

BY

EMMANUEL KOFI BANDELE

(8121770048)



**A DESSERTATION IN THE DEPARTMENT OF EDUCATIONAL
LEADERSHIP, FACULTY OF EDUCATION AND COMMUNICATION
SCIENCES, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES,
UNIVERSITY OF EDUCATION, WINNEBA, COLLEGE OF TECHNOLOGY
KUMASI IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
AWARD OF MASTER OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP**

OCTOBER, 2016

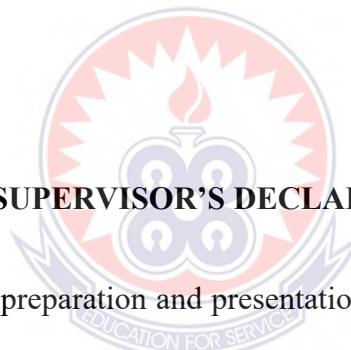
DECLARATION

I, EMMANUEL KOFI BANDELE, declare that this Dissertation, with exception of quotations and references of published works which all have 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 work were supervised in accordance with guidelines and supervising of dissertation as lay down by University of Education, Winneba.

NAME: **DR. SAMUEL ASARE AMOAH**

SIGNATURE.....

DATE.....

ACKNOWLEDGEMENTS

My first appreciation and praises belong to Almighty God for provision of wisdom, strength, guidance and protection throughout the compilation of this work. Besides, I wish to thank my mothers, Madam Mary Abena Afi and Madam Esther Kusi, and my brothers/sisters; Kwame, Daniel, Jonas, Akua, Amma, Dorcas and Deborah for their moral and financial support that have seen me through this level of education. Furthermore, my appreciation goes to my wife, Elizabeth Achiaa and children; Cassandra, Owura Kwadwo, Nana Bema and Oheneba for their patience, understanding and moral support which aided the completion of this work.

I wish also to acknowledge the good work of my supervisor, Dr. Samuel Asare Amoah for his constructive criticisms, comments, suggestions and patience toward the work. Again, I am very grateful to Dr. Philip Oti-Agyen, Head of Department, Educational Leadership of University of Education, Winneba (Kumasi Campus) for his encouragement, and provision of both technical and moral support towards the completion of the work. My next commendations go to Messrs Joseph Acheampong, Maxwell Agyei, Theophilus Asante Mensah and Richard Asare Bediako for their financial support which aided me to complete the work.

Moreover, I owe a debt of gratitude to Mr. Patrick Debrah, a course mate who sometimes had to abandon his work to help me to solve crucial issues in the work. Finally, I thank the Director/staffs and heads/teachers of Sekyere Kumawu District Directorate of Education for the co-operation they had for me during the administration of questionnaires and data collection.

DEDICATION

I dedicate this work to my late father, Opanin Emmanuel Agassa and my late brothers; Kwaku and Maxwell as tribute to their immense contributions to my life as a whole.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	
1.1 Background of the study	1
1.2 Problem statement	2
1.3 Purpose of the study	3
1.4 Objectives of the study	4
1.5 Research questions	4
1.6 Scope of the study	4
1.7 Significance of the study	5
1.8 Definition of terms	6
1.9 Organization of the study	8



CHAPTER TWO: LITERATURE REVIEW

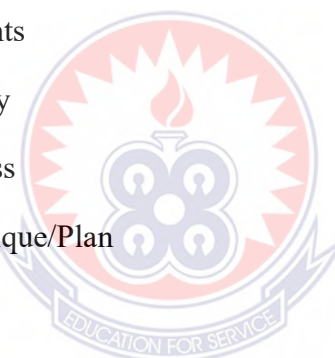
2.1 Introduction	10
2.2 Definition of the concept of education	10
2.3 Type of Education	12
2.4 Quality Education	14
2.5 Theoretical Framework	20
2.6 Human Capital Theory	20
2.7 Modernization Theory	21
2.8 Impact of Quality Education to National Development	24
2.9 Human Capital Development	24
2.10 Factors Affecting Quality Education	25
2.11 Appropriate Curriculum	25
2.12 Teaching and Learning Materials	26
2.13 Motivated and Qualified Teachers	28
2.14 Appropriate Language Teaching	29
2.15 Appropriate Class Size	29
2.16 Sufficient Instructional Period	30
2.17 Favourable School Environment	30
2.18 Community Participation	31
2.19 Valid and Reliable Method of Examination	31
2.20 Supervision and Support	32
2.21 Suitability of Quality Education	33
2.22 Historical Development of Education in Ghana	35
2.23 Education in the Gold Coast from 1840-1901	36
2.24 Improvement in Education during the first half of the Twentieth	37
2.25 Ghana's Policy of Quality Education at Basic School Level	39

2.26 Improving Quality of Teaching and Learning	43
2.27 Increase Provision and Accessibility to Textbooks and other Teaching/Learning Materials in the Basic Schools in the Country	43
2.28 Provision and Accessibility to Textbooks and other TLMs	44
2.29 Improving Effectiveness of Teachers Preparation, Upgrading and Development	45
2.30 Teacher Motivation and Support	46
2.31 Improving the Relevance of the Curriculum	46
2.32 In-Service Training for Teachers	47
2.33 Benefits Associated with INSET	49
2.34 Developing a Reliable Student Testing and Assessment System	50
2.35 Developing Effective Accountability System	51
2.36 Reviewing Guidelines on Language Policy of Education	51
2.37 Income Distribution	52
2.38 Governance/Democracy	53
2.39 Poverty Reduction	54
2.40 Health Education	55
2.41 Health Education in Public Basic Schools	56
2.42 Expanding and Improving School Health, Sanitation and Safety System	59
2.43 Private Sector and Development Partners in the Integrated School Health System	59
2.44 Meaning of HIV/AIDS	60
2.45 HIV/AIDS Prevention and Support at basic school	61
2.46 Integration of HIV/AIDS in the Basic School Curriculum	61
2.47 Teaching of ICT at basic school	62
2.48 Objectives of ICT Policy for Ghanaian Schools	63
2.49 Conceptual Framework	64

2.50 Summary of the Literature Review	67
---------------------------------------	----

CHAPTER THREE : RESEARCH METHODOLOGY

3.1 Introduction	68
3.2 Research Design	68
3.3. Sources of data	73
3.3.1. Secondary data	73
3.3.2 Primary Data	74
3.4 Population	75
3.5 Sample and Sampling Technique	76
3.6 Data Collection Instruments	78
3.7 Pilot Test of Instruments	81
3.8 Validity and Reliability	81
3.9 Data Collection Process	82
3.10 Data Analysis Technique/Plan	83
3.11 Ethics of the Study	84
3.12 Conclusion	85



CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

4.1 Introduction	86
4.2 Socio-Demographic Characteristics of Respondents	86
4.3 Analysis of Research Questions	92
4.3.1 Research Question 1	92
4.3.2 Research Question 2	101
4.3.3 Research Question 3	106
4.3.4 Research Question 4	116

**CHAPTER FIVE : SUMMARY OF FINDINGS, CONCLUSION,
AND RECOMMENDATIONS**

5.1 Introduction	122
5.2 Summary	122
5.3 Major Findings	123
5.4 Conclusions	125
5.5 Recommendations	126
5.6 Suggestion for further studies	128
5.7 Limitation of the work	129
REFERENCES	130
APPENDICES	137



LIST OF TABLES

Table 2.1 Career Situations and Teachers Accompanying Professional Needs	49
Table 3.1 Sample Frame	76
Table 4.1 Gender of Heads and Teachers of Public Basic Schools in the District	86
Table 4.2 Age Distribution of Heads and Teachers	87
Table 4.3 Highest Educational Attainment of Heads and Teachers	88
Table 4.4 Length of Service	90
Table 4.5 Ranks and Duration of Service of Heads	91
Table 4.6 Teachers view on the understanding of quality education	92
Table 4.7 Heads Perception on the understanding of quality	93
Table 4.8 Chi-Square (X)	96
Table 4.9 Heads and Teachers Perception on Quality Education	102
Table 4.10 Chi-Square (X)	104
Table 4.11 Teachers views on Promotion of Health Related Issues	102
Table 4.12 Heads views on Promotion of Health Related Issues	112
Table 4.13 Chi-Square (X)	113
Table 4.14 Teachers view on Health Related	114
Table 4.15 Heads and Teachers views on Challenges of Quality Education	118
Table 4.16 Field Survey 2014	119

LIST OF FIGURES

Figure 2A: Framework for understanding Quality Education

66



LIST OF ABBREVIATIONS/ACRONYMS

UNESCO: United Nations Scientific and Cultural Organization

FCUBE: Free Compulsory Universal Basic Education

HIV: Human Immunodeficiency Virus

AIDS: Acquired Immunodeficiency Syndrome

UNICEF: United Nations International Children Emergency Fund

GDP: Gross Domestic Products

TLMs: Teaching and Learning Materials

GNECC: Ghana National Education Campaign Coalition

MOE: Ministry of Education

USAID: United States Agency for International Development

MOH: Ministry of Health

NESAR: National Education Sector Annual Review

GOG: Government of Ghana

ADP: Accelerated Development Plan

GES: Ghana Education Service

ICE: International Convention on Education

SCD: Schools and Colleges Department

NDPC: National Development Planning Commission

NGO: Non- Governmental Organization

INSET: In-Service Training

ICT: Information and Communication Technology

BDT: Basic Design and Technology

JHS: Junior High School

PTA: Parent-Teacher Association

SMC: School Management Committee

DBE: Diploma in Basic Education

BED: Bachelor of Education

MSLC: Middle School Leaving Certificate

GHS: Ghana Health Service

DDE: District Director of Education/District Directorate of Education

DEO: District Education Office

DEOC: District Education Oversight Committee

CBOs: Community Based Organizations



ABSTRACT

The study explored quality education in public basic schools. A descriptive mixed research design using sequential explanatory strategy was employed to investigate all aspects and facts about quality education in public basic school level. The target population for this study was all heads and teachers in public basic schools in the Sekyere Kumawu District. Twenty-two (22) public basic schools in the study area were selected with a sample size of one hundred and eighty-seven (187) made up of 22 heads and 165 basic school teachers. Simple random, purposive and convenience sampling techniques were used to sample participants for the study. The researcher used questionnaire and interview as main instruments to collect field data which were analyzed using statistical tools such as chi-square, frequencies and percentages. The findings of the study were that a considerable number of teachers did not possess the prerequisite educational qualifications to improve upon quality delivery of education in the study district. It further showed that most schools did not have adequate teachers to promote quality education in the district. Again, most teachers did not plan their lessons based on the approved instructional materials due to the fact that the state of instructional materials in the schools was very poor. Teachers also did not get the opportunity to attend INSET regularly to get them abreast with current educational practices. Finally, large class size, low teacher motivation and poor supervision were revealed as challenges that hinder the delivery of quality education in the district. It was recommended that District Assembly should expand the sponsorship packages for teacher-trainees. Again, teachers should be supported by Ministry of Education and Ghana Education Service to upgrade themselves through distance education and sandwich programmes. Besides, government should give tax waiver to local publishing industries to enable them to produce textbooks for public basic schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The development of society depends largely on how educated its citizens are and how resources are channeled into improvement of their educational system. That educated person has strong linkages with other factors of production (land, capital and entrepreneurship) to maximize productivity in society (Quist, 2003) cannot be gainsaid. Quality education is a concern that is increasingly attracting policy attention in both developed and developing countries. In this era of technological advancement, there has been increasing concern to improve quality of education to enhance the acquisition of 21st century skills and competencies. At international, regional and national levels, efforts have been made by governments to overcome the challenge. The World Declaration on Education for All in the 1990s noted that poor quality of education is a hindrance to the socio-economic development of nations especially the developing ones. UNESCO (2005) has therefore recommended that quality education should not only be made universally available but also more relevant to the socio-economic needs of nations. The Declaration affirmed that quality education should be seen as a prerequisite for achieving the fundamental goal of equity. The reason is that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society (UNESCO, 2005). In view of these developments, quality education is now crucial to Ghana's strategic plans towards economic development in order to be at par with the advanced world. The term has become a determining factor in facilitating international support for the nation's educational expansion and development initiatives (Ankoma, Koomson, Bosu & Oduro 2005). The country explores avenues of addressing high drop-out, poor pupil

performance, teacher quality, insufficient teaching and learning materials and insufficient instructional time among other things considered as symptoms of low quality education at different grades of educational ladder especially at the basic school level (Adams, 2000; Ankoma et al, 2005).

Successive governments in the country have therefore, made efforts to devise strategies of improving quality delivery of basic education through policy formulation and implementation and better still constituting committees to review or reform the educational system in the country to give it a face lift (Ankoma et al, 2005). Considering the intensity of international, regional and national dimension that quality education has assumed in the development paradigm, the researcher intends to explore Ghana's progress toward achieving quality education at the basic school level.

1.2 Statement of the Problem

The 1992 constitution of the Republic of Ghana ensures that all children of school going age have the right and access to quality basic education. Successive governments in the country have made numerous efforts to devise strategies of improving quality delivery of basic education through policy formulation and implementation to eliminate all factors that could prevent the achievement of quality basic education (Ankoma, Koomson, Bosu & Oduro 2005). Quality education is a key to overcoming poverty in a single generation. Quality education is fundamental in creating a future for human society, community development and national progress. It further enables one to acquire the skills, knowledge and good behavior required for socio-economic development of the society (UNICEF 2000).

Sebastian (2008) conducted a research into quality education in Argentina, and revealed that shortage of teachers was not a problem because Argentina was second

country with the lowest students-teacher ratio as compared to the world average. Adams (2000) also did a similar study on Malaysia secondary schools and the outcome proved that fewer students in class improve quality of education and for that matter raises accomplishments. Again, Bawa (2011) had a work on quality education in public SHS in Ahafo Ano North and South districts in Ghana and concluded that insufficient textbooks in the schools were major factor for poor performance in external examination. Furthermore, a research by MOE (2003) into quality education in public basic schools in the three northern regions in Ghana indicated that there were more than required teachers in the urban and peri-urban centres while less-privilege districts and schools had inadequate teachers.

However, it appears that such serious scientific studies have so far not been conducted in Sekyere Kumawu district which is composed of urban, peri-urban, rural and deprived settlements with diverse socio-cultural backgrounds; hence there are more unanswered educational questions about quality education in the district. The study therefore intended to investigate the understanding of quality education by stakeholders, the state of instructional materials, promotion of health related issues and challenges that hinder the provision of quality education in public basic schools in Sekyere Kumawu District of Ashanti Region in Ghana.

1.3 Purpose of the Study

The purpose of the study was to explore quality education in public Basic Schools in the Sekyere Kumawu district of Ashanti region.

1.4 Objectives of the Study

The main objective of this study was to explore quality education in public basic schools in the Sekyere Kumawu district. Specifically, the study was aimed to;

1. Examine the understanding of quality education by stakeholders in public Basic Schools in the Sekyere Kumawu district.
2. Explore the state of instructional materials in public Basic Schools in the Sekyere Kumawu district.
3. Assess the condition of health related issues in public basic schools in the Sekyere Kumawu district
4. Identify challenges that hinder the implementation of quality basic education in public schools in the Sekyere Kumawu district.

1.5 Research Questions

The following research questions were formulated to guide the study:

1. What is the understanding of quality education by stakeholders in public basic schools in Sekyere Kumawu District?
2. What is the state of instructional materials in public basic schools in Sekyere Kumawu District?
3. To what extent are health related issues promoted in public basic schools in Sekyere Kumawu District?
4. What are the challenges of improving quality education in public basic schools in Sekyere Kumawu District?

1.6 Scope of the Study

The study was confined to the public Basic Schools in Sekyere Kumawu district of Ashanti region. The district which was composed of urban, peri-urban and rural or deprived settlements can boast of people from diverse socio-cultural background

which could make it very easy to generalize the findings on the state of quality education in Ghana. Furthermore, the exploration of quality education in this study was limited to specific areas such as understanding of quality education by stakeholders, the state of instructional materials, promotion of health related issues and identification of challenges that hinder the provision of quality education in public Basic Schools in the district. Again, participants for the study were solely heads and teachers from public basic schools in the study district.

1.7 Significance of the study

The reason for conducting this research emanated from the fact that education at Basic School level in Ghana has gone through many educational reforms and reviews to heighten the standard of education for social and economic development of the country. In spite of the efforts put in by various governments, there had been continuous criticism from various stakeholders about the low quality of education at the Basic School level in Ghana, which incidentally is the foundation for higher stages of learning or vocational training.

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

Also, the study will contribute to the existing knowledge and literature on quality education in Ghana. The findings of the study will therefore be put at the disposal of

students and other researchers in development work for reference purposes which will add to existing knowledge on education.

Again, the research will inform government, stakeholders, policy makers, development partners, among others, about the state of quality education at the public basic school level to influence practical decision making.

1.8 Definition of terms

Sekyere Kumawu District: Sekyere Kumawu District is a newly created district in Ashanti region that was carved out of Sekyere East and Sekyere Afram Plains districts. Kumawu is the district capital.

Quality Education: A quality education is a type of education that satisfies basic learning needs, and which enriches the lives of learners and their overall living experiences.

Basic Education: Basic education in Ghana is made up of kindergarten, primary and junior high schools. At this level, education is supposed to provide basic skills and knowledge for child to prepare for higher education or vocational training.

Public Basic Schools: Public basic schools are schools that are owned and managed by the government or the state.

Formal Education: Formal education is a type of education whereby children receive tuition and training from intentionally structured classroom or school environment.

Informal Education: Informal education is the traditional, incidental or indigenous education whereby the individual receives skills and knowledge consciously or unconsciously from anywhere including home, peer group, workplace, and community and among others.

Non-formal Education: Non-formal education is intentional and systematic but it is received by an individual outside normal school system, and aimed at specific group such as youth, aged, farmers, school drop-outs, and others

Instructional Materials: Instructional materials are materials that are used in the lesson presentations to give clear understanding and retention to the learner.

Stakeholders of Education: Stakeholders of education are all groups of people that take keen interest in the development and provision of quality education to the people. They include the government, directors, NGOs, religious bodies, parents among others.

Policy Makers: Policy makers in education are group of people that develop educational policies, and also take critical decisions to support educational sector. These include MOE, GES, DEO, PTAs and SMCs.

Instructional Period: Instructional period is the time when school session starts in the morning to the period it closes for a day.

Child Centered Approach: Child centered approach in education is when learners' are allowed to take active role in the teaching and learning processes.

Quality Teaching and Learning: Quality teaching and learning is described as when the process of the teaching and learning become very effective and important in the life of the learner.

Challenges of Quality Education: Challenges to quality education are all factors that hinder the provision of quality education

Health Education: Health education is a principle whereby individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. Health education encompasses of environmental, physical, social, emotional, intellectual and spiritual health.

Private Sector Participation: Private sector participation in education involves the provision of TLMs, textbooks, and other educational services by private individuals and groups either than the government or the state.

Curriculum: Curriculum is comprised of all that are taught in the school and how they are taught in various ladder of education.

1.9 Organization of the study

This study was organized into five main chapters. The first chapter outlined the general background of the study, problem statement, purpose of the study, objective of the study, research questions, scope of the study, significant of the study, definition of terms and organization of the study.

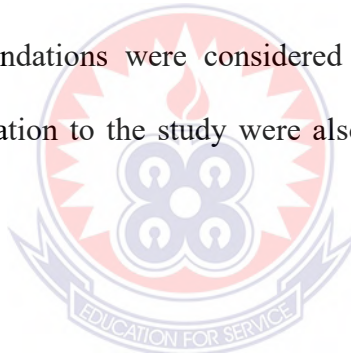
The second chapter contained the review of the relevant literature related to the study. It considers the meaning of education, types of education and meaning of quality education. It also examined significance of quality education to the development of the nation, factors that influence quality education and Ghana's policies toward quality education in the public Basic School level. Health education, theories and theoretical framework on quality education were also considered.

Chapter three examined the methodology adopted by the study to provide answers to the research questions and objectives. It discussed the research design, sources of data collected, population, sample and sampling technique. The chapter also described and

explained the research instruments used to gather data. Again, it dealt with the method for administering the research instruments and the procedure for data analysis.

Chapter four was dedicated to presentation and analysis of data collected from the field. It also grouped and dealt with the discussion of findings under the socio-demographic characteristics of respondents, understanding of quality education by stakeholders, the state of instructional materials, the promotion of health related issues and challenges of improving quality education.

The final chapter contained the summary of the findings which involved the research purpose, design, population, sample and sampling technique, instruments used to collect data and data analyses procedures. Besides, the major findings, conclusion of the study and recommendations were considered in the chapter. Suggestions for further studies and limitation to the study were also contained in the fifth and final chapter



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter focused on the review of literature related to the study. It considered the meaning of education, types of education and meaning of quality education. It also examined the significance of quality education to the development of the nation, factors that influence the attainment of quality education and Ghana's policies toward quality education at the public basic school level. Health education, theories and theoretical framework on quality education were also considered in this chapter.

2.2 Definition of Concepts in Education

Education has been defined differently by many scholars. According to Peters (2002), there is no precise and concise way of defining the term education. In his view, apart from a dictionary definition which attaches little practical value to the meaning of the term or word, the meaning assigned to the word is a belief, not an absolute fact. In other words, the definition used for the term depends on the indicators that individuals want to measure and the purpose for which they want education to be used. Irrespective of the definitions given to the term, certain features like "teaching and learning" are visible in them. Education is explained as the deliberate transmission of accumulated knowledge, skills, culture and value of a society from one generation to another (Rosado, 2000). He further defined education as "harmonious development of the physical, mental, moral (spiritual), and social faculties, the four dimensions of life, for a life of dedicated service". These definitions consider the focal point of education to be the development of the cognitive, affective and psychomotor domains of

personality. Schultz (1971) on his part explains education as bringing out of a person something prospective or latent so that he/she can be developed socially and morally to make him not become sensitive to his individual and social choices as well as to react to them. The instructions that the individual acquires from education further leads to the acquisition of certain talents and thus become disciplined in society. It can be deduced from Schultz's exposition that education puts persons in the right frame of mind and behaviour to fit into any environment he or she may find himself or herself. Smith (1976) who views education as a total development in individual's life simply explained education as, "all sort of improvements in addition to transfer of knowledge and skills".

Any medium of interaction that is planned and is sustainable to promote learning could be regarded as education. The type of learning that takes place should be able to develop the skills of persons such that they can manage their own resources and lives in a way that they can determine how their future should look like (UNESCO 1996). The transfer of cultural value and normative heritage from generation to generation in a formal way is therefore paramount for societal development (Fingerland & Saha, 1989). According to Eyiah (2006), education pays off not only in literacy and numeracy but also in income generation to support family and societal development. The training of individuals to acquire knowledge, skills, culture and values of a society should therefore, be systematic and lifelong procedure. Education is the preparation of life and to a large extent a process of accumulating knowledge for later application in local communities and nations. Thompson (1981) posited that "the meaning of education and its importance transcends societal boundaries to include national and international spheres".

From the above definitions, education could be described as the process of teaching and learning which lead to utilization of resources for acquisition of knowledge and skill that bring about desirable transformation in individual's life for his personal development and that of the society. Again, education as a concept could be better understood in consideration of its types.

2.3 Types of Education

Education or learning of any kind, depending on its nature, can broadly be categorized into three (3) groups namely; Formal, Informal and Non-formal. These educational processes could be considered as occurring along a continuum. According to Coombs (1973: p.11), formal education is “the hierarchically structured, chronologically graded educational system running from primary school through to the university”. It includes what is taught in school within a certain time frame using curricula and syllabi. Asiedu-Akrofi (1978) and Agyemang (1986) explained formal education as systematically structured curriculum guided by a teacher. They explained further that formal education is age specific, chronologically graded and hierarchical structured starting from the primary to the university level. Thus, formal education is intentional, and involves selection and systematic structuring of experiences. Formal education involves the establishment of explicit aims (objective), roles and patterns of operation. It is institutionalized and operate in special structures termed as schools, colleges, polytechnics and universities (Tamakloe et al, 1994).

