

**TEACHING AND LEARNING CONDITIONS AND EDUCATIONAL OUTCOMES
IN THE LA NKWANTANANG MUNICIPALITY.**

BY

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DECLARATION

I hereby declare that this dissertation, of which no part has been submitted anywhere else for any other purpose, is the result of original work conducted by me under the supervision of Dr. George Domfe. All references have been duly acknowledged.

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Date

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Date

DEDICATION

I dedicate this work to Benedicta Esenam and Tawiah Caleb Amu for their immense support throughout this journey. We are survivors!

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ABSTRACT

The study aimed to identify the effects of teaching and learning conditions on educational outcomes in the La Nkwantanang Municipality. The data sets of the sixth round of the Ghana Living Standards Survey (GLSS 6) and the Education Management Information Systems (EMIS) together with the qualitative data obtained through field interviews were employed to address the research questions. An unstructured interview guide was mainly used for the collection of the qualitative data from 30 purposively selected respondents. The study revealed that teachers are more committed to their work when working conditions are better, which invariably translates into improved students' performance. Based on this finding, a suggestion was made for the Ghana Education Service to improve the general working conditions of teachers in order to enhance efficiency.

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LIST OF ABBREVIATIONS

ASST	Association of Secondary School Teachers
ATCT	Association of Training College Tutors
ATTI	Association of Teachers of Technical Institutes
CBA	Collective Bargaining Agreement
CCT	Coalition of Concerned Teachers
CoC	Code of Conduct
CoE	College of Education
CHRAJ	Commission on Human Rights and Administrative Justice
CRC	Convention on the Rights of the Child
EMIS	Education Management Information System
ESTA	Elementary School Teachers Association
GAMA	Greater Accra Metropolitan Area
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
GSS	Ghana Statistical Service
GLSS	Ghana Living Standards Survey
ICT	Information Communication Technology
IMF	International Monetary Fund
ILO	International Labour Organization
LFS	Labour Force Survey
LIDCs	Low Income Developing Countries
MoE	Ministry of Education
MOWAC	Ministry of Women and Children's Affairs
NAGRAT	National Association of Graduate Teachers
NRC	National Review Committee
PTA	Parent Teacher Association
SDG	Sustainable Development Goal
SMC	School Management Committee
SRGBV	School-related gender-based violence
TEWU	Teachers' and Educational Workers' Union
TLMs	Teaching and Learning Materials
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
WAEC	West African Examinations Council
WHO	World Health Organization

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

The conditions under which teaching and learning occur play significant role in student performance. According to Hoy (1990), “the nature of the school workplace has long been of interest to scholars of educational organizations.....” (p.149). School climate is a significant element of the teaching and learning process. Effective teaching and learning can therefore not take place in an environment that is not favourable and safe to both teachers and learners. In this respect, it is essential to foster safe and secure school environments to facilitate increased learner enrollment, retention and completion to attain quality education (United Nations Educational Scientific and Cultural Organization [UNESCO], 2006).

According to the International Labour Organization [ILO], (2013) “working conditions cover a broad range of topics and issues, from working time (hours of work, rest periods, and work schedules) to remuneration, as well as the physical conditions and mental demands that exist in the workplace.” The Sustainable Development Goal 8 aims to