Non-formal Education on other hand, is any intentional and systematic education outside the normal school system aimed at specific group or clientele such as the youth, the aged, farmers ,expectant mothers, and school drop-outs. Examples of Non-formal Education are remedial classes, youth apprenticeship training, and extension

services for farmers, adult literacy programmes, and education for nursing mothers among others. Non-formal education exists at any environment in which there is deliberate attempt to provide a methodical content of knowledge according to the desire and aspirations of the learner. (Asiedu-Akrofi, 1978; Agyeman, 1986; Tamakloe et al, 1994). According to Farrant (1980), non-formal education focuses on improvement of social and personal living, occupation capability and vocational competence. Apart from absence of application of curriculum and syllabi for organization of education of this sort, there is also, minimization of other elements associated with formal system of education namely; roll calls, enforcement of discipline, report writing, supervision among other things (Kleis et al, 1973).

Informal education also is the traditional, incidental or indigenous education whereby one acquires skills and knowledge consciously or unconsciously. Learning goes on anytime and anywhere including at home, in the community, at workplace, in the farm or, at school (Agyeman, 1996; Asiedu-Akrofi, 1978; Farrant, 1980). Learning is not organized or structured, and the agencies of education are the home, peer group, religious organizations, the communities, etc. Kleis et al (1973) who associate themselves with the explanation of informal education said that this type of education is not organized and concerns itself with cultural transmission or everyday events which are passed onto the younger generations by the elders of the society. It includes all forms of non-school experiences and those on the job.

This research, however, is intended to focus on the formal type of education in public basic schools in Ghana. Basic Education in the country is designed to have curricula and times frame within which stipulated programmes are completed.

2.4 Quality Education

Quality is at the heart of education and what takes place in the classroom and other learning environment is fundamentally important to the well-being of children, young people and adults. According to Watkins (2000) “quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution, which represents the wise choice of many alternatives”. He went on to argue that quality is not an act but rather a habit. A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experiences of living. There is no universally accepted definition of the term Quality Education by educators due to the absence of standard methods to measure progress or problems in education to determine whether it is of high or low quality. Notwithstanding, the ability to read and write or better still understand issues quantitatively are considered to be indicators of assessing achievement in education (UNESCO, 2005; Watkins, 2000). According to a Ministerial Round Table discussion on quality education by UNESCO (2005), quality has become a dynamic concept that constantly has being adapted to a world whose societies are undergoing social and economic transformation. Quality education should therefore equip all men and women to become fully participating members of their own communities and also citizens of the world. To UNESCO, quality education has now become a universal goal which is a prerequisite for education and sustainable development. This is a goal which all countries have to strive to attain in order to fit into the global village. In the view of Eyiah (2006), quality education is the character of the set of element in the input, process and output of the school that provides services that completely satisfy both internal and external strategic school constituencies by meeting their explicit and implicit expectations. He explained further that education has been the major

facilitator and catalyst in the astonishing changes and transformation sweeping through the world. The role of formal education (school) in the liberation of the individual's mind as well as economic dependences and in natural development is quite obvious. The world is getting smaller and at the same time the gap between rich and poor countries keeps widening. Undeniable, good education with relevance is underlying these entire tremendous situations.

“Quality education is a multidimensional concept and cannot be easily assessed or explored by one indicator” (Harris, 1996). He suggested further that quality education is a key to overcoming poverty in a single generation. In other words, quality education is fundamental in creating a future for human security, community development and national progress. It is an enormous challenge and an immense opportunity. According to UNESCO (2005), quality education begins with an adequate number of schools, books, pens, pencils and trained teachers. It looks at the number of children who finish school. In other words, quality education moves beyond this to consider what goes on inside and outside school, noting that good programming, whether in education or any other sector is gender sensitive. It is therefore important to improve all aspects of education to ensure excellence so that recognized and measurable outcomes are achieved by all, especially in literacy, numeracy and essential life skills. In commitment to the improvement of quality in education, it will be appropriate to consider every single factor that matters in the quality education process to ensure great success and rapid development of the nation. UNICEF (2000) takes broader perspective involving learners, content, processes, environments and outcomes. In all aspects of the school and its surrounding, education provides the right to all children for survival, protection, and participation. This means that the focus is on learning which strengthens the capabilities of children

to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children and helps them to create for themselves and others places of safety, security and healthy interaction (Bernard,1999).

In Ghana, ten years of a largely successful education reform were seen in a new light when it was revealed that 85 percent of sixth-grade students scored less than 40 out of 100 in English on a national test of language proficiency. (Ministry of Education, Science and Sports, 2008). In fact, most of the scores on the test, which was multiple choices among four possible answers, were in the range of number of correct responses attributable to guessing (i.e., one in four correct). Suddenly the long effort at restructuring and reforming education, which had been supported by more than 500 million dollars of investment (government and donors), was questioned. Did all that work mean anything if the education system was failing at one of its most basic tasks, helping learners learn to read and write in English? (Harris, 1996)

The example above is by no means unique to Ghana. Rather, it illustrates a common dilemma shared by many who seek to reform education systems in less developed countries, and indeed, in more developed countries as well. In all countries participating in quality education, information about the realities of the classroom environment was not treated as a negative to be hidden away, but instead as a beginning point in a collaborative effort to improve learning and educational quality.

Quality Education helped collect further data to shed light on educational quality in Ghana. In-depth research in a few schools provided insight into the quality of the learning opportunities being created in Ghanaian classrooms. For example, school profiles showed that in schools where they were available, textbooks were not distributed to learners. Teachers, who were held financially accountable for damaged

books, were afraid to give them out (MESS, 2008). Whether learners had the skills to comprehend grade-level texts was another avenue of inquiry. Quality Education in Ghana developed Curriculum-Based Assessment instruments to determine what learners know and do not know in relation to the scope and sequence of the primary school curriculum (Harris, 1996). Testing of learners revealed that only 4 percent of fifth-grade learners could comprehend fully a fifth grade text. This kind of information began to reveal some of the factors that explain why learners were doing so poorly on a criterion-referenced test of language and mathematics proficiency (Harris, 1996). The reality is that most classrooms in developing countries not only fail to create good quality learning conditions, they actually foster conditions hostile to learning. Learners arrive at school with different intelligences, personalities, and learning styles (Bernard, 1999). They have drastically different needs and therefore will learn and progress in their own ways and at their own pace, but all can indeed learn. At times it seems that schools and schooling treat learners as if these differences did not matter. Worse, for too long schools have been organized on the assumption that learning is something separate from the rest of learners' lives, has a beginning and an end, and needs a teacher or teaching to occur. Learners are therefore placed in rooms free from distractions and forced to pay attention to a teacher and focus on exercises no matter how tedious or uninteresting they may be. It is then not surprising, that most institutional teaching is perceived by would-be learners as irrelevant, boring, and arduous (Harris, 1996)

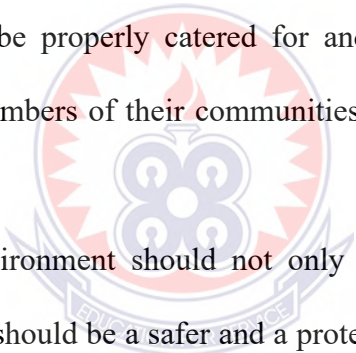
Quality education is ultimately defined in terms of how much learning actually takes place, but it also depends on whether the conditions for that learning are being created. In addition to tests of learner's capacities, quality education therefore promotes gathering data on the circumstances which learners are developing those

capacities. What do teachers do in class? What is the school environment like? What is the relationship of the community to the school? The results of tests of learners and of observations and interviews provide a concrete base from which teachers, parents, and education officials can look critically at the quality of education. Quality education has helped educators at all levels and parents ask questions like, “If learners are only able to write a few two- and three-letter words, then what elements of support for quality learning are missing in their education?”(Jansen, 1995).

The World Declaration on Education echoed the significance of quality education to make it universally accessible and relevant. According to this declaration, access to quality education is a right to every child and that quality is a significant factor that determines enrolment, retention and achievement. The broad definition of quality education include the following traits, “the learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation)” (UNESCO, 2005). The limitation of this definition is that it has not given any indication of measuring the characteristics mentioned. In a related development, Adams (1998) cited in Chapman and Adams (2002) went further to include examination in his definition of quality education. He explains quality education in terms of “inputs, processes, outputs and outcomes”. The inputs have to deal with the quantum of teachers, teacher training and textbooks while the processes are related to the duration of the instructional period and active learning and outputs involve measurement of performances (examination marks and the rate of grading). The last component which is outcome concerns the ability of individuals to use the knowledge and skills acquired to secure employment which has the potential of poverty reduction. Adams also sees quality education as attainment of specific benchmark and aims and that quality of education

depends on the reputation of an institution, the programme that it pursues and the influence that the method of schooling has to bring about changes in knowledge acquisition, attitude, values and behaviour as well as ideological acquisition and usage of learning.

Similarly, Jansen (1995: p.195) asserts that, “quality education should be concerned with processes of teaching, learning, testing, managing and resourcing through in-depth qualitative investigations of such processes”. UNICEF’s (2000) definition on quality education touches on five key areas namely; healthy learners, healthy environment, content, process and outcome. Dilating on these elements, it emphasized that;

- 
- Learners should be properly catered for and supported by their parents or guardians and members of their communities in order to actively take part in learning.
 - The learning environment should not only provide maximum facilities for learning but also should be a safer and a protective place for both teachers and learners irrespective of their gender.
 - Content wise, the curriculum designed should apart from providing skills in literacy and numeracy to learners should also lead to knowledge acquisition in gender, health, nutrition, HIV/AIDS prevention and promotion of peace.
 - Trained teachers should use child-centered approach and appropriate system of examination in the process of teaching to eliminate discrimination.
 - The outcome of learning should be provision of knowledge, skills and attitude that are relevant to national development and participation in governance.

It is worth noting that definitions on quality education change according to the composition of major players and the growth pattern of the educational system.

At no point in time will all the stakeholders unanimously agree on the components or determinants, measurement and sustainability of quality education (Chapman & Adams 2002).

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

2.5 Theoretical Framework

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

2.6 Human Capital Theory

The Human Capital theorists consider education as a form of investment in people to enhance their economic productivity. To them, the development of any society relies on how educated its citizens are and how scarce resources are channeled into improvement of their education. That educated persons have strong linkages with other factors of production (land, capital and entrepreneur) to maximize productivity in society (Quist, 2003). Based on this, Babalola (2003) supported the assertion of the proponents of the theory such as Schultz (1971), that an educated population is a productive one. Supporting the argument further, Psacharopoulos & Woodhall (1997:

p.102) maintain that: “Human resources constitute the ultimate basis of wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agencies who accumulate capital, exploit natural resources, build social, economic and political organization, and carry forward national development”. Emphasizing the significance of improved education and its quality, Babalola (2003) agrees with the advocates of Human Capital Theory that, in every surviving nation or society accumulated knowledge should be transferred into the new generation who must be taught how it could be applied in developing new products, introducing new processes and production methods as well as producing social services. In view of this, governments the world over commit about five (5) to six (6) percent of their Gross Domestic Products (GDP) to formal education for human resource development. The non-governmental organizations as well spend their hard earn scarce resources training and sponsoring workers to upgrade their education and to some extent educating themselves. The assumption is that, through improved and quality education, the labour force of a country is thought better ways of doing old things and acquiring new knowledge to enhance their capacity and capability (Commission of the European Communities 1996).

2.7 Modernization Theory

The adherents of this theory associate the causes of mass poverty in the newly independent countries after the Second World War to the backwardness of their economy. They asserted that, people in this world are poor not only because of their dependence on subsistence agriculture, application of traditional method and primitive technology but also they are conservative in outlook and naturally apathetic. They also argued that massive capital investment in industries, the application of modern

technology, skills and the spirit of competitiveness and enterprise can promote economic growth and reduce poverty. The application of technological skills in knowledge acquisition features prominently in Ghana's policy on quality education. According to Eyiah (2006), quality education pays off not only in literacy and numeracy but also income generation to support family and societal development. Many policy prescriptive based on this theory that have been formulated have recognized the need for social, institutional and attitudinal changes. The best known policy is the one formulated by Rostow (1960-1963) which views development as passing through five main stages namely: the Traditional Society, Transitional Stage, Take Off stage, Maturity Stage and Mass Consumption Stage.

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

Drive to Maturity stage is characterized by the diversification of the economy into new areas: The economy is diversifying into new areas. Investment opportunities are

diverse due to technological innovation in the economy. The growth in the economy at this stage results in production of different goods and services and there is less reliant on imports. In the last stage, Mass Consumption, the economy is well grounded from mass consumption. The consumer durable industries flourish alongside the dominance of the service sector.

Rostow's theory of the stages of economic growth, emphasized the importance of new values and ideas favouring economic progress along with education, entrepreneurship, and certain other institutions as conditions for societies to "take off" into self-sustained economic growth. His insistence on new ideas and values to promote education for economic growth is in line with Smith (1976) argument that education is all sorts of improvement in addition to transfer of knowledge and skills (Todaro & Smith, 2009). It is only through quality provision of education that the society can invest into the modern methods of doing things. Quality education breaks the barrier of doing things using the same olden methods to provide the requisite skills and knowledge which allow individuals to take part in productive ventures for economic reformation (Watkins, 2000). Quality education has long been recognized as one of the pillars that help to improve the lives of the poor as globalization proceeds ((Hewlett Foundation, 2008; Sahlbrg, 2009). According to UNESCO (2005), "an educated person stands a better chance of getting better jobs as well as wages and salaries to acquire basic needs in life and protection against poverty". All things been equal, individuals with desired skills and knowledge acquired through formal education or training receive higher wages than those with lower or without educational background (Gilmore, 1999; Miller, 2000). Harris (1996) posited that quality education is a key to overcoming poverty in a single generation.

2.8 Impact of Quality Education to National Development

Quality Education has long been recognized as one of the pillars of improving the lives of the poor as globalization proceeds. This is because its impact on national development cuts across all sectors of the economy (Hewlett Foundation 2008; Sahlberg, 2009). In the words of Eyiah (2006), "The world over, crucial changes, quite unprecedented are taking place. Countries are more integrated in global village affecting each other environment, economy and culture. The world is getting smaller and at the same time the rich and the poor countries keeps widening. Undeniable, underlying all these tremendous change is quality education with relevance". In his opinion, education has been the major facilitator and catalyst in the astonishing changes and transformation. Sweeping through the world today, the role of formal education in the liberation of the individual mind as well as economic dependence, and in national development is therefore quite obvious. Thus, education pays off not only in literacy but also in income pragmatic measures needs to be enforced by the MOE to ensure the success of the quality education programme in Ghana. This research interned to unearth some of the problems associated with quality education. Since the GOG is committed to the improvement of quality in education, it will be appropriate to consider every single factor that matters in the quality education process and the rapid development of the nation.

2.9 Human Capital Development

According to Gilmore (1999), the term human capital in economic parlance means, the relationship between skills and earnings. In his contribution to education and human development, Oxaal (1997) used human Capital Theory (associated with the work of Gary Becker, Mark Blaug and many others), to re-echo the fact that, quality

education provides mental and physical skills to literates who contribute highly to the productivity of a country as compared to the low productivity from their ignorant counterparts. This explains why the advanced countries invest a large chunk of their assets in the development of their population through promotion of science and superior education. Quick advancement of some poor countries could be explained to the importance that they attached to education and sound education policies for human capital development (UNESCO 1996). However, Gilmore (1999) argues that firms are reluctant to invest in the education of their employees because of the little assurance they have that the trained employees would not leave their firms to another one with their new but quality skills for better wages and salaries. The strategy these days is providing training to employees only relevant to the areas of operations of the firms.

2.10 Factors Affecting Quality Education

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

2.11 Appropriate Curriculum

According to Fullan (1991), the word “curriculum” is etymologically derived from the Latin word “curere” which literally means ‘race course’. He argues further that curriculum means different things to different stakeholders of the education system: principals, teachers, students, parents, officials of MOE, politicians and other

governmental bodies associated with the education system. McKinsey (2007) suggested that since people give different meanings to the term ‘curriculum’ under different situations or contexts, we need to be sure that we appreciate the specific meaning that is given to it under different circumstances. Barakett & Cleghorn (2000) also say that ‘curriculum refers to the courses or subjects specified by the MOE that are to be taught at each grade level as well as the amount of time to be devoted to each’.

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

2.12 Teaching and Learning Materials

The availability of teaching and learning materials to enhancing educational standards cannot be over emphasized. Unfortunately, access to these materials in the country especially at the basic school level remains a major challenge. According to UNESCO (2005), the achievement of teaching and learning is influenced by the availability of resources to use for the process and how these resources are regulated. Textbooks that

contain useful information help pupils to understand what they are taught in the classroom. The use of illustrations in most textbooks make it very easy to convey the message clearly. Thus, schools that have no textbooks and learning materials or well-equipped library cannot do effective and efficient academic work. In the view of Kwamina Poh and McWilliam (1975), one of the stumbling block in the delivering of quality education in the country is that of shortage of textbooks. Textbooks and instructional materials have direct impact on what is taught in the schools and how it is taught. The government of Ghana in 1961 introduced the free textbook scheme in an attempt to supply every school child with basic textbooks.

However, Professor Jane Naana Opoku-Agyemang (Minister of Education) in Ghana maintained that the government has not given up on working to achieve quality education which is evident in the distribution of free textbooks at the basic school level across the country. She argued that more than five million and two hundred (5.2 million) pupils in 23,000 Primary and Junior High Schools across the country have benefitted from free textbooks in the three core subjects of English Language, Mathematics and Integrated Science which are very important and had been a challenge to pupils. According to the Minister, the provision was part of efforts to ensure that every Ghanaian child of school-going age has at least one textbook. Also, the initiative is critical to improving the quality of education in Ghana as teaching and learning materials are essential for teachers to teach effectively and for children to study and learn (Daily Graphic, Monday, September 01, 2014, pg44).

Adeyemi (2010) emphasized that a well-equipped library provides assortment of material resources like books, journals and CD ROM. In other words, the library is a reference source for any school and a point of individual studies in schools where

relevant information from primary and secondary sources can be extracted. Adequacy of library resources and their usage by students and teachers are therefore, associated with better learning results.

2.13 Motivated and Qualified Teachers

A teacher has a powerful influence, on students. For schools to provide opportunity to learn, they must operate regularly and teachers must be present and care about what students learn, and they should also be competent to teach the curriculum. According to Professor Jane Nana Opoku- Agyeman (Minister of Education), “One major problem militating against the provision of quality education in the country is the lack of teachers, a problem occasioned partly by the inequitable distribution of teachers”. She further explained that a recent research by the MOE indicated that there were more than required teachers in the urban and peri-urban centers while less-privileged districts and rural schools had inadequate teachers. She also said that a current National Educational Sector Annual Review (NESAR) and other researchers with special reference to the Ghana National Education Campaign Coalition (GNECC) indicated a high rate of teachers absenteeism of about 27% in the 2012/2013 report (Daily Graphic, Tuesday, 18/02/14, page 32). Teachers are required to be fully resourced and motivated to give of their best in teaching and learning process particularly those who accept posting to rural and less-privileged areas. Carnoy (1999) and Hanushek & Wobmann (2007) point out that investigations conducted in both advanced and developing world revealed that investment in physical infrastructure of the educational system does not improve performance of learners substantially than the quality of the instructor or facilitator. Good instructors within the learning environment influence their students to perform better than those considered being poor or bad. It is therefore paramount that policy makers and the institutional

arrangement of the school should provide incentives that will encourage teachers to upgrade their academic and professional qualifications to improve lessons delivery for good results.

2.14 Appropriate Language Teaching

Performance of students in school has a connection with access to the language used in the learning environment. UNICEF (2000) argues that when children are allowed to begin learning process (primary education) in their native tongue, it later facilitates their proficiency in the official medium of communication and instruction acknowledged by the school. But parents who want their children to master the foreign language (French /English) early rebuff the deposition that the use of the home tongue for studies rather places limitations on the learning of French /English language. There is a perception that African languages lack capacity to deal with technical and scientific notions. However, parents who refuse to have their children learn their Lingua franca contend that such a practice is an imposition to achieve a political point rather than bridging the socio-linguistic or demographic barriers in the country (Owu-Ewie, 2006).

2.15 Appropriate Class Size

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

2.16 Sufficient Instructional Period

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

2.17 Favourable School Environment

Watkins (2000) affirmed that the school's physical environment reassures parents about the safety and performance of their children at the place of learning, hence its influence on the school enrolment rates. In the view of (UNESCO, 2005, Watkins 2000), expansion in educational facilities improves the social, economic and political benefits for children. Besides that, parents are motivated to invest in the education of their wards because it offers them high knowledge, reasoning abilities, skills and the cherished values that they need. In another dimension, the authors also affirmed that improvement in enrolment figures and completion rates are not perfect indicators of progress in measuring the substance of quality education and that participation in schooling is not an end in itself but a means to the end of quality education.

2.18 Community Participation

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

2.19 Valid and Reliable Method of Examination

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

curricula, which helped them, determine the extent to which alternative instructional strategies and remedial content are necessary for both individuals and groups. This approach results in significantly improved outcomes (Harris 1996).

2.20 Supervision and Support

The quality of administrative support and effective leadership for supervision is another critical element in school processes for both students and teachers. Heneveld (1994) defines supervision as “all actions taken to improve or ensure the achievement of instructional objectives when teaching and learning are in progress”. It consists of all those activities which are primarily and directly concerned with studying and improving the condition of learning and growth of both pupils and teachers. At a more macro level, teachers need governments who are supportive and provide machinery for inspection of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers’ autonomy and professionalism and developing inclusive decision-making processes. Such support has been noted to have impact on student learning (UNICEF 2000). In Malawi, for example, supervisors in the schools that showed the greatest learning gains regularly evaluated teachers, contributing to professional development and improved teaching practice (Miske & Dowd, 1998).

However, Watkins (2000) concludes that, the factors affecting education as discussed above are inadequate in the developing world because the countries are not able to meet minimum requirements. Children learn in overcrowded and ramshackle school structures. The rate of untrained teachers is still high while teacher motivation is low. There is also inadequate provision of teaching and learning materials aside weak

design of curriculum to address the need of the people. Beside poverty which militates against parents nourishing their children and taking them to school, the educational system is gender bias and the language of the minority groups are relegated to the background in the educational curriculum. Where the factors are sufficient, they can be sustained through access and equity, management and development of technical and vocational skills.

2.21 Sustainability of Quality Education

The development of any educational system and standards will be a mirage if viable efforts and structures are not put in place to ensure continuous improvement and sustainability of the gains that have been made in terms of its quality. The interdependence pillars that come into play when educational sustainability is considered include; decentralization, developing quantifiable indicators, an in-depth understanding and equitable development of all levels of the education scheme (Heneveld 1994; Horn 1992) cited in Chapman & Adams (2002) and the words of President of the Republic of Ghana, John Dramani Mahama, during the 2014 State of the Nation Address reiterated that the government was committed and systematically implementing its educational promises and nothing would be left to chance to bring qualitative and proper implementation in the educational sector to improve upon quality access in education (Daily Graphic, Wednesday, 26/02/14, page 32).

Heneveld (1994) and Horn (1992) maintained that participation in decision making by all stakeholders in education is paramount. At the grass root level, the heads of the educational institutions cooperate with the community in which their schools are established to mobilize their human and material resources which would be required in the strategic planning processes for quality improvement. The educational planner

at the central and local government levels also require some amount of information from the head of institutions and communities to understand their needs which are factored into policy formulation.

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

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

2.22 Historical Development of Education in Ghana

Castle and Mission Schools

European merchants introduced formal education in Gold Coast in 1529 with the intention of teaching the Gold Coasters how to read, write and imbibe in them the principle and values of Christianity. Their schools were confined in the walls of Elmina Castle. However the Dutch who in 1637 captured the Elmina castle perpetuated castle education. The British and the Danes joined the race of establishing the castle schools in 1694 and 1772 respectively. The base of the British was the Cape Coast Castle and that of the Danes was Christiansburg Castle. The merchants opened many schools in Accra, Anomabu and Dixcove in 1822 (Eyiah 2004). The emphasis of religious studies in the school curriculum was to instill moral uprightness in the society based on Christian values. The major constraint of the system of education had been its limited access to all children of school going age. Only children of the European traders and that of the influential personalities in the society were considered for admission. The involvement of the missionaries in the provision of schools for the Gold Coast broadened the scope of admission for many Ghanaians (Graham, 1976).

According to Graham (1976), Eyiah (2004), Wesleyans (Methodists) and Basel mission were the front runners in the race for provision of mission schools in Gold Coast (Ghana) to complement government effort in that direction. The arrival of the Basel and the Wesleyan missionaries in Gold Coast in 1828 and 1835 respectively positively contributed to the development of education by the Christians. The first school of the Wesleyans was established in Cape Coast Castle where they settled. Nine Wesleyan mission schools had been opened by 1841—6 for boys and 3 for girls.

Their effort to open additional schools in Ashanti region was frustrated by Kumasi chiefs who had a reservation that allowing the Wesleyans to introduce the Asantes to the western education system would negatively impact on the cultural beliefs and values of the people (Asantes). This development limited Wesleyan efforts to expand schools to the coastal areas throughout the nineteenth century. (Graham, 1976)

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

2.22 Education in the Gold Coast from 1840-1901

Government attempts to increase educational activities on the Gold Coast began with the signing of the Bond of 1844 between the British and the Fante. It was in accordance with the spirit of the bond that Governor Hill proposed his 1852 Ordinance in which recommendation was made that a poll tax be imposed to finance the general improvement of the territories-including the provision of education that could lead to the establishment of a better educated class of African

Having the hegemony over Gold Coast administration, the British became more aggressive in the pursuit of its educational policy. To help redress problems faced by the mission schools-such as training local teachers and improving the quality of education-the administration made grants to both the Wesleyan and Basel missions in

1874 and passed two more Educational Ordinances in 1882 and 1887. The former specified that government grants to denominational schools should be made dependent on an assessment of the level of efficiency while the later emphasized government's call for improvements in the school curriculum, teacher certification, and practical education for pupils. The support that the missionaries acquired from government encouraged them to open additional schools in the country. By 1901, the total number of mission schools in Gold Coast was 132 (U.S University Directory, 2010).

2.23 Improvements in Education during the First Half of the Twentieth

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

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

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

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

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

Currently, Ghana's education sector is structured to provide relevant education to all Ghanaians at all levels to enable them acquire skills that will assist them to develop their potential to be productive so as to facilitate poverty reduction and promote socio-economic growth and national development (GOG, 2004: p.1). The policy on quality education as contained in ESP is therefore, implemented to enhance the attainment of this mission statement.

2.24 Ghana's Policy on Quality Education at Basic School Level

The struggle to get the quality education and the issue of quality fee-free compulsory basic education in Ghana date back to 1951 when various governments of Ghana have attempted varying degrees of success to provide basic education for children as evidenced in the Accelerated Development Plan (ADP) of 1951. This is evidenced in the creation of the Ministry of Education (MOE) to be responsible for the formulation of education related policies of government. The effort of the Ministry of Education was complemented with the establishment of Ghana Education Service (GES) to be the implementing agency of the Ministry of Education's policies at the pre-tertiary levels. Free Compulsory Universal Basic Education (FCUBE) was introduced in September 1996 to address the shortcomings identified in the implementation of the 1987 educational reforms. Free Compulsory Universal basic education (FCUBE) for

all outlines government intentions for basic education in these words; the government is committed to making school from Basic stage 1 through to Basic stage 9 free compulsory for all school age children by the year 2015. Through the components of its programme for FCUBE, the government of Ghana is committed not only to achieving universal access to basic education in ten (10) years, but also to improve the quality of education services offered. Quality education delivery remains Ghana's hope of reducing the high level of poverty in the society as well as becoming competitive in today's knowledge driven globalized economy (Addai-Mensah, 2002).

Ghana's long term vision is to become a middle income country by the year 2020. Thus, Ghana is to enjoy a reasonable high standard of living by the year 2020 which can be attained through quality education for all in the country. A nationwide relevant basic education has been identified as a key strategy of the government's development plan to achieve the vision 2020 (Ministry of Education, 2003).

According to MOE (2003), "all over the world, education is considered as the process upon which individuals acquire knowledge, skills, attitudes and values to develop their faculties in full". Undeniably, education enables individuals to contribute effectively to the development and improvement in the quality of life for themselves, their communities and the nation at large. Again, education at all levels enable individuals to acquire skills that will assist them to develop potentials to be productive in order to facilitate poverty reduction, and also to promote socio-economic growth and national development. In providing quality education for all, the government launched the FCUBE in September, 1996 to be implemented for a ten (10) year period in fulfillment of the fourth republican constitution. FCUBE was also introduced to address the shortcomings identified in the implementation of the 1987 educational reforms when various governments of Ghana have attempted varying degrees of

success to provide basic education for children as evidenced in the accelerated development plan for education (1951). Ghana's first republic under president Kwame Nkrumah in November, 1960 announced the introduction of fee-free compulsory primary and middle school education, and caused an education bill to be introduced the following year in parliament. The bill received presidential assent as the education act of 1961 (act 87) on 15th November, 1963. (Addai-Mensah, 2002)

In 1979, this policy was enshrined in the third republican constitution which survived for only two years in operation. Article 10 (2) of the constitution stated; the government shall within two years after coming into force of this constitution draw up a programme for implementation within the following ten (10) years for free, compulsory and universal primary school. In other words, the 1979 constitution attended to only primary education.

The 1992 constitution which is current has rectified this omission by stating under Article 38 (2). The government shall within two years after parliament first meeting after the coming into force of this constitution, draw up a programme for implementation within ten years for the provision of free, compulsory and universal basic education.

It was realized even before the attainment of political independence in Ghana that the type of education inherited from colonial masters did not address the country's needs and problems of development. Various educational review committees have been set up to look for suitable educational system for Ghana. The educational system as organized before the inception of reforms made it difficult for every Ghanaian citizen to be able to read, write and function usefully in the society (Kwabena-Poh & McWilliam, 1975).

In 1987, a new structure and content of education was implemented. The system has 6 years primary school, 3 years JHS, 3 years SSS and 3 or 4 years Tertiary education. The 1987 reform became necessary as results of virtual collapse of education system and inadequate funding of the education sector which led to the lack of textbooks and other needed curriculum which affected quality of teaching and learning, and poor patronage of education by children of school-going age. Subsequently, the outcome of the public discussions on educational problems as well as 1992 constitutional provisions led to the introduction of FCUBE as new educational policy. The policy declares education as free quality accessible to every Ghanaian child of school-going age. In response to providing quality education for all, the government launched the FCUBE programme in September 1996 to be implemented for a ten year period in fulfillment of the forth Republican Constitution (Addai-Mensah, 2002). It outlines policies, targets and strategies of ameliorating the education sector. The FCUBE policy maintained that the basic education level which comprises of primary and junior high education was supposed to be free, compulsory and universal for every Ghanaian child of school going age. The FCUBE which was a comprehensive sector-wide programme (GOG, 2006) was designed to achieve the following objectives;

- Improving the quality of teaching and learning
- Improving access to basic education facilities
- Encouraging the private sector participation in the provision of education facilities
- Improving management efficiency

According to the FCUBE Policy, Ghanaians were promised free universal basic education by 2015 to ensure that all children of school-going age had right and access

to quality basic education. Furthermore, the policy incorporated improvement of quality teaching and learning to promote efficient and effective quality teaching and learning in basic school (GES, November 2010, pg. 5).

For almost 21 years now, successive governments have failed to fully implement the FCUBE policy as promised. It will be in the interest of our national development if the FCUBE programme would be fully implemented for the benefit of all Ghanaians by 2016 (Addai-Mensah, 2002) which was again promised by various presidential candidates in the 2012 campaign messages

2.25 Improving Quality of Teaching and Learning

This policy goal is central to the achievement of quality education at the Basic Education Level. The objectives and strategies have been outlined below for the realization of the policy goal among other.

2.26 Increase Provision and Accessibility to Textbooks and other+ Teaching/Learning Materials in the Basic Schools in the Country.

The policy of supply of textbooks to all pre-tertiary schools (public and private) which is in the hands of Ghana Education Service (GES) was introduced in the country as far back as 1963 when the government solely started supplying free teaching and learning materials like textbooks and stationery as well as educational infrastructure to schools. Despite the fact that parents were invited from 1966 by the government to make some contribution to the cost of textbooks and stationery, the supply system was found not to be effective as many basic schools lacked the required books needed for all subjects they pursue. Without the textbook, the skills, concepts and content required by the curriculum cannot be taught. In the absence of other

source of information, the textbook becomes the most important and often the only source of content for teacher and the sole basis for testing and assessment.

All teachers were expected to gain access to teaching support materials by 2008 and by 2015, there should have been 50 Resource Centers for their training nationwide. There shall also be procedure for the usage and maintenance of the resources that will be supplied to schools. The government undertakes needs and readiness assessment as a strategy to determine the requirements of the basic schools before the resources are committed into their possession (NDPC, 2003; MOE, 2003).

2.27 Provision of School and Community Library

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

The libraries to be provided are supposed to be equipped with Information, Education and Communication (IEC) System to provide wide range of sources of collecting information for academic work. Furthermore, any facility to be used as a library in the Basic Schools and administrative regions should contain a minimum stock of teaching

and learning materials, storage and retrieval system by 2015. The ambition of the government to establish standard libraries are to be complemented by the district assemblies, (NGOs) and the local communities (MOE, 2003).

2.28 Improving Effectiveness of Teacher Preparation, Upgrading and Deployment

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

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

inspire them put in maximum efforts in the delivery of quality teaching and learning amidst the numerous challenges that they encounter in their profession (NDPC, 2003)

2.29 Teacher motivation and Support

The ministry of education hinted clearly that it would define the career path and criteria for promotion for teachers which would be subjected to annual review. What is more, condition of service for teachers are revised and implemented in the Country (.NDPC, 2003). According to Owusu-Mensah, a Senior Lecturer at the University of Education, Winneba, “no educational reform will succeed in the hands of teachers, the final implementers, who are not enthusiastic about their work as a result of either low levels of motivation or lack of genuine interest in the profession”. (GNAT National Delegates Conference Report, 2014). He further posited that teacher attrition is another crisis bedeviling education in Ghana. He argued that an estimated 33,185 teachers in the recent years have abandoned their posts to seek greener pastures elsewhere. Low salaries, poor infrastructure, delay in promotions, lack of motivation from some managers of the system and the wrong perception about the teaching profession have accounted for the high attrition. To Irene Duncan-Adanusa, GNAT General Secretary, deprived communities are the most affected, since most teachers find it very difficult to cope with the hardship conditions that prevail in such communities. She also maintained that poor infrastructures, lack of potable water, lack of electricity among many others have contributed to the irregularity and teacher attrition in rural schools. (GNAT National Delegates Conference Report, 2014).

2.30 Improving the Relevance of the Curriculum

The Ministry of Education in collaboration with the Ghana Education Service revised and published the basic education curriculum to make it more relevant to individual

and national development. The new curriculum introduces career counseling and guidance, BDT and ICT.

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

2.31 In-service Training for teachers

The concept of in-service education and training underscores the need for all professional people to strive to acquire, on continuous basis, new ideas, skills and attitudes to enhance their competencies and productivity and to collectively cope with inevitable changes that occur in the world of work. (Adentwi & Baafi-Frimpong, 2010: 155). Those training which are continuous are considered to be very vital to enable the works to be committed to the vocational ideas. As far as the world is dynamic, whereby ideas, methods and ways of doing things keep on changing, it is very important for teaching and other professional staff to be reactivated and sensitized to the changes to improve upon performances. A UNESCO document explains In-service Training as “training designed for teachers who are already in professional practice, and which they receive in context of or on the course of their work either in their off duty time or during periods of varying length when their normal duties are suspended” (UNESCO, 1996). Harris et al (1996) also viewed In-service Education as a planned programme of containing learning which provides for the growth of teachers through formal and informal on the job experience for all professional personnel. It is clear from above definition that, In-service training is

given to only professional personnel. However, Morant (1981) defined INSET as “Training that is considered at any time after individual has been employed as a full time teacher”. In other words, despite the fact that the definition is less comprehensive in terms of describing the characteristics of INSET, it extends the usage to cover the training given to non-professional or unqualified teachers. According to Morant (1981), the purpose of INSET is viewed in relation to the needs of teachers under induction, extension, refreshment and conversion. Incidentally, these needs are very critical in the career lifecycle stages of the teachers which create scenarios that call for further training and education. Morant (1981) summarized the various stages of teachers’ career that necessitate the provision of INSET in table as follows:



Career Situations and Teachers' Accompanying Professional Needs

	Period of probation at start of career
INDUCTION NEED	Adjustment period immediately following appointment to a post. Early career period; serving as subject or class teacher.
EXTENTION NEED	Middle career period; serving as head of department, etc. Later career period; serving as deputy head or head. Period towards end of gap in career.
REFRESHMENT NEED	Period prior to having to teach a subject or age-range not taught for a long time (e.g. since teaching practice). Period of excessive repetitive professional experience (e.g. same post, same school, same children).
CONVERSION NEED	Period prior to internal redeployment. <ul style="list-style-type: none"> . Period prior to external redeployment . Period of anticipated promotion. . Period of ante-retirement.

Source: Morant (1981)

2.32 Benefits Associated with INSET

According to Adentwi and Baafi-Frimpong (2010), the benefits offered by INSET include the following:

1. Teachers who participate in INSET programmes acquire new concepts and practices.
2. INSET programmes help teachers to acquaint themselves with curriculum changes in the school system. For example when Cultural Studies was

introduced into the basic school curriculum, teachers got to know how to handle it through INSET programmes.

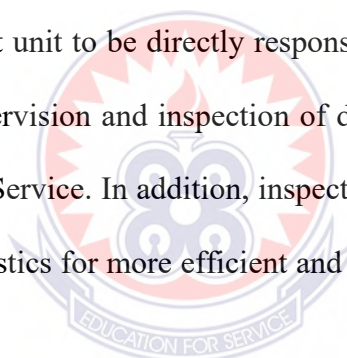
3. It encourages teachers to develop and evaluate curriculum materials.
4. It helps to improve teaching and learning methods by equipping trainers with pedagogical skills.
5. Furthermore, it enables teachers to evaluate themselves and to upgrade their professional status.
6. Additionally, INSET provides opportunities for professionals to interact in order to share ideas about their work.
7. It also equips new teachers with knowledge and skills to orient them to their new surroundings and the challenges of their new responsibilities.
8. Lastly, it equips administrative personnel of the GES with new and improved leadership skills.

2.33 Developing a Reliable Student Testing and Assessment System

Following the introduction of the 1987 Educational Reforms, Ghana has adopted the Formative system of Assessment for its schools. The system allows 40 percent of the terminal examination marks for students obtained through Continuous Assessment while the End of Term Examinations take 60 percent of the mark. The essence of this mode of assessment is to inform teachers about the strengths and weaknesses of students and allows them give the necessary attentions to those (students) with problem. Inspectors are also able to access the methodology employed by teachers in teaching and their impact on students' performances. It is expected in ESP document that the system of assessment adopted to run the BECE should result in 70 percent passes in students' performance by 2015 (MOES 2005).

2.34 Developing Effective Accountability System

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



2.35 Reviewing Guidelines on Language Policy of Education

The language policy of education in Ghana has had a chequered history since the colonial era (1529 to 1925). During that period the language of the organizers of the education namely, Portuguese, Dutch, Danish and English were used as media of instruction till the missionaries adopted the Ghanaian languages which they used in their educational and proselytizing activities (Graham, 1971). Owusu-Ewie (2006), indicated that, the first legislation on the use of a Ghanaian language as a medium of instruction at the lower primary was formulated during the colonial period. On attainment of independence in 1957, Ghana changed the policy by making English

language the only medium of instruction at all levels of the educational system in order to improve oral and written efficiency of the English Language and other subjects at all levels. The defects identified with the policy have resulted in its modification.

2.36 Income Distribution

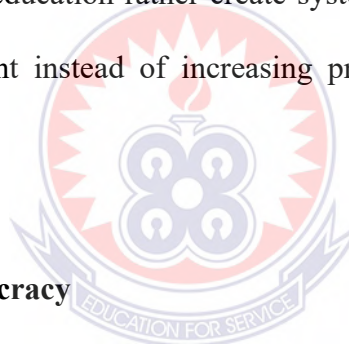
Globally, governments give priority concern to basic education due to the fact that it serves as a foundation point of preparing children for literacy and numeracy into higher education level and vocation learning (Sekyere, 2009). Efforts are made to enhance its quality for the reason that, availability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

Furthermore, individuals with the desired skills and knowledge acquired through formal education or training, all things being equal, receive higher wages than those with lower educational background. The reason being that they are able to escape from unemployment situation and can flexibly move from one geographical location to another seeking for jobs, as demand for their labour by employers over the course of their working life is higher (Gilmore 1999, Miller, 2001).

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

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

However, the human capitalists counter argued that the premium placed on quality education by employers is not due to the mental skills it provides to people but rather the “non-cognitive qualities and attributes inculcated at different levels of the education system”. These qualities and attributes provided by the education are answers to requirements for unskilled, middle and higher level functions in the organizations. To them education rather create systematic social classifications in an occupational environment instead of increasing productive capabilities of workers (Oxaal, 1997).



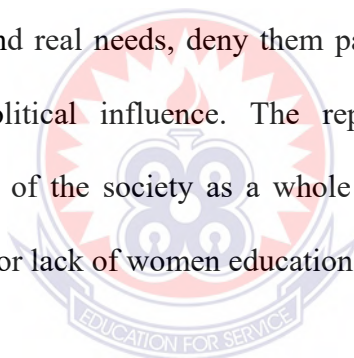
2.37 Governance/Democracy

There is no denying the fact that linkages exist between participation in decision making and education. As a result of this, UNESCO (1996) identified preparation of students for active involvement in decision making as a component of quality education. Among other things, the impact of quality education on good governance can be felt in the following ways;

Citizenry with quality education is said to be more capable of participating in multi-cultural and pluralistic society as well as the local, regional and national government (UNDP, 1999 cited in Gilmore, 1999). In both content and process, quality education inculcates democratic attitude of promoting peace, stability and how to manage conflict and respect divergent views in a multi-cultural society. Learning to manage

disagreements in a classroom situation exposes students as to how to collectively deal with societal problems. The school also provides an environment for people to learn about their basic rights and duties and how to defend them when abused (USAID, 2003). Buttressing the point, Watkins (2000) stated that, provision of quality education to citizens will provide them with the skills and attitudes needed for empowerment, capacity building and participation in decision making.

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



2.38 Poverty reduction

The overall goal that a country can achieve for using quality education or education to improve its Human Resource, Health, Income Distribution and Good Governance/Democracy is reduction of its poverty level. This has been posited in World Education Forum held in Dakar in April 2000 by the international community who pledged to use education as an avenue of eradicating extreme poverty in the world (UNESCO, 2005).

Oxaal (1997) emphasizes that quality education can be a reliable source of maximizing the yields of people, particularly peasant farmers when other farming inputs are available, to minimize poverty which is high in the Agricultural sector of

the developing world. The writer ascertains that an educated person stands a better chance of getting better job as well as wages and salaries to provide for himself the basic needs in life and protection against poverty. Also, the reward (earnings) for the self-employed who are educated and work either in the urban and informal sector is higher than those who are illiterate. By making reference to Correspondence theory, Oxaal asserted that advancement in schooling in the labour force promotes employment growth but not necessarily a surest way for the educated who fail to secure jobs in the formal sector to better their lot.

It is argued further by Todaro and Smith (2009) that improvement in the education of woman (the vulnerable) is not only a contributory factor to her fertility control but also beneficial to her health status and that of her family members. It is therefore, concluded by UNESCO (2005) that quality education is one of the social interventions that has the potentials of dealing with the menace of poverty and it is also a means of wealth creation for a country socio-economic growth and national development. Quality of education of any nation or society can be obtained through concerted government policies to influence certain indicators (factors) in educational system.

2.39 Health and education

According to Todaro and Smith (2009), citizenry with quality education is said to be more capable of participating in multi-cultural and pluralistic society as well as the local, regional and national government (UNDP, 1999 cited in Gilmore, 1999). In both content and process, quality education inculcates democratic attitude of promoting peace, stability and how to manage conflict and respect divergent views in a multi-cultural society. Learning to manage disagreements in a classroom situation exposes students to how to collectively deal with societal problems. The school also

provides an environment for people to learn about their basic rights and duties and how to defend them when abused (USAID, 2003) justify that health and quality education is interrelated. Greater health capital may improve returns on education investment because it is an important determinant of school enrolment and learning process of a child in a formal education setting. A lot of health programmes rely on fundamental skills learnt at school for their implementation. A better school teaches individual basic hygiene and sanitation issues and it is an environment where the health personnel are trained for jobs. Watkins (2000) has also argued that, there is correlation between maternal education and child birth. Child birth rate is inversely related to the level of quality of maternal education. The higher a mother is educated, the healthier she and her children are likely to be. For mothers completing five years of quality education, the risk of childhood mortality decreases by about 45/1000 births and their children are not likely to be malnourished. He attributed the mass exclusion of women in education in Sub-Saharan Africa to the death of one child in every four children. The timelessness of referrals, uptake of immunization and the use of antenatal services and clinics are all positively related to quality education. Each of these factors reduces the risks of many potentially life threatened illnesses

2.40 Health Education in Public basic Schools.

Health education is any combination of learning experiences designed to help individuals and communities to improve their health, by increasing their knowledge or influencing their attitudes (Ministry of Health, 1999). Owusu-Ansah (2005), also defined Health education as a profession of educating people about health. Areas within this profession encompass environmental health, physical health, social health, emotional health, intellectual health, and spiritual health. He further posited that health education can be defined as the principle by which individuals and groups of

people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. However, as there are multiple definitions of health, there are also multiple definitions of health education. The Joint Committee on Health Education and Promotion Terminology of 2001 defined Health Education as "any combination of planned learning experiences based on sound theories that provide individuals, groups, and communities the opportunity to acquire information and the skills needed to make quality health decisions. The World Health Organization(WHO) defined Health Education as "comprising of consciously constructed opportunities for learning involving some form of communication designed to improve health literacy, including improving knowledge, and developing life skills which are the Role of Health Education Specialists(Miller,2001)

From the late nineteenth to the mid-twentieth century, the aim of public health was controlling the harm from infectious diseases, which were largely under control by the 1950s. By the mid-1970s it was clear that reducing illness, death, and rising health care costs could best be achieved through a focus on health promotion and disease prevention. At the heart of the new approach was the role of a health educator. According to Oppong (1998) and Millar (2001), a health educator is “a professionally prepared individual who serves in a variety of roles and is specifically trained to use appropriate educational strategies and methods to facilitate the development of policies, procedures, interventions, and systems conducive to the health of individuals, groups, and communities”. In January 1978, the Role Delineation Project was put into place, in order to define the basic roles and responsibilities for the health educator. The result was a Framework for the Development of Competency-Based Curricula for Entry Level Health Educators (NCHEC). A second result was a revised version of A Competency-Based Framework for the Professional Development of

Certified Health Education Specialists (NCHEC). From the late nineteenth to the mid-twentieth century, the aim of public health was controlling the harm from infectious diseases, which were largely under control by the 1950s. By the mid-1970s it was clear that reducing illness, death, and rising health care costs could best be achieved through a focus on health promotion and disease prevention. According to Miller (2001), “Education for health begins with people. It hopes to motivate them with whatever interests they may have in improving their living conditions. Its aim comes to develop in them a sense of responsibility for health conditions for themselves as individuals, as members of families, and as communities”. In communicable disease control, health education commonly includes an appraisal of what is known by a population about a disease, an assessment of habits and attitudes of the people as they relate to spread and frequency of the disease, and the presentation of specific means to remedy observed deficiencies. Health education is also an effective tool that helps improve health in developing nations. It does not only teach prevention and basic health knowledge but also conditions ideas that re-shape everyday habits of people with unhealthy lifestyles in developing countries. This type of conditioning not only affects the immediate recipients of such education but also future generations will benefit from an improved and properly cultivated ideas about health that will eventually be ingrained with widely spread health education. Moreover, besides physical health prevention, health education can also provide more aid and help people deal healthier with situations of extreme stress, anxiety, depression or other emotional disturbances to lessen the impact of these sorts of mental and emotional constituents, which can eventually lead to detrimental physical effects life. (Ogden, Esim & Grown, 2005)

2.41 Expanding and Improving School Health, Sanitation and Safety Systems

A school environment that is attractively healthy facilitates good academic work and study for students and teachers and also serves as a model of good practice for daily life (GOG, 2006). According to UNICEF (2000), the objectives of healthy environment include the improvement of the health of students. In other words, quality education connotes positive enhancement of students' health. Such an education provides the learners with knowledge that improves their nutrition and behaviour in hygiene. Ghana has aimed at expanding and improving health and environmental sanitation as well as safety systems in its schools to 60 percent in 2008 and to 100 percent by 2015 when enough funds are secured to expand health and sanitary facilities in schools. This implies that appropriate methods of waste disposal, adequate hygiene and sanitation facilities that are gender sensitive are to be provided in the institutions. The schools are being supplied with potable water; guidelines on health and environmental sanitation issues as well as First Aid facilities and by 2015, all public basic schools should have been beneficiaries of these packages. Each basic school will benefit from the services of a designated health officers trained in basic First Aid to attend to students when the need arises before contacting medical officers at the hospitals. Also, appropriate methods of waste disposal, adequate hygiene and sanitation facilities that are gender sensitive would be catered for in the institutions (MOE, 2003).

2.42 Private Sector and Development Partners in the Integrated School Health system

It has been acknowledged by the Ghana government that, provision of education and educational facilities cannot be provided by it alone without the involvement of the

private sector like the Community Based Organizations, Non-Governmental Organizations and Faith Base Organizations as well as other Development Partners (Addae-Boahene, 2007). In view of this, the Ministry of Education expects 40 percent of its financial estimates for the school health funding projects from these and other bodies. Progress reports on students' health status would be published using Information, Education, and Communication facilities for development partners, schools and public consumption (MOE, 2003)

2.43 MEANING OF HIV/AIDS

HIV stands for Human Immuno deficiency Virus. HIV is virus that attacks the immune system and renders it defenseless against other infectious diseases. HIV is the virus that causes AIDS. When the virus is introduced into the blood; it attacks certain cells of the immune system. Acquired Immuno deficiency Syndrome (**AIDS**) which is a chronic disease also stands for Acquired Immuno deficiency Syndrome. It is final stage of infection with HIV. When a person is in advanced stage of HIV infection, he/she is said to suffering from AIDS. This is the medical or clinical description for the symptoms and diseases that are indicative of the fact that a person has a weak immune system and is easily attacked by all kinds of opportunistic diseases .Since the person's immune system is weak, a host of other diseases use the opportunity to attack him/her hence the diseases are opportunistic. The opportunistic diseases that attacked an AIDS patient vary from one region of the world to another. In Africa, common opportunistic diseases include pneumonia and tuberculosis (TB).In reality it could be said that AIDS does not kill but it is the opportunistic diseases that afflicts the person with AIDS that often kills him/her. It is important to note that progression from HIV to AIDS can take from two to fifteen or more years (Meek & Heit, 2001).

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

2.44 HIV/AIDS Prevention care and Support at Basic School

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

2.45 Integration of HIV/AIDS in the basic school Curriculum

In the integration of HIV/AIDS into the basic school curriculum, education authorities are expected to develop special HIV/AIDS programmes to be introduced in all

Teacher Training Institutions and inserted into the curriculum of basic school (MOE, 2003). Apart from HIV/AIDS counselors and care teams being trained and introduced at the basic school, special reproductive health modules would be included into their curriculum. The first AIDS case was reported in Ghana in 1986, and by December 2003, a cumulative total of 76,139 cases had been officially reported by ministry of health. According to estimates by the Ghana AIDS Commission, the National AIDS/STI Control Programme and the Ghana Health Service, about 395,000 people were HIV positive and there were about 200,000 AIDS cases in Ghana (MOH, 2004). As Meek, Heit and Page (2006) asserted, HIV/AIDS increasingly becoming a burden on humankind, and awareness on them should be started right at the birth of every individual. According to UNICEF (2000), quality education connotes positive improvement of students' health which involves knowledge and awareness of health issues at the early stage of education. Meeks et al (2006) argued that Education for health begins with people. They posited further that health education hopes to motivate students with whatever interests they may have in improving their living conditions. Again, it is aimed to develop in them a sense of responsibility for health conditions for themselves as individuals, as members of families, and as communities. In communicable disease control, health education commonly includes an appraisal of what is known by a population about a disease, an assessment of habits and attitudes of the people as they relate to spread and frequency of the disease, and the presentation of specific means to remedy observed deficiencies.

2. 46 The teaching of ICT at basic school level

The use of ICT in schools exposes students to the information and science society that will be bequeathed to them. Ghanaian Education policymakers lauded the inclusion of

the policy in the curricula of Basic School Level because of its contribution to information and science sharing among students and teachers, knowledge production, communication and national development (Mfum-Mensah, 2003). One of the objectives of introducing ICT in Basic School Level in Ghana is to ensure that students at that level become ICT literates before coming out of school (Mangesi, 2007; Ministry of Environment Science and Technology, 2009). Undoubtedly, the world has become globalized, and the teaching of ICT right from Basic School Level will promote integration of the world and calls for the removal of cultural and political barriers. In this day and age where ICT is driving everything in the world, computer knowledge is a must for everybody, and thus our children at basic school level should not be left out. Knowledge in ICT should be developed at an early stage to prepare the child for the future. Globalization is characterized to increase the speed at which knowledge can be transmitted through ICT to enhance development of new ways of doing things.

2.47 Objectives of ICT Policy for Ghanaian Schools

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

Strategically, the government pledged to provide computers to all basic schools in the country in order to promote equitable access to ICT in the school system that is beneficial to students irrespective of their geographical setting. Also, commitment was made by government since 1998 to extend electricity to many rural communities

in the country to enable the schools in the rural areas take advantage of the availability of electricity to run their ICT laboratories like their counterparts in the urban centers do (Mfum-Mensah, 2003).

2.48 Conceptual Framework

The researcher adopted the UNICEF (2000) Framework for Understanding Quality Education to guide the research design and most importantly the identification of the study's variables. The framework indicated that quality education is underpinned by four pillars which are discussed below. First, learners and teachers have to get psychological balance in order to promote quality education. Without good health, both learners and teachers will not be able to attend school regularly for effective teaching and learning to take place. The involvement of parents and other stakeholders in the community is also paramount in the provision of quality education. According to Chapman et al (2000), "the involvement of community and commitment of its resources into schools to some extent supports and influence teaching, learning and quality education". Parents should provide the needed materials to their wards so that they can have sound mind and peace to promote quality education.

Secondly, physical environment is very crucial to enhance quality delivery of education. Teachers and learners must have access to quality school facilities such as potable water, good sanitation, urinal and toilet facilities. UNICEF (2000) posited that the learning environment should not only provide maximum facilities, but also should be safer and protective place for both teachers and learners. According to Walkins (2000), the school physical environment reassures parents about the safety, peaceful and performance of their children at learning place. Again, manageable class size is a

determine factor to ensure quality delivery of education. Adams (2000) claimed that fewer students per teacher in a class improves the quality of interaction and for that matter raises accomplishment.

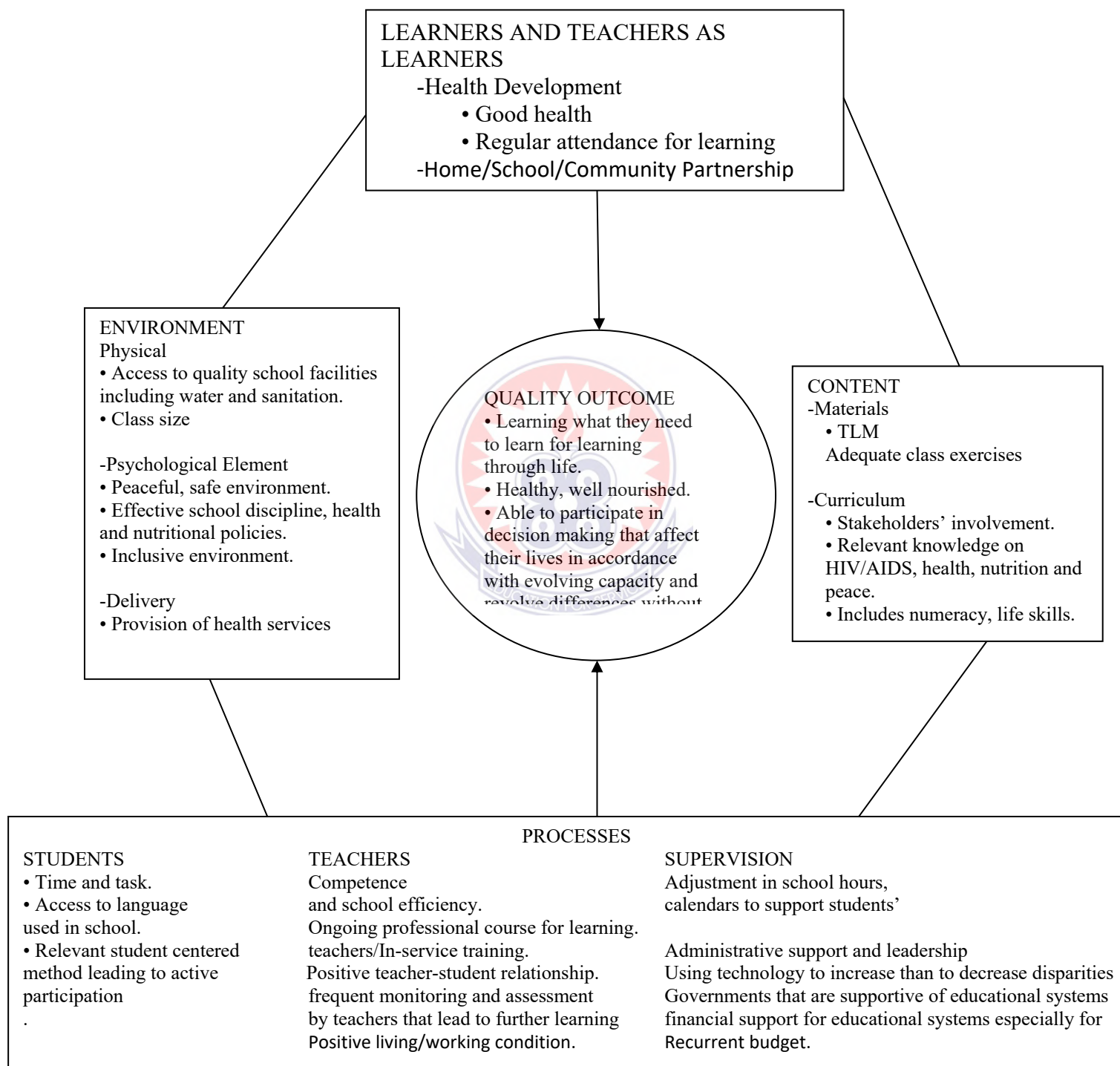
The third pillar is the content of the curriculum. The curriculum designed should be apart from providing relevant knowledge in literacy, numeracy and life skills to learners, should also lead to knowledge acquisition in health related issues such as HIV/AIDs to improve quality education. Availability of TLMs, giving and marking of class exercises promptly can also lead to quality education provision. Stakeholders must support schools by providing instructional materials and other resources to improve quality education.

Finally, quality education involved the processes of delivering curriculum contents by teachers. Teachers must use appropriate language in school and also provide relevant students centered method leading to active participation by learners. Teachers' competency, efficiency and professional development through regular INSET will promote quality education. Besides, quality delivery of education includes provision of administrative support and leadership through regular monitoring and supervision. Miske & Dowd (1998) maintained that "Supervisors regular visit to schools have shown greatest teaching and learning gains". Therefore, governments should give financial support to educational systems in order to provide quality education.

In conclusion, giving the needed attention to the above discussed pillars will lead to quality outcome to provide understanding of quality education. Therefore, based on the framework, quality education is defined as the application of resources and processes to create safety and peaceful environment for learners to acquire what they need for life. In other words, quality education provides skills, knowledge and values

to individuals to participate in decision making that affects their lives in accordance with evolving capacity and resolve differences for socio-economic development.

Figure A: Framework for Understanding Quality Education



Source: Adopted from UNICEF 2000.

2.49 Summary of the Literature

In summary, the literature review has revealed that Education improves the lives of the individual, society and nation at large in the areas of employment, income generation, involvement in decision making and poverty reduction among others.

Measuring Quality Education requires a multi-dimensional approach which cuts across social, economic and political considerations. Again, Ghana's efforts towards achieving quality education gives priority concern to the introduction and application of Science and Technology at basic education level which is regarded as the foundation for higher education or vocational training. The research will delve into these experiences and other matters relating to quality education to ascertain the extent to which they have been achieved at Basic School Level in Sekyere Kumawu District of Ashanti Region.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter examined the method adopted by the study to provide answers to the research questions and objectives. Kumar (1999) described methodology as the “overall approach to a problem which could be put into practice in a research process, from the theoretical underpinning to the collection and analysis of data”. The chapter discussed the research design, sources of data collected, population, sample and Sampling technique. The chapter also described and explained the research instruments used to gather data. Again, it dealt with the method for administering the research instruments and the procedure for data analysis, pilot test and ethical issues.

3.2 Research Design

Research design is the logical framework upon which the research project is conducted and enables the researcher to gather evidence to address the research question. Research design is a plan for assembling, organizing, and interpreting data and its results in a specific finding (Creswell 2009). According to Trochim (2006), research design provides the glue to hold the research project together dealing with the questions to study, what data are relevant, what data to collect and how to analyze the results.

The descriptive research design was adopted for the study. This is because the study was to specify the nature of a given phenomenon which involves collecting data in order to answer research questions concerning the current status of the subject of study. According to Kumekpor (2002), Descriptive research can be either quantitative

or qualitative. It can involve collection of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Frankfort-Nachmias & Nachmias, 1996). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. The research used descriptive as a design to organize data into patterns that emerge during analysis. Those patterns aided the mind in comprehending a quantitative study and its implications.

According to Kumar (1999), “Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable”. Borg and Gall (1989) classified the outcomes of educational research into four categories made of description, prediction, improvement, and explanation. They said that descriptive research describes a natural or man-made educational phenomenon that is of interest to policy makers and educators. Predictions of educational phenomenon seek to determine whether certain students are at risk and if teachers should use different techniques to instruct them. Research about improvement asks whether a certain technique does something to help students learn better and whether certain intervention can improve students learning by applying causal comparative, correlational and experimental methods. The final category of

explanation posited that the research is able to explain a set of phenomena that leads to our ability to describe, predict, and control the phenomena with a high level of certainty and accuracy usually in the form of theories. The methods of collecting data for descriptive research can be employed singly or in various combinations, depending on the research questions at hand. Some of the common data collection methods applied to questions within the realm of descriptive research includes surveys, interviews, observations, and portfolios (Densombe 2003).

Descriptive research is used to describe characteristics of a population or phenomenon being studied. It addresses the "what" question (what are the characteristics of the population or situation being studied?) The characteristics used to describe the situation or population is usually some kind of categorical scheme also known as descriptive categories. For example, the periodic table categorizes the elements. Scientists use knowledge about the nature of electrons, protons and neutrons to devise this categorical scheme. We now take for granted the periodic table, yet it took descriptive research to devise it. Descriptive research generally precedes explanatory research. For example, over time the periodic table's description of the elements allowed scientists to explain chemical reaction and make sound prediction when elements were combined (Creswell, 2009).

Taylor & Bogdan (1998) explained descriptive research design as a valid method for researching specific subjects and as a precursor to more quantitative studies. Whilst there are some valid concerns about the statistical validity, as long as the limitations are understood by the researcher, this type of study is an invaluable scientific tool. The descriptive design was used in order for the researcher to observe, describe and document aspects of a situation as it naturally occurs. In other words, the descriptive

design helped the researcher to survey into the community to have in-depth knowledge of the state of quality education in the study area. The method was appropriate to the study because it helped the researcher to assess the conception of heads and teachers in relation to the state of quality education in public basic schools in the Sekyere Kumawu district. Also, the researcher adopted the descriptive survey method in order to acquire first-hand information from the respondents to formulate rational and sound conclusions and recommendations for the study. As Creswell (2009) argued, the descriptive method of research is to gather information about the present condition. Therefore, since the study was intended to investigate the state of quality education at the public basic school level, the descriptive survey method became the most appropriate design to use.

In terms of research approach, the study employed mixed method using sequential explanatory strategy to collect field data. The method is characterized by the collection and analysis of quantitative data in the first phase of research followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results (Morse, 1991). According to Creswell (2009), Research approach or strategy is a plan of action that gives direction to the researcher's effort, enabling the researcher to conduct research systematically. It concerns with the overall decisions the researcher makes to serve as guide and focus for the basis of the research.

Mixed method research is explained here as the class of research where the researcher mixes or combines quantitative and qualitative techniques, methods, or approaches into single study. According to Jones (1997), the mixed methodology provides greater strength to the researcher and may enhance both the quality and

perception of the research. Creswell (2003) is of the view that the mixed method includes the use of induction and deduction methods, and rallies on the best set of explanation for understanding one's results. Another reason was to complement one set of results with another to expand a set of results, or to discover something that would have been missed if only a quantitative or a qualitative approach had been used.

Quantitative approach deals mainly with the collection and conversion of the field data into numerical values for ease interpretation and presentation. This is done mainly through the use of relevant and acceptable statistical analysis procedures. Data collection using some quantitative methods is relatively quick. Research findings can be generalized when it has been replicated on many different populations. The research results are relatively independent of the researcher and it is useful for studying large numbers of people (Kumekpor 2002). Quantitative research according to Ofori and Dampson (2011) is the collection of numerical data and exhibiting a view of the relationship between theory and research as deductive, and having an objectivist conception as reality. Maxwell (1998), claims that quantitative research method provides precise numerical data for studying large number of people.

In order to achieve the objectives of the study, the qualitative method was also employed to collect information from respondents. Kumekpor, (2002) explained that qualitative data collection and analysis is concerned with concepts and categories and not their frequency of occurrence. This explanation formed the basis for the use of qualitative data gathered from the field for a research. The use of the qualitative data was because of the necessity to establish some relating to the subject of this research on the current conditions and situations based on the impressions and perceptions of

the respondents. Qualitative research method provides individual case information and data which are usually collected in naturalistic settings. Qualitative approach is a practical tool in answering questions pertaining to the nature of phenomena with the main focus on describing and giving meaning to them from the participant point of view. In contrast is the quantitative method which examines aggregates and quantify data to arrive at deductive conclusions, qualitative methods draw inductive conclusions from the study of social issues in its entirety giving preference to detail. Contrary to the belief that one method is superior to the other, the preference is based on suitability, and in exploring social phenomena, the effectiveness of qualitative research is unparalleled (Creswell, 2009). Qualitative research methods include interviews, direct participation and case studies. In this study, the researcher used interview to gather qualitative data from selected heads and teacher.

3.3 Sources of data

There are many ways of assessing information or data. Every research project needs to get results which are obtained from data or information. The main two types of data are primary and secondary, each of which requires different kinds of skills and resources to help answer research questions, understand a specific issue or test a hypothesis. The study used both primary and secondary data collected to assist in measuring, assessing and discussing the results to achieve the intended objectives of the study. By using information from primary and secondary data, the researcher was able to compare responses from the field of study and previously generated responses.

3.3.1 Secondary data

According to Denscombe (2003), secondary data refers to information that is already available somewhere, whether it is in journals, on the internet, in the company's

records, or on a larger scale, in corporate or governmental archives. He further explained that there are several types of secondary data which include information from the national population census and other governmental information collected by National Statistical Services. Secondary data are sources of information that are collected by a person or organization other than the users of the data and this include data such as surveys, documented information, annual reports and handbooks amongst others. It has the following advantages: it provides bases for comparison; it is unobtrusive and also provides a useful background for identifying key questions and issues that will need to be addressed by primary data, and less expensive (Kumekpor, 2002). The researcher intended to look for information from secondary source because the data tends to be readily available and inexpensive to obtain, and to detect change over time.

3.3.2 Primary Data

According to Creswell (2009), the primary data source is mostly collected through interviews, observations or questionnaires. For this research, the primary data was gathered through the use of questionnaires. The questionnaires were to help gather specific data in the process of answering the research questions. Creswell (2009) states that questionnaires are relevant for gathering detailed data from specific respondents chosen by the researcher. It also allows the generation of very original answers as well as serving as the pool of original data for the researcher to fall on anytime the need arises. The questionnaires also gave the researcher the opportunity to be flexible in the manipulation of the primary data in order to produce all the necessary results needed to complete the research. An advantage of using primary data was that researcher was able to collect information for specific purpose of the

study. Thus, the researcher was able to ask questions that are tailored to elicit the data that will help him to achieve the objectives of the study. Again, the study used primary data as additional information from the field to fill the gap created by secondary source of data.

3.4 Population

Frankfort-Nachmias and Nachmias (1996) describe population as the entire group or set of cases that a researcher is interested in for generalization. Descombe (2003) in his view explained population as a group of interest to a researcher. Kusi (2012) opines that “a population can be defined as a group of individuals or people with the characteristics and in whom the researcher is interested”. The target population for this research work were all head teachers and teachers in public basic schools in the Sekyere Kumawu District. The District is composed of urban, per-urban, rural and deprive settlements with people from diverse socio-cultural background which could make it very easy to generalize the findings on the state of quality education in Ghana. Thus, the district was chosen because it has similar characteristics with many districts in Ghana and therefore the outcome could represent the entire nation of Ghana. There were 74 public basic schools in the district comprising 39 primary schools and 35 JHS with a total population of 910 teaching staffs which also was made up of 74 head teachers and 836 teachers. The total distribution of population of the selected sample size for the study was presented in the table below;

Table 3.1 Distribution of population and selected sample

UNIT	POPULATION	SAMPLE UNIT
Head teachers	74	22
Primary teachers	511	100
JHS teachers	325	65
Total	910	187

Source: Sekyere Kumawu District Directorate of Education, 2014

3.5 Sample and Sampling Technique

Amin (2005) described sample as a subset of the population whose results can be generalized to the entire population. Sampling is a technique of selecting a representative which is part of a population for the purpose of determining the characteristics of the whole population. The two types of sampling technique are probability sampling technique and non-probability sampling technique. Probability sampling technique is where a sample is selected using random selection such that each unit in the population has a known chance of being elected. With non-probability sampling technique, a sample does not have known probability of being selected. A sample is selected based on the assumption that there is an even distribution of characteristics within the population. This makes researchers believe that any sample chosen would be representative and because of that results will be accurate. In this study, the researcher employed simple random, purposive and convenience sampling techniques. Simple random technique was used for selecting schools whereas

purposive and convenience sampling techniques were used to select heads and teachers respectively for the study. As recommended by Amedahe and Asamoah (2007), 10% to 30% sample size is an ideal size to be representative of a given population in quantitative study, and based on that the researcher selected 30% of the schools, 30% of school heads and 20% of the total population of teachers.

According to Popper (2004), Simple Random sampling is the basic sampling technique where we select a group of subject (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection. The use of simple random sampling gave chance to all schools in the district to be selected for the study. By using simple random sampling to select schools for the study, the researcher collected names of all 74 basic schools from Sekyere Kumawu District Directorate of Education. He further wrote the names of each school on a separate piece of paper, folded them nicely and put all of them in a container. The researcher then picked the schools randomly one after the other until he got his sample size of 22 schools representing 30% of the total population of 74 public basic schools in the study district.

In order to get accurate and needed data for the study, the researcher adopted purposive sampling technique to collect information from the heads. Purposive sampling is deemed to be appropriate type of sampling because of the need to study a certain cultural domain with knowledgeable and experts within the heads (Kumekpor 2002, & Creswell 2009). This is supported by Kumar (1999) that the main goal of purposive sampling is to focus on particular characteristics of a population that are of interest which will enable the researcher to get educational answers to the research

questions. The researcher purposely selected all the twenty-two (22) heads of the selected schools representing 30% of the entire population of 74 public school heads because they were the best respondents with experience and expertise to give information on the state of quality education at public basic schools in the Sekyere Kumawu district,

For the selection of sample size of teachers to participate in the study, Convenience sampling technique was used by the researcher because of the ease of their volunteering and availability. According to Ackroyd and Hughes (1981), convenience sampling method is used to sample population when the respondents are readily available to provide the needed information on the subject under study. By using convenience sampling technique, the respondents or teachers were readily available to give answers to questions the researcher needed which eventually quickened the process of data gathering. The researcher used convenience sampling to select 165 public basic school teachers representing 20% of the population of 836 public basic school teachers in the Sekyere Kumawu district.

3.6 Data collection Instruments.

Polit and Hungler (1999) defined data as information obtained during the course of an investigation or study. In order to achieve the purpose of this study, the researcher adopted questionnaires and interview as the main data collection instruments. Questionnaire is described as a method of gathering information from respondents about attitude, knowledge, beliefs and feelings (Creswell, 2009). Popper (2004) argued that by using questionnaire, large amount of information can be collected from a large number of people in a short period of time, and the results can usually be

quickened and easily quantified by the researcher or through the use of software package. The use of questionnaires enabled the respondents to express themselves in relation to the subject being studied. Two separate sets of questionnaires were developed by the researcher to collect information from the respondents. A forty-two (42) item questionnaire was designed for teachers and forty-four (44) item questionnaire for the head teachers in public basic schools in the study area. The questions for both teachers and head teachers were in five parts. The first part was aimed at recording the general demographic information (such as age, gender, etc.) of the respondents whereas the second part were questions related to the understanding of quality education by stakeholders. Again, the third part sought to determine the state of instructional materials in public basic schools while the fourth part took care of the promotion of health related issues. The fifth and final part was intended to identify challenges that hinder quality delivery of education. The questionnaires contained only close-ended questions which were scored on five (5) point Likert scale ranging from Strongly Agree (SA), Agree (A), I Don't Know (IDK), Disagree (D) and Strongly Disagree (SD). Appendix "A1" has to do with background information and questions for respondents who happened to be public basic school teachers whereas Appendix "A2" looked at the background information and questions for the head teachers in public basic schools. The researcher checked the questions for its general content, validity and thoroughness. The supervisor further checked the instruments to ensure that the questions were not ambiguous but answerable before they were finally administered. The noteworthy advice and comments from the supervisor were incorporated in the final survey instruments. In comparison to other instruments, the use of questionnaires by the researcher saved time. Again, this type of questionnaires were used for the collection of data as they allowed all respondents to respond to the

same options which could lead to a form of standard data to be guarded (Fraenkel and Wallen, 2003). In as much as respondents were anonymous in responding to the questions contributed to free expression.

Again, the researcher used interview to solicit information from the respondents. Interviews remain the most common method of gathering data in qualitative research. Sekyere (2009) defines qualitative interviews as; “an interview whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of meaning of the described phenomena”. It is very useful especially when an understanding is sought into the meaning of concept and has the ability to bring out a true descriptive view of situations. Apart from the well-known face to face interviews, interviews can be carried out by telephone or via internet. Kumar (1999) categorizes interviews into structured, semi-structured and unstructured. He explained that structured interviews involve the use of questionnaires based on predetermined set of questions. Semi-structured interviews on the hand combines a partly structured agenda with flexibility to ask subsequent questions. Semi structured interviews also give both the researcher and the respondent an exploratory view of the phenomenon prelude to the conduct of a face to face interview or telephone interview. Unstructured interviews allow interviewees to express themselves freely so far as what they stay are within the topic of interest, and it is also referred to as in-depth interview. For this research work, the researcher used semi-structured interview guide to collect the qualitative data which provided a flexible environment for discussion. The semi-structured interview guide was attached as Appendix “B” and the duration for the interview was ranged between twenty (20) and twenty-five (25) minutes from two (2) heads and five (5) teachers in public basic schools in the study area.

3.8 Pilot test of instrument

The questionnaires were piloted in the Sekyere East District which shares boundary, and has similar characteristics with the actual study district to increase the validity and reliability. Creswell (2009) posits that a pilot test provides a trial run of the research instrument. He explained further that it involves testing the wording of the questions, identify ambiguous questions, testing the technique which is used to collect the data, measuring the effectiveness of the standard invitation to respondents. A pilot test was therefore conducted to identify the strength or possibly, any weakness in the questionnaires. A set of questionnaires were administered to four (4) heads and fourteen (14) teachers in piloting the instruments. After the pilot test, the necessary corrections and modifications were made before the final questionnaires were administered to the selected participants. The researcher checked the questions for their general content, validity and thoroughness. The supervisor further checked the instruments to ensure that the questions were not ambiguous but answerable before they were finally administered. The noteworthy advice and comments from the supervisor were incorporated in the final survey instruments.

3.9 Validity and Reliability Of Instruments

In order to measure the validity and reliability, the researcher piloted the questionnaires with four (4) heads and fourteen (14) teachers in the Sekyere East District which shares boundary, and has similar characteristics with the actual study district. According to Kumar (1999), the validity of an instrument is the extent to which it measures what it is supposed to measure. The questionnaires were designed to reflect research questions and objectives, and were compiled and discussed with the supervisor. After pilot test, some changes and modifications were made in the original

questions to enable respondents to give accurate and needed information for the study. Questionnaires were self-administered in order to encourage respondents to respond appropriately to the questions. The pilot test was also meant to ensure proper wording and validity of the questions, and to avoid any ambiguities or duplication.

Polit and Hungler (1999) defines reliability as the degree of consistency with which an instrument measures the attribute designed to measure. If a study will be reliable, then it implies that it can be replicated somewhere else given the same method. Therefore, the pilot test was done to determine the clarity and consistency of responses from the heads and teachers who were not part of the actual study. The test re-test method was used to determine the reliability of the instrument. After two weeks, the same set of questionnaires were administered to the heads and teachers in the Sekyere East district who took part in the first pilot trial. The completed data from the piloted questionnaires yielded similar responses. This was subjected to the Cronbach's Alpha reliability analysis, and the reliability coefficient (r) of 0.833 was obtained. This specified that the instrument was highly reliable, and hence, it was used for the actual study

3.10 Data collection process

Before the questionnaires were administered, the researcher made familiarization visits to all the twenty-two (22) selected basic schools in the Sekyere Kumawu district. An introductory letter was sought from the head of Department of Educational Leadership at the University of Education, Winneba which enabled the researcher access to the schools to officially contact the respondents. The researcher established contact with the various school heads who introduced him to respective teaching staff to seek permission to administer the questionnaires. The researcher

personally administered the questionnaires to the respondents. He explained the purpose of the study to the respondents before giving out the questionnaires to them. The questionnaires were collected from the respondents after a week. A total number of 187 questionnaires comprised of 22 heads and 165 teachers from selected public basic schools in the study area were administered by the researcher. All the 187 questionnaires administered were completed and returned by respondents which were used for analysis

3.10 Data analysis plan/technique

The appropriate analytical procedures were used in analyzing both quantitative and qualitative data collected for the study. After collecting quantitative data from the field, the next stage was the analysis of the gathered data. Creswell (2009) explains that the omnibus and rescheduling of field data involves several procedures and processes, which are consistent in ensuring good and acceptable analysis, which will eventually culminate into presenting the finding of the research. For this research, the compilation of the field data were done using Statistical Package for Social Science [SPSS], version 20. After the assemblage, the data was exported to MS Excel where the analyses were done thoroughly. The analyses of the findings were in the form such as chi-square, percentages, tables and frequencies. The term “chi-square” refers both to a statistical distribution and to a hypothesis testing procedure that produces a statistic that is approximately distributed as the chi- square distribution (Howell, 2003). Chi-square is a distribution that has proven to be particularly useful in statistics. The use of chi-square is so common that it is often referred to as “chi-square testing”. According to Sharp (2001), chi-square test is used to determine whether there is a significant difference between the expected frequencies in one or more

categories. In other words, when you find the value for chi-square, you determine whether the observed frequencies differ significantly from the expected frequencies. The chi-square compares the observed count in each table cell to the count which would be expected under the assumption of no association between the row and column classifications (Diener-West, 2008). Qualitative data were also analyzed using thematic analytical strategy. According to Kusi (2012), thematic analysis is analytical strategy that requires the researcher to organize or prepare the data, immerse himself or herself in and transcribe the data, generate themes, code the data and describe them.

3.11 Ethics of the study

An introductory letter was sought by the researcher from the Department of Educational Leadership of the University of Education, Winneba which enabled the researcher an access to the schools for official contact with the respondents. The researcher then made a familiarization visit to all the twenty-two (22) selected public basic schools in the Sekyere Kumawu district to established contact with the various school heads who introduced him to respective teaching staff for permission to administer the questionnaires. The researcher explained the rational of the study to the respondents to make them comfortable before giving out the questionnaires to them. Again, the consent of the respondents was sought and their anonymity were assured to the extent that no one could hold them accountable to anything said or opinion expressed before they were used in the study. The respondents were also allowed to decline when they decide not to be part in the study any longer. They were also assured of treating their information given as strictly confidential and purely for academic purpose.

3.14 Conclusion

In conclusion, the study adopted a descriptive mixed research design using sequential explanatory strategy method to collect field data. This involved the use of self-administered questionnaires to collect quantitative data from 187 respondents who were made up of 165 teachers and 22 heads from public basic schools in the Sekyere Kumawu district. Interview was also used to collect qualitative data from two (2) heads and five (5) teachers in the study district. The quantitative data collected were analyzed using a number of methods, including chi-square, percentages, tables and frequencies. Qualitative data on the other hand were analyzed using thematic analytical strategy.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

4.1 Introduction

This study intended to explore quality education at public basic schools in the Sekyere Kumawu District in Ashanti of Ghana. A total number of 187 questionnaires were administered with all 187 completed and returned (100% return rate). The return rate was comprised of 22(100%) heads and 165(100%) teachers. This chapter presents the findings of the study under the following sub-headings:

- The socio-demographic characteristics of respondents.
- The understanding of quality education by stakeholders
- The state of instructional materials.
- The promotion of health related issues
- Challenges of improving quality education

4.2 Socio-Demographic Characteristics of Respondents

Table 1. Gender of Heads and Teachers of Public Basic Schools in the district

(*Nh = 22; **Ntrs = 165)

Gender	Heads		Teachers	
	Freq.	%	Freq.	%
Male	19	86.3	89	53.9
Female	3	13.7	76	46.1
Total	22	100	165	100

Source: Field survey, 2014

Table 1 indicates that 19 (86.3%) heads were males whilst, 3(13.7%) of them were females. This is an indication that male heads are more than their female counterparts

in public basic schools within the Sekyere Kumawu District. Furthermore, 89 (53.9%) of the teachers who participated in the study were males while 76 (46.1%) of them were females. This confirms the dominance of male teachers in basic schools over their female counterparts in the district. In conclusion, the information clearly shows that there is gender disparity between male and female teachers and heads respectively. This in turn reduces factors such as pregnancy, maternity leave and child birth issues that turn to affect the supervision roles and other responsibilities of female teachers and heads.

Table 2. Age distribution of Heads and Teachers
(*Nh = 22; **Ntrs = 165)

Age (years)	Heads		Teachers	
	Freq.	%	Freq.	%
Below 20 years	0	0.0	3	1.82
21-30	0	0.0	91	55.2
31-40	10	45.5	51	30.9
41-50	3	13.6	16	9.5
51 years & above	9	40.9	4	2.4
Total	22	100	165	100

Source: Field Survey, 2014.

Table 2 depicts the age distribution of heads and teachers of Sekyere Kumawu district. From the table, none of the heads was below 30 years old. Ten (45.5%) of the heads were found within the age group of 31-40 years; Three (13.6%) of them were between 41 and 50 years old 9(40.9%) of them were 50 years old and above. This clearly shows that one has to attain a lot of teaching experience before been appointed as head in public basic schools. Similarly, 3 (1.82%) teachers were below

20 years of age, Ninety-one (55.2%) teachers were between 21-30 years of age while 51 (30.9%) were within 31-40 years old. Furthermore, 16 (9.5%) of the teachers were between 41 - 50 years old while only 4 (2.4%) of them were 51 years old and above. This is a confirmation that headship in public basic schools has strong correlation with years of teaching experience and age. In totality, all the heads 22 (100%) were above 30years of age while majority of teachers 158 (95.6%) were older than 20 years but less than 51years old. It could be concluded that a considerable number of the teachers in public basic schools in the Sekyere Kumawu district are young and middle-aged adults and can be nurtured since they will remain in the service for a long time. There is also high tendency that majority of these teachers if given the needed support and resources can teach effectively to promote quality education in the district.

Table 3. Highest Educational Attainment of Heads and Teachers
(*Nh = 22; **Ntrs = 165)

Highest Educational Attainment	Heads		Teachers	
	Freq	%	Freq	%
M.S.L.C.	0	0	9	5.5
SSCE/WASSCE	0	0	26	15.8
Teachers' Cert. 'A'	1	4.5	24	14.5
DBE	9	41.0	88	53.3
First degree	11	50.0	18	10.9
Master degree	1	4.5	0	0
Total	22	100	165	100

Source: Field Survey, 2014.

Table 3 shows information on the academic qualifications of heads and teachers of Sekyere Kumawu district. The data showed that while a little above half 12 (54.5%) of the heads had first or master degrees, only a few of the teachers 18 (10.9%) had such attainment.

Also, while 10 (45.5%) of the heads have DBE or Teachers' Certificate 'A', majority of the teachers 112 (67.8%) possess DBE certificates or Teachers Cert. 'A'. As expected, none of the heads had SSCE/WASSCE or M.S.L.C. Surprisingly, a considerable number of teachers in the study 35(21.3%) possessed either SSCE/WASSCE or M.S.L.C. Teacher academic attainment supports the assertion by Prof. Jane Nana Opoku-Agyemang (Minister of Education) that, "one major problem militating against the provision of quality education in the country is the lack of teachers, a problem occasioned partly by the inequitable distribution of teachers". In conclusion, 21.3% of the teachers in the district who participated in the study did not possess the prerequisite educational or professional teaching qualifications to promote quality education in the Sekyere Kumawu district.

Table 4. Length of Service (Teaching Experience) of Heads and Teachers in The Sekyere Kumawu Basic schools, Nh = 22; **Ntrs = 165)

Age (years)	Heads		Teachers	
	Freq.	%	Freq.	%
Below 5 years	0	0.0	108	65.5
6-10	2	9.1	38	23.0
11-15	13	59.1	10	6.1
16-20	5	22.7	6	3.6
21 years & above	2	9.1	3	1.8
Total	22	100	165	100

Source: Field Survey, 2014.

Table 4 presented information on the length of service or teaching experience of school heads and teachers in the selected schools. From the table, majority of the heads 20 (90.9%) had been in the teaching service for more than ten years while a few 2 (9.1%) had between 6–10 years of teaching experience. It was not surprising to see that none of the heads had below 6 years of teaching experience. This could be attributed to the fact that number of years of teaching experience is a key requirement in the appointment of heads of basic schools in the district and in Ghana Education Service regulations.

On the contrary, most of the teachers 108 (88.5%) had taught for a period not more than 10 years, 16 (9.6%) had spent between 11 and 20 years in the teaching service, while a few 3 (1.8%) had more than 20 years of experience in the service. This trend may be due to the fact that most of the teachers after some considerable number of years of teaching experience either apply for study leave to further their education, apply for transfer or leave the teaching profession.

Table 5: Rank and duration of Service of Heads (N=22)

Characteristics	N	Percentage
First school as Head		
Yes	14	63.6
No	8	36.4
Duration in Headship Position		
0-3 Years	11	50.0
4-7years	4	18.2
8-11years	2	9.1
12-15 Years	2	9.1
15 Years and above	3	13.6
Rank		
Principal Superintendent	14	63.6
Senior Superintendent	4	18.2
Assistant Director Of Education(ADE)	4	18.2

Source: Field Survey, 2014.

Table 5 depicts the relationship between the ranks of school heads and their duration of service. Majority 14 (63.6%) of the heads confirmed that, their current schools were their first point of call as far as headship is concerned while 8 (36.4%) said no to that effect. Again, majority of the heads 17 (77.3%) had 11 years or less experience while very few 5 (22.7%) had more than 11 years of experience. With regards to ranks, it was found that, 14 (63.6%) of them were heads with the rank of Principal Superintendent. Heads with the rank of ADE II and Senior Superintendents II had equal number of 4 (18.2%) respondents.

4.2. Analysis of Research Questions

4.2.1. Research Question 1:

What is the understanding of quality education by stakeholders in public basic schools in Sekyere Kumawu district?

To find answers to this research question, responses to items/questions 10-18 in the heads' questionnaire and questions 7-15 in the teachers' questionnaire were analyzed.

Table 6: Teachers view on the understanding of quality education.

Statement	Response level				
	SA	A	IDK	D	SD
There are enough teachers in my school	11(6.7%)	6(3.6%)	0(0.0%)	69(41.8%)	79(47.9%)
I plan my lessons based on approved instructional materials	58(35.2%)	74(44.8%)	0(0.0%)	15(9.1%)	18(10.9%)
I receive regular INSET to improve upon teaching and learning	8(4.8%)	10(6.1%)	0(0.0%)	74(44.8%)	73(44.2%)
I use enough teaching and learning materials appropriately in my lesson	8(4.8%)	6(3.6%)	2(1.2%)	85(51.5%)	54(32.7%)
The head frequently monitors my lessons delivery	65(39.4%)	41(24.8%)	0(0.0%)	39(23.6%)	20(12.1%)
I give adequate class exercises to my students	74(44.8%)	88(53.3%)	0(0.0%)	3(1.8%)	0(0.0%)
I mark class exercises and return promptly to my students.	50(30.3%)	66(40.0%)	1(0.6%)	31(18.8%)	17(10.3%)
I attend to individual needs regularly.	76(46.1%)	89(53.9%)	0(0.0%)	0(0.0%)	0(0.0%)

Source: Field Survey, 2014.

Table 7: Heads perception on the understanding of quality education

Statement	<u>Response level</u>				
	SA	A	IDK	D	SD
There are enough teachers in my school	2(9.1%)	4(18.2%)	0(0.0%)	11(50.0%)	5(22.7%)
Teachers plan their lessons based on approved instructional materials	12(54.5%)	10(45.5%)	0(0.0%)	0(0.0%)	0(0.0%)
My teachers receive regular INSET to improve upon teaching and learning	4(18.2%)	10(45.5%)	0(0.0%)	2(9.1%)	2(9.1%)
My teachers use enough teaching and learning materials appropriately in their lessons	10(45.5%)	6(27.3%)	0(0.00%)	6(27.3%)	0(0.0%)
I frequently monitor my teachers lessons delivery	11(50.0%)	10(45.5%)	0(0.0%)	1(4.5%)	0(0.0%)
My teachers give adequate class exercises to students	4(22.2%)	18(81.8%)	0(0.0%)	0(0.0%)	0(0.0%)
My teachers mark class exercises and return students promptly	10(45.5%)	5(22.7%)	1(4.5%)	5(22.7%)	2(9.1%)
Teachers regularly attend to individual needs	10(45.5%)	12(54.5%)	0(0.0%)	0(0.0%)	0(0.0%)

Source: Field Survey, 2014.

Table 6 and 7 depict the responses from teachers and heads respectively on research question one (*What is the understanding of quality education by stakeholders in public basic schools in Sekyere Kumawu District?*). A great majority 148 (89.7%) of

the teachers disagreed to the issue that, there were enough teachers in their schools. This situation was confirmed when more than two-thirds of the heads 17 (77.7%) disagreed that there were enough teachers in their schools. In an interview to find out staffing situation in the Seskyere Kumawu District public basic schools, both the heads and teachers said that they did not have adequate teachers in their schools. One of the teachers in a rural area lamented, “Boss, we cannot improve upon quality delivery of education without adequate teachers in the schools. You see, we are only two (2) teachers in the school teaching KG 1 up to Primary 6”. This confirmed a research by the MOE (2003) which indicated that there were more than required teachers in the urban and peri-urban centers while less-privileged districts and rural schools had inadequate teachers.

Although, all the heads agreed that lessons are planned based on approved instructional materials, a considerable number of teachers 33 (20.0%) disagreed. The disagreement may have occurred due to the fact that heads although vet lesson notes of the teachers, they do not take note whether the appropriate instructional materials were used by the teachers. On the issue of INSET, while majority of the heads agreed that their teachers receive regular INSET to improve upon teaching and learning, most of the teachers 147 (89.0%) think otherwise. The division between heads and teachers on the issue of INSET was again cropped up during the interview. The heads insisted that teachers received regular INSET but the teachers’ opinion were direct opposite. Further probing questions revealed that heads took briefings at staff meetings and comments from circuit supervisors during school visits as part of INSET but the teachers viewed INSET in different context. A JHS teacher I interviewed explained INSET as special organized training by educational authorities which seek to provide new skills and knowledge on educational issues to the participants. He further posited that snack,

food and transportation are provided during INSET. This could be concluded that what constitute INSET to heads is not the same as teachers.

Again, while more than half 16 (72.8%) of the heads agreed that their teachers use enough teaching and learning materials appropriately in their lessons, the response from a greater number of the teachers 139 (84.2%) contradict the view of the heads.

As expected, almost all the heads responded that they frequently monitor their teachers' lesson deliveries. This was confirmed by majority of the teachers. However, a considerable number of teachers 59 (35.7%) did not agree. All the heads agreed with the majority of the teachers that exercises were given, scored and promptly returned to students. This was a very positive response since one way to promote quality delivery of education in schools, is to give adequate class exercises to pupils, score and return promptly to the learners to enhance retention. Both heads and teachers I interviewed also maintained that teachers gave class exercises but they claimed that marking and returning scores to pupils promptly had been the problems with teachers who had large class size. A teachers in one of the primary schools remarked, "There are sixty-seven (67) children in my class and to mark two (2) subjects a day had been a headache to me". This was in line with the position of Adams (2000) that fewer class size improves the quality of interaction between a teacher and students.

Furthermore; all respondents (both teachers and heads) agreed that individual needs of pupils were attended to regularly.

Table 8a. Chi-square (x^2) Test of teachers' view on the understanding of quality education in the Sekyere Kumawu district of Ghana (N = 165)

Test Variable	*X²	**df	***Sig(2-tailed)
There are enough teachers in my school	127.305 ^a	4	0.00
All the teachers are professionally trained	50.834 ^a	4	0.00
I plan my lesson based on available approved materials	187.84 ^a	4	0.00
I receive regular INSET to improve upon teaching/learning	63.294 ^a	4	0.00
I use enough teaching and learning materials appropriate in my lesson	255.588 ^a	4	0.00
The head frequently monitors my lessons delivery	21.588 ^a	4	0.00
I give adequate class exercises to my students	144.684 ^a	4	0.00
I mark class exercises and return promptly of my students	106.283 ^b	3	0.00
I attend to individual needs regularly	98.00 ^a	4	0.00

x² – The calculated x² value or test statistics; ** df - degrees of freedom; * Sig. (2-tailed) - x² test or probability value (p-value) is significant at the .05 level (2-tailed).*

Table 8b. Chi-square (x^2) Test of heads' view on the understanding of quality education in the Sekyere Kumawu district of Ghana (N = 22)

Test Variable	* x^2	**df	***Sig(2-Tailed)
There are enough teachers in my school	8.455 ^b	4	0.760
All the teachers are professionally trained	2.000 ^a	3	0.572
Teachers plan their lessons based on approved instructional materials	5.545 ^a	2	0.062
My teachers receive regular INSET to improve upon teaching and learning	3.364 ^a	2	0.186
My teachers use enough teaching and learning materials appropriately in my lesson	8.273 ^a	2	0.22
I frequently monitor my teachers lessons delivery	5.727 ^b	4	0.042
My teachers give adequate class exercises to students	1.182 ^a	2	0.55
My teachers mark class exercises and return students promptly	7.455 ^b	4	0.131
Teachers regularly attend to individual needs	7.091 ^a	3	0.002

x^2 — The calculated x^2 value or test statistics; ** df - degrees of freedom; *** Sig. (2-tailed) - x^2 test or probability value (p-value) is significant at the .05 level (2-tailed).

Heads' views on, There are enough teachers in my school resulted in x^2 value of 8.455^a with degrees of freedom (df) of 4 and a probability value (p) of 0.760. Even though the heads disclaimed statement, teachers significantly observed the issue in the schools ($x^2 = 127.305^a$; df = 4; p = 0.000). Also, x^2 test of headmasters views on all teachers are professionally trained resulted in x^2 value of 2.000^b with df of 3 and a p-value of 0.572. The calculated x^2 value for teachers resulted in ($x^2 = 40.834^a$; df = 4; p = 0.000).

Again, χ^2 test to prove heads' views on my teachers plan their lessons based on approved instructional materials and skills resulted in χ^2 value of 5.545^a with df of 2 and a p- value of 0.062. The calculated χ^2 value for teachers resulted in ($\chi^2 = 187.44^a$; df= 3; p = .000). From the viewpoints of the teachers, heads do not consider their knowledge and skills when planning lessons. The implication is that heads should evaluate the knowledge and skill levels of instructional materials approved for study. Furthermore, the calculated χ^2 value for heads' opinions on, my teachers receive regular INSET to improve teaching and learning resulted in $\chi^2 = 3.364^b$; df = 2 and p = 0.186. Though the heads denied that their teachers received regular INSET to improve teaching and learning, the teachers confirmed its occurrence ($\chi^2 = 63.294^a$; df = 4; p = 0.00).

Similarly, the heads view on teachers using enough teaching and learning materials appropriately resulted in χ^2 value of 8.273^a with df of 2 and a p- value of 0.22. The calculated χ^2 value for teachers resulted in ($\chi^2 = 255.588^a$; df = 4; p = 0.00). Likewise, the calculated χ^2 value for heads' opinions on frequently monitor teachers lessons delivery resulted in $\chi^2 = 5.727^b$; df = 2 and p = 0.042. Though the heads denied that fact but the teachers confirmed its occurrence ($\chi^2 = 21.588^a$; df = 4; p = 0.00). My teachers give adequate class exercise to students' yielded χ^2 of 1.182^a with 2 degree of freedom and p-value of 0.550 with that of the teachers χ^2 of 144.684^a with 4 degree of freedom and p-value of 0.00. It is also evident from the result that, majority of the heads interfered in classrooms ($\chi^2 = 7.091^a$; df = 3, p = 0.002). An χ^2 test of the views of teachers on this practice yielded χ^2 of 98.00^a with (df) of 4 and a p-value of 0.00. This finding is highly significant, and it signifies an intense or strong interference in both office and classrooms while teachers are with the students.

Both teachers and heads in those schools admitted that there were enough teachers in their school to help in exploring quality education in the district. There were no doubt that both teachers and heads were different in terms of professionalism in teaching service, they were no significant different between them per the responses obtained as it resulted in a χ^2 value of 141.048^a with 4 degree of freedom and p-value of 0.000 obtained. Most of the teachers and the heads had their professional training at the best teachers college of education in the country.

Views on preparing lesson notes on available approved materials were proven to be significant ($\chi^2=187.840^a$ with 4 degree of freedom and p-value=0.00) between the teachers and the heads of the school. The heads played their vital role to the point that available materials were used as certified by the Ghana Education Service. The statement, I receive regular INSET (in-service training) to improve upon teaching and learning were identified to be significant ($\chi^2 =63.294^a$, $df=4$, p-value=0.00) for both the teachers and the heads point of view. INSETS are regularly organized sometimes at the district level taking place at the district educational quarters or at times at various schools. Both teachers and heads do attend this programme to add up to what they know already and new changes from the authorities of the education. Both teachers and their heads impact these changes to their pupil or students.

I use enough teaching and learning materials appropriately in my lessons were proven to be significant ($\chi^2 =255.588^a$, $df=4$, p-value=0.00) on both the headmaster and teachers point of view. Enough of teaching and learning materials are used during lessons delivering but not just used but appropriately in lessons. The heads do ensure that appropriate materials are used at right time for its purpose in order to provide quality education in the districts. The heads are able to checked teachers during

marking their lesson notes and also a constant and unannounced visit to classrooms while teachers are on duty.

One of the duty of a head is to monitor lessons delivery at various classroom, the results obtained really shows significant ($x^2 = 144.984^a$, $df=4$, $p\text{-value}=0.00$) from both the headmaster and the teachers point of view. The frequently monitor of teachers in those schools were highly anticipated. The heads frequently monitor teachers in order to put them on the best GES track on usage of appropriate teaching and learning materials, teachers are on duty, class assignments are given to students or pupils and what have you.

Both the issues concerning whether, teachers do give class and marking class exercises as well as promptly returning to students or pupil were significant ($x^2 = 106.283^a$, $df=4$, $p\text{-value}=0.00$ and $x^2 = 255.588^a$, $df=4$, $p\text{-value}=0.00$) on both respondents point of view. Teachers in the district do their very best to released class assignment to students to be supervised by their parents at various homes. On the other hand, a head indicated in an interview that queries are given to teachers who refuse his or her duty to give class exercises and homework or assignment.

Furthermore, both teachers and heads point of view concerning the duty of attending individual students needs regularly has proven to be significant ($x^2 = 98.00^a$, $df=4$, $p\text{-value}=0.00$). as the teachers attend to individual students short fall so as the heads do attend to teachers when mistakes are identified on their part of services to the school. Special attentions are given to special students (people with one or two disability found in the school). the young energetic males among the teachers seizes that opportunity to organize extra classes for them in order to get some incentives from the parents as happening in other places of basic education in the country.

Evidence from the chi-square(χ^2) proven that the nine statements under the part two of the question is significant(p -value=0.00) and hence $p < 0.05$. all the nine statements contributes significant to promoting teaching and learning in order to achieve quality education in the Sekyere Kumawu district of Ghana.

4.2.3. Research Question 2:

What is the state of instructional materials in public basic schools in Sekyere Kumawu District?

To find answer to this research question, responses to items/questions 19-26 in the heads' questionnaire and questions 16-24 in the teachers' questionnaire were analyzed. Part three (3) of both the heads and the teacher's questionnaire gathered the views on state of instructional materials in the Sekyere Kumawu District and relevant data is presented in Table 9. In order to explore quality education in public basic schools in Ghana specifically Sekyere Kumawu District, an attention were drawn to the state of instructional materials in the various schools under investigations.

Obviously, 17 (9.1%) and 49 (26.2%) were in agreement to the fact that, adequate textbooks are available for students in their school but on the contrarily, majority of the respondents were disagreed to that fact as many as 63 (33.7%) and 53 (28.3%) mark recorded. The percentage of student-Textbooks in the school is good also;

Respondents were more disagreed to that fact which outwits that of agreement. Meaning, the ratio of 1:1 Textbook issue were found not to be very common at the Sekyere Kumawu district. All the interviewees maintained that they did not have adequate instructional materials in the schools. A head said, "We don't regularly receive instructional materials from government and so we sometimes ask the parents

to buy them for their wards”. The situation which all heads and teachers claimed during interview that it had negative impact on the quality delivery of education in public basic schools in the study district. According to UNESCO (2005), the achievement of teaching and learning is influenced by availability of resources, and how the resources are regulated. This confirmed that, one of the stumbling blocks in the delivering of quality education in the district was inadequate instructional materials and that the situation has direct impact on what is taught in the schools and how it is taught.

The world is changing as educational system also changing; nowadays almost everything in the academic work is based on I.C.T. but the story were different from the respondents point of view as many disagreed that there are computer laboratory for I.C.T lessons and lets alone, the one or two old computers likely to be found in any of the schools as indicated on the table. It could be concluded that most of the schools in the Sekyere Kumawu district either do not teach ICT subject or they teach the subject in the abstract which in effect does not promote quality education.

Library as it is known to us all, one of the best faculty to identified on school compound, but the results obtained really proves that 6 (3.2%) and 24 (12.3%) agreed while 101 (54.0%) were strongly disagree to the fact that the school has a library. Whether the school library is filled with enough reading books remain the same. According to most respondents interviewed lack of library really makes teaching and learning difficult in that district as many complaints.

8 (4.3%) and 16 (8.6%) were in support while 96 (46.0%) are not in support, Government provides all the needed instructional materials regularly. Both teachers and heads in the study area complained, they receive government supplies but they do not come in regular intervals .As a teacher complained bitterly in of the primary

schools; “Sir, for almost two years now, we have not received a single textbook from government. How can this promote effective teaching and learning?”

However, 16 (8.6%) and 27(14.4%) were in support while 55 (29.4%) and 67(35.8%) also not in support that the community and other organizations supplement the provision of instructional materials. It could be concluded from the results that, both the heads of the schools and the teachers are doing their very best to promote teaching and learning at the public basic school level in that district but the efforts are bedeviled with the state of instructional materials, meanwhile, the students are competing with their other counterparts in the cities for Basic Education Certificate Examination.

Table 9: Heads and teachers perception on state of instructional materials

Statement	Response level				
	SA	A	IDK	D	SD
Adequate text books are available for students	17(9.1%)	49(26.2%)	5(2.7%)	63(33.7%)	53(28.3%)
Student-Textbook ratio is 1:1	8(4.3%)	16(8.6%)	10(5.3%)	70(37.4%)	55(29.4%)
The condition of textbooks in the school is good	11(5.9%)	41(21.9%)	10(5.3%)	70(37.4%)	55(29.4%)
The school has computer laboratory for I.C.T lessons	8(4.3%)	9(4.8%)	2(1.1%)	61(32.6%)	107(57.2%)
The school has enough computers for I.C. T lessons	5(2.7%)	10(5.3%)	3(1.6%)	65(34.8%)	104(55.6%)
The school has library	6(3.2%)	24(12.3%)	6(3.2%)	50(26.7%)	101(54.0%)
School library is filled with enough reading books	7(3.7%)	23(12.3%)	5(2.7%)	69(36.9%)	83(44.4%)
Government provides all the needed instructional materials regularly	8(4.3%)	16(8.6%)	3(1.6%)	96(4.6%)	74(39.6%)
The community and other organizational support	16(8.6%)	27(14.4%)	22(11.8%)	55(29.4%)	67(35.8%)

Source: Field survey 2014

Table 10. Chi-square (χ^2) Test of both headmasters and teachers view on state of instructional materials of basic schools in the districts of (N = 187)

Test Variable	* χ	**df	***Sig(2-tailed)
Adequate text books are available for students	66.842	4	0.00
Student-Textbook ratio is 1:1	141.048	4	0.00
The condition of textbooks in the school is good	75.759	4	0.00
The school has computer laboratory for I.C.T lessons	169.925	4	0.00
The school has enough computers for I.C. T lessons	222.749	4	0.00
The school has library	141.63	4	0.00
School library is filled with enough reading books	140.62	4	0.00
Government provides all the needed instructional materials regularly	165.968	4	0.00
The community and other organizational support	53.187	4	0.00

* χ^2 – The calculated χ^2 value or test statistics; ** df - degrees of freedom; *** Sig. (2-tailed) - χ^2 test or probability value (p-value) is significant at the .05 level (2-tailed).

From Table 10, it could be emphasized that, adequate text books are available for students were highly significant resulted in a χ^2 value of 66.824^a with 4 degree of freedom and p-value of 0.000 on both the heads and that of teachers point of view. Adequate textbooks are one of the instructional materials to help to improve quality education in the district. However, majority (62%) of the respondents expressed their worried that currently textbooks are not adequate at the time of the researcher visit to those schools. Student –Textbook ratio is 1:1 were found to be significant χ^2 value of 141.084^a with 4 degree of freedom and p-value of 0.000 on both the heads and teachers perceptions. Each student with one textbook would help to ensure quality education at the public basic school level at the district. But most respondents expressed their worried that it doesn't happened in that way over there. The conditions of textbooks in those schools are too good.

Besides, both statements, the school has computer laboratory for I.C.T lessons and the school has enough computers for ICT lessons were also found to be significant($\chi^2=222.749^a$, $df=4$, p -value =0.00 and $\chi^2=169.925^a$, $df=4$, p -value =0.00) for the teachers and heads point of view. I.C.T is one newly introduced subjects in the basic level of education with wide range of benefits leading them to global world. Hence, the availability of ICT materials could help provide quality delivery of education in Sekyere Kumawu district. From all indications, computers were not enough let alone to talk about computer laboratories in public basic schools in the study district. The issues concerning the school has library and school library filled with enough reading books also came to light proven to be significant($\chi^2=222.749^a$, $df=4$, p -value =0.00 and $\chi^2=169.925^a$, $df=4$, p -value =0.00) on both the heads and teachers point of view. From the descriptive analysis tells us that most of the schools surveyed were lacking library facility let's alone filled with enough reading books. Students in some schools only depend on their teachers notes. Getting different information beside what they were teaching becomes a problem due to inadequate library facilities. Some of the heads had sacrificed part of their office for library.

Furthermore, the issue of support as to whether the government provides all the needed instructional materials regularly or and the community ,other organizations supplement the provision of instructional materials were found to be significant($\chi^2=165.968^a$, $df=4$, p -value =0.00 and $\chi^2=53.187^a$, $df=4$, p -value =0.00) on both respondents point of view. Both statements do help to obtained quality education. It was realized from the descriptive analysis that such does not happened in the district regularly but once a while. Moreover, it could be conclude from the chi-square(χ^2) of the nine(9) variable under study in the three part of the questionnaire

proven to be significantly contributes to provide quality education in the district. Despite those good intensions of the teachers and the heads, there seem to be an obstacle from reaching their aim of improving quality education at Sekyere Kumawu district basic schools.

4.2.5 Research Question 3

To what extent are health related issues promoted in public basic schools in Sekyere Kumawu District?

To find answers to this research question, responses to items/questions 27-35 in the heads' questionnaire and questions 25-35 in the teachers' questionnaire were analyzed. Table 11 and 12 presented the responds of teachers and heads respectively to research question three.

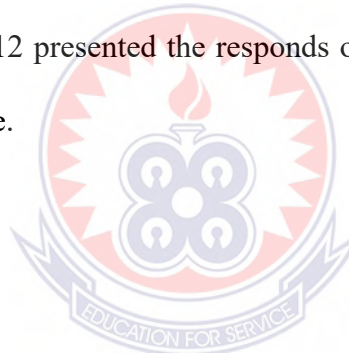


Table 11: Teachers' views on the promotion of health related issues

Statement	Response				
	SA	A	IDK	D	SD
The school environment is peaceful and safety	57(34.5%)	84(50.9%)	3(1.8%)	18(10.9%)	3(1.8%)
Toilet and urinal are available in the school for both teachers and students	50(30.3%)	72(43.6%)	1(0.6%)	21(12.7%)	21(12.7%)
The school has a convenient place for disposing waste materials	13(7.9%)	88(53.3%)	0(0.0%)	47(28.5%)	17(10.3%)
The school has first Aid Box with adequate drugs	27(16.4%)	40(24.2%)	3(1.8%)	36(21.8%)	59(35.0%)
Teachers integrate the teaching of HIV/AIDS in their lesson preparation and presentation	15(9.1%)	82(49.7%)	3(1.8%)	43(26.1%)	22(13.3%)
Teachers receive regular training on the teaching of HIV/AIDS	10(6.1%)	43(26.1%)	0(0.0%)	53(32.1%)	59(35.8%)
There are enough teaching training and learning materials on HIV/AIDS	3(1.8%)	28(17.0%)	11(6.7%)	52(31.5%)	71(43.0%)
Portable source(s) of water available in the school for teachers and students	42(25.5%)	92(55.8%)	2(1.2%)	11(6.7%)	
The school frequently invites health workers to give talks on health issues	9(5.5%)	52(31.5%)	1(0.6%)	68(41.2%)	35(21.2%)

On the whole, 57 (34.5%) and 84(50.9%) of the respondents were granted to the fact that, the school environment is peaceful and safety. Meanwhile 18(10.9%) and 3(1.8%) of them were in opposition while 3(1.8%) were nowhere to affirm their stand.

Clearly, toilet and urinal are available in the school for both teachers and students was acknowledged by the respondents as 50(30.3%) and 72(43.6%) were in bargain while

21(12.7%) and 21(12.7%) declined that fact. but a person couldn't tell where they belong to. As of this indication, one can say schools visited have toilet and urinal adequately for both teachers and students.

Also, the school has a convenient place for disposing waste materials as 13(7.9%) and 88(53.3%) agreed to that fact. On the contrary, 47(28.5%) and 17(10.3%) differed. Twenty seven (16.4%) and 40(24.2%) whispered the schools have first Aid Box with adequate drugs while 36(21.8%) and 59(35.8%) deteriorated.

As many as 59(35.5%) and 36(21.8%) declined the fact, the school has a first Aid Box with adequate drugs whereas 27(16.4%) and 40(24.2%) accepted to that fact. Teachers integrate the teachings of HIV/AIDS in their lesson preparation and presentation was agreed by 15(9.1%) and 82(49.7%) score while 43(26.1%) and 22(13.3%) were on the other side of the coin.

Teachers according to the explosion, does not receive regular training on the teaching HIV/AIDS as 59(31.5%) and 53(32.1%) score while 10(6.1%) and 43(26.1%) were in opposition. Besides, a teacher does not receive enough teaching and learning materials on HIV/AIDS.

Water as they say is life, as many as 92(55.8%) and 42(25.5%) agreed to the fact, portable source of water available in the school for teachers and students whereas 11(6.7%) and 18(10.9%) declined that fact.

The issue that the school frequently invites health workers to give talks on health matters was disagreed by respondents as many as 68(41.2%) and 35(21.2%) were in opinion while 9(5.5%) and 52(31.5%) accepted that fact. This really confirms that teachers do give talks on HIV/AIDS on themselves.

Undoubtedly, it could be comprehended that, as many as 81.8% of the respondents agreed to the fact, the school environment is conducive for effective teaching and learning yet 13.6% resist against that fact while a person were indecisive. 7 (31.8%) and 3 (13.6%) accepted that, toilet and urinal are available in the school for both teachers and students as well as 5 (22.7%) and 6(27.3%) disagreed.

Absolutely, 9 (40.9%) and 5 (22.2%) approved to the fact, the school has a convenient place for disposing waste materials while 5 (22.2%) and 2 (9.1%) declined that fact but a person was indecisive. Nevertheless, 9 (40.9%) and 8 (36.4%) disagreed with the fact, the school has a first Aid Box with adequate drugs while 3 (13.6%) and 2(9.1%) agreed. Meanwhile 1 (4.5%) and 8 (36.4%) agreed to the fact, teachers integrate the teaching of HIV/AIDS in their lesson preparation and presentation despite 4(18.2%) and 3(13.6%) distressed although 6(37.3%) were indecisive.

Remarkably, teachers receive regular training on teaching of HIV/AIDS were fixed by 1(4.5%) and 8(36.4%) though 4(18.2%) and 3(13.6%) disagreed while 6(37.3%) were vacillated. One (4.5%) and 6(27.3%) agreed whereas 10(45.5%) and 3(13.6%) disagreed while 2(9.1%) were irresolute.

Although, 11(50.0%) and 7(31.8%) differ to the fact, portable source of water available in the school for teachers and students whereas 1(4.5%) and 2(9.1%) agreed while 1(4.5%) were uncertain. lest, the school frequently invites health workers to give talks on health issues were accepted by 3(13.6%) and 8(36.4%) but 8(36.4%) and 1(4.5%) were in opposition while 2(9.1%) were indecisive. On the whole, 57 (34.5%) and 84(50.9%) of the respondents were granted to the fact that the school environment was peaceful and safety for effective teaching and learning. Walkins (2000) affirmed

that the schools physical environment reassures parents of the safety of their wards in the school.

Meanwhile 18(10.9%) and 3(1.8%) of them were in opposition while 3(1.8%) were not able to affirm their stand. Clearly, toilet and urinal are available in the school for both teachers and students was acknowledged by the respondents as 50(30.3%) and 72(43.6%) were in bargain while 21(12.7%) and 21(12.7%) declined that fact. but one person could not tell where they belong to. As of this indication, one can say that school visited have toilet and urinal adequately for both teachers and students.

Also, the school has a convenient place for disposing waste materials as 13(7.9%) and 88(53.3%) agreed to that fact. On the contrary, 47(28.5%) and 17(10.3%) differed. Twenty seven (16.4%) and 40(24.2%) whispered the schools have first Aid Box with adequate drugs while 36(21.8%) and 59(35.8%) deteriorated.

As many as 59(35.5%) and 36(21.8%) declined the fact, the school has a first Aid Box with adequate drugs whereas 27(16.4%) and 40(24.2%) accepted to that fact. Teachers integrate the teachings of HIV/AIDS in their lesson preparation and presentation was agreed by 15(9.1%) and 82(49.7%) score while 43(26.1%) and 22(13.3%) were on the other side of the coin. Teachers according to the data collected, do not receive regular training on the teaching of HIV/AIDS as 59(31.5%) and 53(32.1%) scored while 10(6.1%) and 43(26.1%) were in opposition. Besides, a teacher does not receive enough teaching and learning materials on HIV/AIDS.

Water as they say is life, as many as 92(55.8%) and 42(25.5%) agreed to the fact that, portable source of water available in the school for teachers and students whereas 11(6.7%) and 18(10.9%) declined that fact. The issue that the school frequently invites health workers to give talks on health matters was disagreed by respondents as

many as 68(41.2%) and 35(21.2%) were in opinion while 9(5.5%) and 52(31.5%) accepted that fact. This really confirms that teachers do give talks on HIV/AIDS and health issues in general on themselves.

Undoubtedly, it could be comprehended that, as many as 81.8% of the respondents agreed that the school environment is conducive for effective teaching and learning yet 13.6% resist against that fact while a person were indecisive. 7 (31.8%) and 3(13.6%) accepted that, toilet and urinal are available in the school for both teachers and students as well as 5(22.7%) and 6(27.3%) disagreed. Absolutely, 9 (40.9%) and 5(22.2%) approved to the fact, the school has a convenient place for disposing waste materials while 5(22.2%) and 2(9.1%) declined that fact but a person was indecisive. Nevertheless, 9(40.9%) and 8(36.4%) disagreed with the fact, the school has a first Aid Box with adequate drugs while 3(13.6%) and 2(9.1%) agreed. Meanwhile 1(4.5%) and 8(36.4%) confirmed that teachers integrate the teaching of HIV/AIDS in their lesson preparation and presentation .However, 4(18.2%) and 3(13.6%) were not in agreement while 6(37.3%) were indecisive. Remarkably, teachers receive regular training on teaching of HIV/AIDS were fixed by 1(4.5%) and 8(36.4%) though 4(18.2%) and 3(13.6%) disagreed while 6(37.3%) were could not state their stand. One (4.5%) and 6(27.3%) agreed whereas 10(45.5%) and 3(13.6%) disagreed while 2(9.1%) were indecisive.

Although, 11(50.0%) and 7(31.8%) differ to the fact, portable source of water available in the school for teachers and students whereas 1(4.5%) and 2(9.1%) agreed while 1(4.5%) were uncertain. On the issue of school frequently invites health workers to give talks on health issues were accepted by 3(13.6%) and 8(36.4%) but 8(36.4%) and 1(4.5%) were in opposition while 2(9.1%) were indecisive.

Table 12: Heads views on the promotion of health related issues

Statement	Response				
	SA	A	IDK	D	SD
The school environment is peaceful and safety	9(40.9%)	9(40.9%)	1(4.5%)	1(4.5%)	2(9.1%)
Toilet and urinal are available in the school for both teachers and students	7(31.8%)	3(13.6%)	1(4.5%)	5(2.2%)	6(27.3%)
The school has a convenient place for disposing waste materials	9(40.9%)	5(22.7%)	1(4.5%)	5(22.7%)	2(9.1%)
The school has first Aid Box with adequate drugs	3(13.6%)	2(9.1%)	0(0.0%)	8(36.4%)	9(40.9%)
Teachers integrate the teaching of HIV/AIDS in their lesson preparation and presentation	1(4.5%)	8(36.4%)	6(37.3%)	4(18.2%)	3(13.6%)
Teachers receive regular training on the teaching of HIV/AIDS	7(31.8%)	8(36.4%)	0(0.0%)	4(18.2%)	3(13.6%)
There are enough teaching training and learning materials on HIV/AIDS	1(4.5%)	6(27.3%)	2(9.1%)	3(13.6%)	10(45.5%)
Portable source(s) of water available school for teachers and students	1(4.5%)	2(9.1%)	1(4.5%)	11(50.0%)	7(31.8%)
The school frequently invites health workers to give talks on health issues	3(13.6%)	8(36.4%)	2(9.1%)	8(36.4%)	1(4.5%)

Table 13: Chi-Square(X^2) Test for Headmaster View on Promotion of Health Education of Basic Schools in the Kumawu District of the Ashanti Region.

Statement	* x^2	**df	***Sig(2 tailed).
The school environment is peaceful and safety	16.182 ^a	4	0.003
Toilet and urinal are available in the school for both teachers and students	5.273 ^a	4	0.26
The school has a convenient place for disposing waste materials	8.909 ^b	3	0.063
The school has first Aid Box with adequate drugs	6.727 ^b	3	0.81
Teachers integrate the teaching of HIV/AIDS in their lesson preparation and presentation	6.636 ^a	4	0.156
Teachers receive regular training on the teaching of HIV/AIDS	8.0009 ^a	4	0.92
There are enough teaching training and learning materials on HIV/AIDS	12.091 ^a	4	0.17
Portable source(s) of water available in the school for teachers and students	18 ^a	4	0.001
The school frequently invites health workers to give talks on health issues	10.273 ^a	4	0.036

*x^2 – The calculated x^2 value or test statistics; ** df - degrees of freedom; *** Sig. (2-tailed) - x^2 test or probability value (p-value) is significant at the .05 level (2-tailed).*

Table 14: Chi-Square(X^2) Test for Teachers View on Promotion of Health Education of Basic Schools in the Kumawu District of the Ashanti Region.

Statement	*x^2	**df	***Sig(2-tailed)
The school environment is peaceful and safety	157.636 ^a	4	0.000
Toilet and urinal are available in the school for both teachers and students	94.606 ^a	4	0.000
The school has a convenient place for disposing waste materials	87.388 ^b	3	0.000
The school has first Aid Box with adequate drugs	50.606 ^a	4	0.000
Teachers integrate the teaching of HIV/AIDS in their lesson preparation and presentation	116.545 ^a	4	0.000
Teachers receive regular training on the teaching of HIV/AIDS	34.733 ^b	3	0.000
There are enough teaching and learning materials on HIV/AIDS	97.394 ^a	4	0.000
Portable source(s) of water available in the school for teachers and students	158.545 ^a	4	0.000
The school frequently invites health workers to give talks on health issues	96.667 ^a	4	0.000

*x^2 – The calculated x^2 value or test statistics; ** df - degrees of freedom; *** Sig. (2-tailed) - x^2 test or probability value (p-value) is significant at the .05 level (2-tailed).*

From table 13 and 14, it could be ascertained that, the school environment is peaceful and safety were highly significant, resulted in a χ^2 value of 16.182^a with 4 degree of freedom and probability value of 0.003 for headmasters likewise, 157.636^a chi-square value with 4 degree of freedom and 0.000 probability value obtained for teachers. These categorically indicate that, conducive atmosphere which contributes meaningfully to health education promotion in the Sekyere Kumawu district of Ghana.

Interestingly, toilet and urinal are available in the school for both teachers and students resulted in 94.606^a chi-square value with 4 degree of freedom and 0.000 probability value obtained for teachers however, 5.273^a with 4 degree of freedom and 0.260 probability value obtained for headmasters. From the teacher's point of view, toilet and urinal are available in district for both teachers and students while the headmasters declined that fact. In the same way, the school has a convenient place for disposing waste materials resulted in $\chi^2=8.909^a$, $df=4$, $p\text{-value}=0.063$ for headmasters and $\chi^2=87.388^b$, $df=3$, $p\text{-value}=0.000$ for teachers.

Coupled with the above deliberated, a chi-square value of 6.727^b and 3 degree of freedom with 0.81 probability value obtained for headmasters though a chi-square value of 50.606^a and 4 degree of freedom with 0.000 probability value obtained by teachers for the statement, the school has a first Aid Box with adequate drugs. Indeed the schools possessed first Aid Boxes but the drugs are not adequate for them.

Obviously, a chi-square value of 6.636^a and 4 degree of freedom with 0.156 probability value obtained for headmasters while a chi-square value of 116.545^a and 4 degree of freedom with 0.000 probability value obtained by teachers for the statement, teachers integrate the teaching of HIV/AIDS in their lesson preparation

and presentation. Meanwhile, teachers receive regular training on the teaching of HIV/AIDS resulted $\chi^2=8.009^a$, $df=4$, $p\text{-value}=0.92$ for headmasters and $\chi^2=34.733^b$, $df=3$, $p\text{-value}=0.000$ for teachers were obtained. Again, teachers view on the statement, there are enough teaching and learning materials on HIV/AIDS were highly significant whereas the headmasters dropped that assertion with $\chi^2=12.091^a$, $df=4$, $p\text{-value}=0.17$ which means there is no statistical difference .

With respect to the statement ,potable source(s) of water available in the school for teachers and students were highly significant on the part of the teachers as they obtained $\chi^2=158.545^a$, $df=4$, $p\text{-value}=0.000$ against the headmaster score of $\chi^2=18.00^a$, $df=4$, $p\text{-value}=0.001$ also, noteworthy.

Moreover, the school frequently invites health workers to give talks on health issues recorded a highly significant value of 0.000 and a chi-square of 96.667^a with 4 degree of freedom likewise, $\chi^2=10.273^a$, $df=4$, $p\text{-value}=0.036$ also, significant.

4.2.6. Research Question 4:

What are the challenges of improving quality education in public basic schools in Sekyere Ksumawu District?

To find answers to this research question, responses to items/questions 36-44 in the heads' questionnaire and questions 34-42 in the teachers' questionnaire were analyzed. Part five (5) of both the heads and the teachers' questionnaire gathered the views on the challenges of improving quality education at the public basic school level of the Sekyere Kumawu District and relevant data is presented in Table 15.

Lack of teachers involvement in the curriculum development is one of the challenges of improving quality education as 34(18.2%), 61(32.6%) agreed to that fact while

45(24.1%), 32(17.1%) disagreed. Poor curriculum implementation received 21(11.2%), 71(38.0%) acceptance while 62(33.2%), 13(7.0%) disagreed. Inadequate teaching and learning materials remain a challenge of improving quality education in the district at the basic level as, 45(24.1%), 94(50.3%) strongly agreed to that fact but still 39(20.9%), 4(2.1%) were not in support.

Also, poor infrastructure which has led to large class size for students remain a big challenge to both teachers and the heads of those schools as 60(32.1%), 81(43.3%) were in support while 33(17.6%) and 3(1.6%) were against that statement. Teachers complained that due to the large size of most classes, they are not able to supervise the students very well as let alone attending to individual regularly. Much assignment cannot be delivered since the class is large. Both teachers and the heads reported that they are not motivated well as 77(41.2%), 58(31.0%) agreed to the fact that, low teacher motivation while 28(15.0%) and 3(1.6%) still doubt with their colleagues. Lack of regular INSET for teachers and lack of regular supervision also remained a challenge of improving quality education in the study district in public basic level of education. Circuit supervisors visited the school but not regular according to the obtained results from the table. All the heads and teachers interviewed claimed that their circuit supervisors had not been visiting schools regularly. A head lamented, “We are in 6th week in the term, and I only saw my C/S on the re-opening day which could have negative effect on quality delivering of education in the district”. According to Heneveld (1994), supervision improves or ensures the achievement of instructional objectives. UNICEF (2000) also suggested that such support from regular supervision has been noted to have impact on teaching and learning.

Evidence from the results concludes that both teachers and heads in that district face a lot of challenges as compared to their other counterparts in sister districts.

Table 15: Heads and teachers views on challenges of improving quality education

Statement	Response level				
	SA	A	IDK	D	SD
Lack of teacher involvement in curriculum development	34(18.2%)	61(32.6%)	15(8.0%)	45(24.1%)	32(17.1%)
Poor curriculum implementation	21(11.2%)	71(38.0%)	20(10.7%)	62(33.2%)	13(7.0%)
Inadequate teaching and learning	45(24.1%)	94(50.3%)	5(2.7%)	39(20.9%)	4(2.1%)
Lack of adequate professional teachers	34(18.2%)	59(31.6%)	25(13.4%)	64(34.2%)	5(2.7%)
Large class size	38(20.3%)	50(26.7%)	11(5.9%)	85(45.5%)	3(1.6%)
Poor infrastructure	60(32.1%)	81(43.3%)	10(5.3%)	33(17.6%)	3(1.6%)
Lack of regular INSET for teachers	44(23.5%)	62(33.2%)	34(18.2%)	46(24.6%)	1(0.5%)
Lack of regular school supervision	44(23.5%)	45(24.1%)	19(10.2%)	73(39.0%)	6(3.2%)
Low teacher motivation	77(41.2%)	58(31.0%)	21(11.2%)	28(15.0%)	3(1.6%)

Source: Field survey 2014

Table 16. Chi-square (x^2) Test of both heads and teachers' views on challenges of improving quality education in the Sekyere Kumawu district (N=187)

Test Variable	* x^2	**df	***Sig(2tailed)
Lack of teacher involvement in curriculum development	30.941 ^a	4	0.00
Poor curriculum implementation	77.572 ^a	4	0.00
Inadequate teaching and learning materials	145.166 ^a	4	0.00
Lack of adequate professional teachers	63.882 ^a	4	0.00
Large class size	115.112 ^a	4	0.00
Poor infrastructure	116.71 ^a	4	0.00
Lack of regular INSET for teachers	55.059 ^a	4	0.00
Lack of regular school supervision	72.011 ^a	4	0.00
Low teacher motivation	94.471 ^a	4	0.00

* x^2 – The calculated x^2 value or test statistics; ** df - degrees of freedom; *** Sig. (2-tailed) - x^2 test or probability value (p-value) is significant at the .05 level (2-tailed).

As indicated on the table 15, the two statements, lack of teacher involvement in curriculum development and the poor curriculum implementation are statistically significant ($x^2=30.941^a$, df=4, p-value =0.00 and $x^2=77.572^a$, df=4, p-value =0.00). Both teachers and the heads agreed that those challenges contribute to quality education in the district. Most of the teachers identified expressed their dissatisfaction of being left out in curriculum development as well as poor curriculum implementation in the district.

Inadequate teaching and learning materials and the lack of professional teachers contributes significantly ($x^2=145.166^a$, df=4, p-value =0.00 and $x^2=63.882^a$, df=4, p-

value =0.00) a challenge of improving quality education in the district. From the descriptive statistics shows that, both teachers and heads are suffering from adequate teaching and learning materials. Some of the materials were hardly found at our time of visit to those schools. Lack of adequate professional teachers also contributes significantly to a challenge of improving quality education.

The χ^2 value of 115.112^a with 4 degree of freedom-value of 0.00 and also, χ^2 value of 116.717^a with 4 degree of freedom-value of 0.00 were significantly contributes to large class size and poor infrastructure as a challenge of improving quality education in the district. Most of the schools visited were not having proper infrastructure as such led to large class size of students in a classroom. It takes a lot of time to monitor the large class. Lack of regular INSET for teachers proven to be statistically significant($\chi^2=145.166^a$, $df=4$, p -value =0.00). From both the heads and the teachers point of view, when INSETs are organized regularly, they will help the teachers very well to be on track, and it will go a long way to assist the newly teachers.

Both lack of regular school supervision and low teacher motivation remains a challenge of improving quality education in the district as its contributes significantly($\chi^2=72.011^a$, $df=4$, p -value =0.00 and $\chi^2=94.471^a$, $df=4$, p -value =0.00) .it was realized from the descriptive analysis that there is regular school supervision as well teachers are not motivated.

Evidence from the chi-square(χ^2) confirms that, all the nine (9) statements under the part 5 of the questionnaire were statistically significant to challenges of improving quality education in the district. In spite of both teachers and heads' effort of improving quality education in district, if attentions are not fully given to these

challenges of quality education, the story remains the same. The earlier we get up to look for solutions to challenges to the quality education the best.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter dealt with the summary of the study which involved the purpose, design, population, sample and sampling technique, instruments used to collect data and data analysis procedure. Again, the chapter dealt with the major findings, conclusions and recommendations. Suggestions for further studies and limitations to the study were also incorporated in the chapter.

5.2 SUMMARY

The study explored quality education in public basic schools. It was also intended to give information to stakeholders and policy makers about the state of basic education in the country to influence practical decision making on education in public basic schools. The descriptive mixed research design using sequential explanatory method was adopted by the researcher to observe, describe and document aspects of a situation as it naturally occurs. In other words, the descriptive design helped the researcher to survey into the community to have in-depth knowledge of the state of quality education in the study area. The target population for this study was all heads and teachers in public basic schools in the Sekyere Kumawu District. There were 74 public basic schools with a total population of 910 comprising 74 heads and 836 public basic school teachers. The district was chosen because it had similar characteristics with many districts in Ghana and therefore the outcome could be generalized to represent the entire country. A sample size of 187 made up of 22 heads and 165 teachers were selected from 22 public basic schools in the study district.

Again, the researcher employed simple random, purposive and convenience sampling techniques to select participants for the study. The simple random technique was used to select schools whereas the purposive and convenience sampling techniques were used for selecting heads and teachers respectively for the study. In order to enable the respondents to express themselves in relation to the subject being studied, the study adopted questionnaires and interview as the main data collection instruments. After collecting the data from the field, the compilation and analyses were done using both quantitative and qualitative research analytical procedures. Also, the work adopted statistical tools such as chi-square, percentages and tables to analyze the findings from the respondents.

5.3 MAJOR FINDINGS

- On the research question one, the study revealed that there were inadequate teachers in public basic schools in the Sekyere Kumawu District to promote quality delivery education in the district. Most of the teachers (89.7%) indicated that they did not have enough teachers in their schools which was confirmed by the heads (77.7%). This supported the assertion by Professor Jane Nana Opoku-Agyemang (Minister of Education) that “one major problem militating against the provision of quality education was lack of teachers, a problem occasioned partly by the inequitable distribution of teachers”. Again, although, many teachers indicated that they planned their lesson presentations, a considerable numbers of them (20%) attested that they planned the lessons without the use of appropriate instructional materials. Also, majority of heads (63.7%) agreed that teachers received regular INSET but most of the teachers (89.0%) were in disagreement with the heads. Moreover, many of the heads (95%) and teachers (64.2%) responded that heads frequently monitor the

lesson delivery of teachers. However, a considerable number of teachers (35.7%) were disagreed. Additionally, although, most of the heads and teachers indicated that they were professionally trained, a considerable number of the teachers (21.3%) were untrained. All the heads agreed with the majority of the teachers (98.1%) that exercises were given, scored and returned promptly to the children. This was a very positive response since one way to promote teaching and learning in schools is giving adequate class exercises, mark and return them promptly to the learners to enhance retention.

- Furthermore, the study revealed that the state of instructional materials in public basic schools in the Sekyere Kumawu district was not encouraging since government had not been able to provide all the needed instructional materials regularly and that the situation has direct impact on what is taught in the schools and how it is taught. Sixty-two percent (62%) of the respondents indicated that they did not have adequate textbooks. This implies that the ratio of 1:1 textbook issue was not very common in the Sekyere Kumawu District as pointed out by many respondents (66.8%). Also, majority (89.8%) of the respondents claimed that they did not have ICT laboratory and similarly, most of the schools did not have library as indicated by 81.3% of the respondent.
- Again, majority of the respondents attested to the fact that the school environment was very safe and peaceful to promote quality education. Clearly, it was acknowledged by the respondents that, toilets and urinals were available in the schools for both teachers and students. This was an indication that, the schools had adequate toilet and urinal facilities for both teachers and students. Not surprising, the schools had convenient places for disposing waste

materials. A considerable number of the respondents were of the view that, their schools did have First Aid Boxes that were adequately stuffed with First Aids drugs. Although, majority of the teachers revealed that they integrate the teachings of HIV/AIDS in their lesson preparation and presentation, they neither receive regular INSET on the teaching of HIV/AIDS nor TLMs on HIV/AIDS. Portable source of water was available in many of the schools for teachers and student as indicated by many respondents.

- Finally, the study revealed that factors such as lack of teachers' involvement in the curriculum planning and development process, poor curriculum implementation, large class size, poor infrastructure, low teacher motivation and poor supervision were challenges to the delivery of quality education at the public basic schools in the Sekyere Kumawu district.

5.4 CONCLUSIONS

To conclude, the study confirmed that, one of the stumbling blocks in the delivering of quality education in the study district was inadequate instructional materials and that the situation had direct impact on what is taught in the schools and how it is taught. The state of instructional materials in public basic schools in the Sekyere Kumawu district was not very encouraging. Government had not been able to provide all the needed instructional materials regularly. Lack of teachers' involvement in the curriculum planning and development process, poor curriculum implementation, large class size, poor infrastructure, low teacher motivation and poor supervision were challenges to the delivery of quality education in the study district. It was very clear from the findings that the issues of poor state of instructional materials could affect the quality delivery of education in public basic schools in the Sekyere Kumawu District. It behoves on the GES and District Assembly to take practical steps to arrest

the situation in order to improve quality delivery of education in public basic schools in the Sekyere Kumawu district.

5.5 RECOMMENDATIONS

The following recommendations were made in line with findings of the study:

- The Sekyere Kumawu District Assembly should expand the sponsorship packages for teacher–trainees in the teacher training institutions so that on completion, they will come back to the district to teach in basic schools particularly at rural areas. This will reduce or eradicate considerable the number of untrained teachers who teach at the basic education level in the country. Teachers should also be supported by GES to upgrade themselves through distance education and sandwich courses to avoid situation where huge number of teachers leave classrooms for study leaves with pay. The local and central government should absorb or subsidize schools fees of teachers on distance and sandwich programmes to attract more teachers especially the untrained ones to pursue further studies through such media. On the supervision of basic schools, DEO which is closer to the schools in the area of jurisdiction should be supported with logistics by MOE/GES to make regular visits to the public basic schools in order to promote quality delivery of education in the country. Inspectorate division of both regional and district directorates of education should be adequately staffed and provided with necessary resources by MOE/GES to enable circuit supervisors to pay frequent visits to schools so that teachers and pupils will be put on their toes.

Again, the Independent National Inspectorate Board which was proposed in 2007 educational reforms should be strengthened by GOG to monitor performance of DEOs and schools in the country. MOE/GES should provide regular INSET for teachers and heads to provide them with knowledge and skills to teach effectively and efficiently. Regular schools or district based INSETs will help teachers to appreciate and accept new development in teaching profession such as the integration of health of related issues in lesson preparation and presentation.

- The problem of insufficient textbooks in the basic school can be solved or reduced considerably if government can give tax waiver to local publishing industries that produce textbooks for basic schools. It will encourage publishers to increase their production for basic school and may even entice others into publishing investment for basic schools. The District Assembly, PTAs and NGOs should spend part of their resources to secure textbooks to stock school libraries at public basic education level. Again, GES can encourage teachers to use syllabi to publish books in their areas of competence to supplement the few textbooks available in the basic schools. For instance, incentives such as promotion can be given to teachers who are able to produce textbooks to support basic education in the country. The District Assembly should prioritize the provision of libraries, TLMs and infrastructure expansion for basic schools in the area of jurisdiction. These should be factored into the medium and short term development plans. The central government on the other hand should increase its budgetary allocation for public basic schools in order to give enough facilities to schools, teacher motivation and to get competent personnel into the teaching profession.

- MOE and GES should intensify the promotion of health related issues in public basic schools. SMCs/PTAs should support the teaching and learning of health related issues by providing teaching and learning materials on health related issues to public basic schools. GES and Ghana AIDS commission should support basic schools to form HIV/AIDS clubs at the district and school levels. The objectives of the clubs should be the sensitization on the HIV/AIDS menace, mode of transmission, effects and counselling in HIV/AIDS and other sexually transmitted diseases. MOE/GES should introduce HIV/AIDS as a subject in public basic school to enable schools children to gain knowledge on the disease at early stage in life.
- On the issue of challenges that hinder quality provision of education in public basic schools in the Sekyere Kumawu district, the MOE/GES in collaboration with District Assembly should take practical steps to arrest the situation in order to improve quality delivery of education in public basic schools in the district.

5.6 SUGGESTION FOR FURTHER STUDIES

Future studies should concentrate on other levels such as Senior High Schools, and possibly tertiary institutions which have received little attention in Ghanaian educational system. Attention can be paid to other aspects such as supervision, leadership and so on. There is the need for further studies in Ghana as a whole to serve as a framework for potential investors seeking to do business in Ghana.

5.7 Limitation of the Study

As usual, a study of this nature goes with some limitations and constraints. Firstly, in order to find the state of quality education, the research should have been conducted in all the categories of schools in the country, but due to financial problem and limited time, the researcher limited the research to 22 public basic schools in the Sekyere Kumawu district of Ashanti region. Again, the participants in the study were only heads and teachers in public basic schools in study area, but other stakeholders such as parents, District Educational Directorate Officers, DEOC and even the pupils could have provided the needed and sufficient information on the state of quality education in the country. The exclusion of such stakeholders was felt in the cause of the research.



REFERENCES

- Ackroyd S. & Hughes J. A. (1981). *Data Collection in Context*. Harlow: Longman.
- Adams, D. (2000). *Education and National Development: Priorities, Policies and Planning*. Asia: The University of Hong Kong.
- Adams, D. (2003). *Defining education quality*. Asia: University of Hong Kong.
- Addai – Mensah, I. (2002). *Education in Ghana, a tool for social mobility*. Accra: GAAS.
- Addae – Boahene, A. (2007). *Aid effectiveness and the education Sector: implications for civil society*, alliance 2015 report. Ghana, p.22.
- Adeyemi, T.O (2010). *The School Library and Students' Learning Outcomes in Secondary Schools in Ekiti State*. Nigerian: Asian Journal of Business Management 2(1): 1-8, 2010.
- African Recovery (1998) .Part of countries focuses *Ghana*. Vol. 11, p.6
- Adentwi, K.I, & Baafi-Frempong, S (2010).Principle, practice and issues in teacher education. Kumasi: Ebens press.
- Agyemang, D.K. (1986). *Sociology of education for African studies*. Accra-Ghana: Black Mask Ltd.
- Amedahe, F. K. & Asamoah G. (2007). *Educational Statistics*. Accra: Black Masks Ltd.
- Amin, M.E. (2005).*Social Sciences Research: Conception, Methodology, and Analysis*. Kampala: Makerere University Printery.
- Ankomah, Y. Koomson, J. Bosu, R. &Oduro, G K. T. (2005).*Implementing Quality Education in Low Income Countries*. Ghana: University of Cape Coast.
- Asare-Boadu, K. & Syme, S. (Sept. 2014). *Quality education*. Daily Graphic, pg. 44.
- Asiedu-Akrofi, K (1978). *School organization in modern Africa*. Tema: Ghana publishing corp.
- Baidoo, F.A., (February, 2014). Lack of equitable distribution of teachers. Daily Graphic, pg.32.
- Babalola, J.B. (2003). *Budget Preparation and Expenditure Control in Education*. Ibadan: Awe mark Industrial Printers. Brussels- Belgium: *Investment Bank*.
- Barakett, J & Cleghorn, A. I. (2000).*Sociology of Education*. Ontario: Prentice Hall Allyn.

- Bawa, D. Z. (2011). *An Assessment of Ghana's Policy on Quality Education in the Public Senior High Schools*. Kumasi: KNUST
- Bernard, A. (1999). *The child-friendly school. Paper written for UNICEF*. New York: UNICEF.
- Blondal, S. S., Field, N. & Wagner, A. (2001). *Investment in human capital through post- compulsory education and training: Selected efficiency and equity aspects*. OEC.
- Borg, M.D. & Gall, W. (2007). *Educational Research: An Introduction (8thed)*. Boston: Pearson International Edition.
- Carnoy, M. (1999). *Globalization and educational reform: what planners need to know?* Paris: Fundamental of Educational Planning, UNESCO.
- Chapman, D. & Adam, D (2002). *The Quality education: dimensions and strategies. Education in developing Asia, vol. 5*, Philippines: ADB. .
- Creswell, J.W. (2009). *Research design (3rded)*. USA: Sage publication Ltd.
- Creswell, J W. (2005). *Educational Research: Planning, conducting and evaluating quantitative and qualitative practice*. New Jersey: Pearson Education Research.
- Creswell, J. K. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage publication Ltd.
- Commission of the European Communities (1996). *The final proposal for council decision granting a community guarantee to the European Coombs, P. (1973). New paths to learning for rural children and youth*. New York: International Council for Educational Development
- Denscombe, M. (2003). *A good research guide for small scale social research project (3rded)*. Buckingham: Open University Press.
- Diener-West, M. (2003). *Use of chi-square in statistics* .USA: John Hopkins University.
- Eyiah, J.K. (2004). *Brief history of state education in Ghana*. Ghan: Longman.
- Farrant, J.S. (1980). *Principles and practice of education*. Harlow: Essex Longman GP Ltd.
- Fingerland, A. & Saha L.J. (1997). *Education and national development*. New Delhi. Reed Educational and Professional Publishing Ltd.

- Fraenkel, I.R., & Wallen, N.E. (2003). *How to design and evaluate research in education*. Boston: McGraw Hill.
- Frankfort-Nachmias, C. and Nachmias, D. (1996). *Research methods in social sciences* (5th ed). New York: St. Martin's Press Inc.
- Fullan, M. (1991). *The new meaning of educational change*. London: Cassel Education Ltd.
- Ghana Education Service (2010). *Head teachers' handbook*. Ghana: GES. Pg5.
- Ghana National Association of Teachers (2014). *GNAT National Delegates Conference Report*. Accra: GNAT.
- Gilmore, W. (1999), *Education and human capital in the new economy*. New York: university press.
- Government of Ghana (2002), *Meeting the challenges of education in the twenty first century*, Report of the President's Committee on Review of Education Reforms in Ghana, October 2002, Accra, Ghana, p.49-66.84
- GOG (2006), *Improving the education sector in Ghana's development agenda, paper Presented by the Hon. Deputy Minister of Education, Science and Sports (Hon. Mrs. Angelina Baiden-Amisshah) at the Study Tour of Asia by African Ministers of Education, P.7.*
- Government of Ghana, (2004), *The development of education national report of Ghana*, a paper presented by the Basic Education Division of the Ghana Education Service at the 47th Session of the International Conference of Education, Geneva, p. 1-26.
- Graham, C.K (1976). *The history of education in Ghana*. Tema: Ghana publishing corporate.
- Hanusheh, E.K. & Wobmann, L. (2007). *Education quality and economic growth*. Washington DC: World Bank
- Harris, A. (1996). *The role of assessment in the rhythms of reform*. Paper presented at the per- conference session of the annual meeting of the Comparative and International Education Society, Williamsburg, Virginia, March, 1996.
- Heneveld, W. (1994). *Planning and monitoring the quality of primary education in Sub-Saharan Africa*. Washington, DC: World Bank.
- Hewlett Foundation, (2008), *the quality education in developing countries initiative, Grant making Strategy, p. 1-4.*

- Higgins K. (2009), *Regional inequality and Secondary education in Ghana*. Policy Brief No. 1, prepared for the World Development Report, pp. 4-5
- Horn, R. (1992). *The Fundamental quality level indicator system for primary schools*. Draft Memorandum, US Agency for International Development (USAID). Washington, DC: Bureau for Africa.
- Howell, D.C (2003). *Chi-square test: analysis of contingency table*. University of Vermont.
- Jansen, D. J (1995). *Effective schools?* Comparative Education, 31 (2), p. 195.
- Jones, I. (1997). Mixing qualitative and quantitative methods in sports fan research. *The Qualitative Report*, 3(4), 12-23.
- Kleis, J., Lang, L., Mietus, J.R & Tiapula, F.T.S. (1973). *Towards a contextual definition of non-formal education*. Non-formal education discussion papers, East Lansing, MI: Michigan State University.
- Kumar, R (1999). *Research Methodology: A step by step guide for beginners*. Australia: Addison Wesley Longman
- Kumekpor, T.K.B. (2002). *Research methods and techniques of social research*. Accra: Sun Life Publication.
- Kusi, H. (2012). *Doing qualitative research: A guide for researchers*. Accra-New Town: Emmpong Press.
- Lockheed, M. & Verspoor, A. (1991), *improving primary education in the developing countries* .Washington: World Bank.
- Mangesi, K (2007) *Survey of ICT and education in Africa. Ghana: Ghana Country Report*.
- Maxwell, J. A. (1998). Using qualitative research to develop causal explanations: Working paper, Harvard project on schooling and children. London: Harvard University.
- McKinsey. C. (2007). *How the world best-performing school systems come out on top*. London: SAGE publications Ltd.
- McWilliams H.O.A. & Kwamena-Poh, M.A. (1975). *The development of education in Ghana*. London: Longman.
- Meeks, L., Heit, P. & Page, R. (2006). *Comprehensive school health Education*, 2nd Ed Chicago: MOH Publishing.
- Mfum-Mensah, O. (2003). *Computers in Ghanaian Secondary Schools: Where does equality come in?* Ontario: *Ontario Institute for Studies in Education, University of Toronto*, p.40-44

- Miller, D (2001). Overview of Stigma: Definition and Context report on Stigma and HIV/AIDS in Africa. Pretoria: UNAIDS.
- Ministry of Education (2003), *Education strategic plan 2003-2015*, Vol. 1, Policies, Targets and Strategies, pp.7-28. Ghana: MOE
- Ministry of Education and Sports (2005) *Ghana preliminary education sector performance report 2005*, p.39. Ghana: MOES.
- Ministry of Education, Science and Sports (2008). Education Sector Performance Report, P, 79. Ghana: MESS.
- Ministry of Education, Science and Technology (2009). The teaching of ICT at basic school level. Accra: MEST.
- Ministry of Health (1999). HIV/AIDS in Ghana: Background, Perspective and Impact .Accra: MOH.
- Ministry of Health (2004). AIDS/STI Control programme. Accra: MOH.
- Miske, S. & Dowd, A. (1998). *Teaching and learning in Mangochi classrooms: combing quantitative and qualitative information to study twelve primary schools in Malawi*. Evaluation study conducted for the United States Agency for International Development. Washington, D.C: Creative Associates International.
- Morant, R.W. (1981). In –Service Education within schools. London: George Allen & Unwind.
- Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation. London: SAGE publications Ltd.
- National Development Planning Commission (2003). Ghana poverty reduction strategy (2006 – 2009). *An Agenda for Growth and Prosperity, Volume II: Analysis and Policy statement*. November, 2003. Ghana
- Ofori, R, & Dampson, D.K. (2011). Research methods and statistics using SPSS. Kumasi: Paylees Publication Limited.
- Ogden, J., Esim, S. & Grown, C (2005). Expand the Care Continuum for HIV/AIDS: Bringing Careers into Focus. ICRW
- Oppong, J. (1998). A vulnerability interpretation of the geography of HIV/AIDS in Ghana. Accra: University press

- Owusu-Ansah, B.Y. (2005). *The need for Advocacy Service for People Leaving with HIV/AIDS in Ghana*. Accra: University press
- Owu-Ewie, C (2006). *The Language Policy of Education in Ghana: A critical look at the English Language Policy of Education*. Somerville, MA: Cascadilla Proceedings project.
- Oxaal, Z (1997). *Education and poverty: a gender analysis report prepared for the gender equality unit*. Swedish International Development Cooperation Agency (Sida). Institute of Development Studies ISBN 1 85864 346 5, UK. p.3 – 10
- Polit, D. & Hungler, B. (1999). *Nursing Research: Principles And Methods* (6th Ed). Philadelphia: J. B. Lippincott
- Peters, L.J (2002). *Meaning of education*. New York: Oxford printing press.
- Popper, K. (2004). *The Logic of Scientific Discovery*. Routledge Ltd.
- Psacharopoulos. G. & Woodhall M. (1987). *Education for development: an analysis of investment choice*. New York: Oxford printing press.
- Quist H.O. (2003). *Secondary education – a tool for national development in Ghana. A critical appraisal of the post – colonial context*. African Development, vol. III. No 3 & 4, p. 188 – 191
- Rosado C. (2000). *The Meaning of education: Why do we do what we do?*
<http://www.rosado.net.p.5>. Retrieved on 14/02/2015
- Sahlberg, P. (2009). *A short history of educational reform in Finland*. <http://www.pasio.sahlberg@helsinki.fi,p.29>. Retrieved on 30/11/2014
- Schultz, T.W. (1971). *Investment in Human Capital*. New York: The Free Press.
- Sebastian, A. (2008). *The Quality Education in the Middle Income Countries*. Argentina: IDS Research.
- Sekyere, E. A. (2009). *Teacher guide on tropical issues for promotion and selection interviews*. Kumasi: Cita printing press.
- Sharp. V. (2001). *Statistics for the social sciences*. New York: University Press.

- Smith.A. (1976).An inquiry into the nature and causes of wealth of nations. Chicago: University of Chicago Press.
- Tamakloe, E.K Amedahe, F.K. & Atta, E.T. (1994). *Principle and methods of teaching*, Accra: Black masks Ltd.
- Taylor, S. & Bogdan, R (1998).Introduction to qualitative research methods: A guidebook and Resources (3rded).London: John Wiley & Sons.
- Thompson, A.R. (1981). Education and development in Africa. New York: St. Martin's press.
- Todaro, M.P. & Smith S.C (2009).Economic development (10thed). USA: Pearson education Ltd.
- Trochim, M.K. (2006). Research methods knowledge base. Mason: Atomic Dog PublicationGhanahistoryandbackground.<http://education.stateuniversity.com/pages/529/Ghana-history>. Retrieved on 04/08/2015.
- U.S. University Directory (2010). Ghana-History and Background. <http://education.stateuniversity.com>. Retrieved on 04/08/2015.
- USAID (2003).Approaching education from a good governance perspective. Washington DC: USAID, P.4-5.
- UNESCO (1996).Report to UNESCO of international commission on education for twenty-first century. Paris, France.
- UNESCO (2005).Global monitoring report. New York: USA.
- UNICEF (2000).Defining quality in education: a paper presented by UNICEF at a meeting of international working group on education. Florence, Italy.
- Watkins. K. (2000). The educational report. England: Oxfam.
- World Economic Forum (2005).Women's Empowerment: Measuring the global gender gap. www.weforum.org. P.5. Retrieved on 20/03/14

APPENDIX A1

UNIVERSITY OF EDUCATION, WINNEBA

KUMASI CAMPUS

DEPARTMENT OF EDUCATIONAL LEADERSHIP

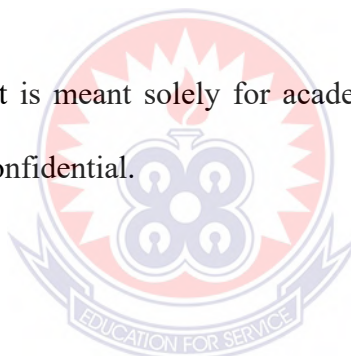
QUESTIONNAIRE FOR BASIC SCHOOL TEACHERS

Dear Sir/ Madam,

This questionnaire is part of a study project intended to explore quality education in public Basic Schools. You are however, entreated to respond to the questions as frankly as possible.

Please, be assured that it is meant solely for academic purpose and your responses shall be treated strictly confidential.

Thank you.



PART ONE

PERSONAL PROFILE (TICK [√] THE APPROPRIATE RESPONSE)

1. What is your age?
 - a. 20 and below ()
 - b. 21 – 30 ()
 - c. 31 – 40 ()
 - d. 41 – 50 ()
 - e. 51 and above ()

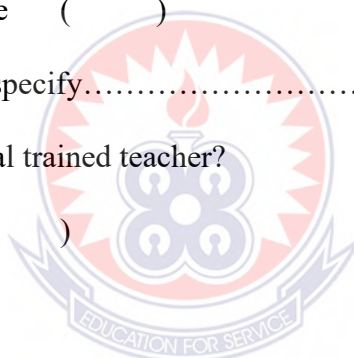
2. Your gender?
 - a. Male ()
 - b. Female ()

3. Your highest educational qualification?
 - a. M.S.L.C ()
 - b. SSSCE/WASSCE ()
 - c. Teachers' Cert 'A' ()
 - d. DBE ()
 - e. First Degree ()
 - f. Masters' Degree ()
 - g. Others (Please specify.....)

4. Are you a professional trained teacher?
 - a. Yes ()
 - b. No()

5. Which of the following levels of schools do you teach?
 - a. Primary ()
 - b. J.H.S ()

6. How long have you taught in this school?
 - a. Below 5 years ()
 - b. 6 – 10 years ()
 - c. 11 – 15 years ()
 - d. 16 – 20 years ()
 - e. 21 years and above ()



PART TWO (2)**UNDERSTANDING OF QUALITY EDUCATION**

Please answer the following questions by ticking (√) the scale provided: (SA – strongly agree, A – Agree, I DK – I don't know, D – Disagree, SD – Strongly disagree).

NO	STATEMENT	S.A	A	IDK	D	SD
7	There are enough teachers in my school					
8	All the teachers are professionally trained					
9	I plan my lesson based on available approved materials					
10	I receive regular INSET to improve upon teaching / learning					
11	I use enough teaching and learning materials appropriately in my lesson					
12	The head frequently monitors my lesson delivery					
13	I give adequate class exercises to my students.					
14	I mark class exercises and return promptly to students.					
15	I attend to individual needs regularly					

PART THREE (3)**THE STATE OF INSTRUCTIONAL MATERIALS**

Please answer the following questions by ticking (√) the scale provided: (SA – strongly agree, A – Agree, I DK – I don't know, D – Disagree, SD – Strongly disagree).

NO	State of instructional materials	S.A	A	IDK	D	SD
16	Adequate text books are available for students					
17	Student – Textbook ratio is 1:1					
18	The condition of textbooks in the school is good.					
19	The school has computer laboratory for I.C.T lessons					
20	The school has enough computers for ICT lesson					
21	The school has library					
22	School library is filled with enough reading books.					
23	Government provides all the needed instructional materials regularly					
24	The community and other organizations supplement the provision of instructional materials					

PROMOTION OF HEALTH RELATED ISSUES

Please answer the following questions by ticking (√) the scale provided:

(SA – strongly agree, A – Agree, I DK – I don't know, D – Disagree, SD – Strongly disagree).

N0	STATEMENT	SA	A	IDK	D	SD
25	The school environment is peaceful and safety					
26	Toilet and urinal are available in the school for both teachers and students					
27	The school has a convenient place for disposing waste materials					
28	The school has a first Aid Box with adequate drugs					
29	Teachers integrate the teaching of HIV/AIDS in their lesson preparation and presentation					
30	Teachers receive regular training on the teaching of HIV/AIDS					
31	There are enough teaching and learning materials on HIV/AIDS					
32	Potable source(s) of water available in the school for teachers and students					
33	The school frequently invites health workers to give talks on health issues					

PART FOUR (4)**CHALLENGES OF IMPROVING QUALITY EDUCATION**

Please answer the following questions by ticking (√) the scale provided:

NO	STATEMENT	S.A	A	IDK	D	SD
34	Lack of teacher involvement in curriculum development					
35	Poor curriculum implementation					
36	Inadequate teaching and learning materials					
37	Lack of adequate professional teachers					
38	Large class size					
39	Poor infrastructure					
40	Lack of regular INSET for teachers.					
41	Lack of regular school supervision					
42	Low teacher motivation					

(SA – strongly agree, A – Agree, I DK – I don't know, D – Disagree, SD – Strongly)

APPENDIX A2

UNIVERSITY OF EDUCATION, WINNEBA

KUMASI CAMPUS

DEPARTMENT OF EDUCATIONAL LEADERSHIP

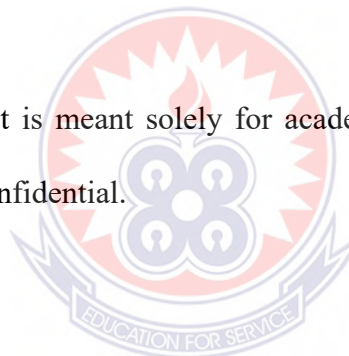
QUESTIONNAIRE FOR BASIC SCHOOLS HEADS

Dear Sir/ Madam,

This questionnaire is part of a study project to explore quality education in public Basic Schools. You are however, entreated to respond to the questions as frankly as possible.

Please, be assured that it is meant solely for academic purpose and your responses will be treated strictly confidential.

Thank you.



PART ONE

PERSONAL PROFILE (TICK [$\sqrt{\quad}$] APPROPRIATE BOX)

1. What is your age?

- a. Below 20 years ()
- b. 21 – 30 ()
- c. 31– 40 ()
- d. 41 – 50 ()
- e. 51 and above ()

2. Your gender?

a. Male ()

b. Female ()

3. Your highest educational qualification?

a. M.S.L.C ()

b. SSSCE/WASSCE ()

c. Teachers' Cert 'A' ()

d. DBE ()

e. First Degree ()

f. Masters' Degree ()

g. Others (specify)

Are you a professional trained teacher?

a. Yes ()

b. No ()

4. Which of the following levels of schools do you teach?

a. Primary ()

b. J.H.S ()

5. For how long have you being in teaching profession?

a. Below 10 years ()

b. 11 – 20 ()

c. 21-30 ()

d. 31 – 40 ()

e. 41 and above ()

6. Is this your first school as a head?

a. Yes ()

b. No ()

7. How long have you being in the headship position?

a. 0-3 years ()

b. 4-7 years ()

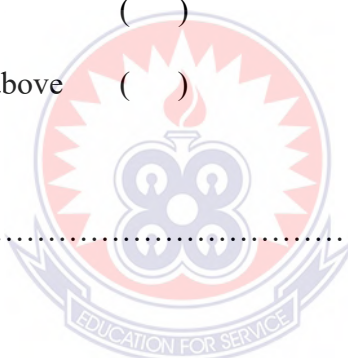
c. 8-11years ()

d. 12-15years ()

e. 15 years and above ()

8. What is your rank?

.....



ART TWO**UNDERSTANDING OF QUALITY EDUCATION**

Please answer the following questions by ticking (√) the scale provided: (SA – strongly agree, A – Agree, I DK – I don't know, D – Disagree, SD – Strongly disagree).

NO	STATEMENT	SA	A	IDK	D	SD
10	There are enough teachers in my school.					
11	All teachers in the school are professionally trained.					
12	Teachers plan their lessons based on approved instructional materials.					
13	My teachers receive regular INSET to improve upon teaching and learning.					
14	My teachers use enough teaching and learning materials appropriately in their lessons.					
15	I frequently monitor my teachers lessons delivery					
16	My teachers give adequate class exercises to students.					
17	My teachers mark students' class exercises and return to students promptly.					
18	Teachers regularly attend to individual needs.					

PART THREE (3)**THE STATE OF INSTRUCTIONAL MATERIALS**

Please answer the following questions by ticking (√) the scale provided: (SA – strongly agree, A – Agree, I DK – I don't know, D – Disagree, SD – Strongly disagree).

NO	STATEMENT	SA	A	IDK	D	SD
19	Adequate textbooks are available for students.					
20	Student-Textbook ratio is 1:1					
21	The school has computer laboratory for ICT lessons.					
22	The school has enough computers for ICT lessons.					
23	The school has library.					
24	The school library is filled with enough reading books.					
25	Government provides the needed instructional materials regularly.					
26	The community and other organizations supplement the provision of instructional materials.					

PART FOUR (4)**PROMOTION OF HEALTH RELATED ISSUES**

Please answer the following questions by ticking (√) the scale provided: (SA – strongly agree, A – Agree, I DK – I don't know, D – Disagree, SD – Strongly disagree).

NO	STATEMENT	SA	A	IDK	D	SD
27	The school environment is peaceful and safety					
28	Toilet and urinal are available in the school for both teachers and students					
29	The school has a convenient place for disposing waste materials					
30	The school has a first Aid Box with adequate drugs					
31	Teachers integrate the teaching of HIV/AIDS in their lesson preparation and presentation					
32	Teachers receive regular training on the teaching of HIV/AIDS					
33	There are enough teaching and learning materials on HIV/AIDS					
34	Potable source(s) of water available in the school for teachers and students					
35	The school frequently invites health workers to give talks on health issues					

PART FIVE (5)
CHALLENGES OF IMPROVING QUALITY EDUCATION

Please answer the following questions by ticking (√) the scale provided: (SA – strongly agree, A – Agree, I DK – I don't know, D – Disagree, SD – Strongly disagree).

NO	STATEMENT	SA	A	IDK	D	SD
36	Lack of teachers' involvement in curriculum development.					
37	Poor curriculum implementation					
38	Inadequate teaching and learning materials.					
39	Lack of adequate professionally trained teachers					
40	Large class size.					
41	Poor infrastructure					
42	Lack of regular INSET for teachers.					
43	Lack of regular school supervision					
44	Low teacher motivation.					

APPENDIX B

INTERVIEWING GUIDE

SECTION A

1. What level of basic school do you teach? KG () Primary () JHS ()
2. Are you a professional trained teacher? Yes () No ()
3. What is your status in the school? Head () Teacher ()
4. What is your rank?
5. For how long have been in teaching profession?

SECTION B

1. How will you describe the staffing situation in the school?
2. How often do teachers receive INSET to improve upon teaching skills?
3. Do you have adequate instructional materials to enhance effective teaching and learning in your school?
4. Do you give adequate class exercise, mark and return promptly to pupils?
5. How regular do circuit supervisor visit the school?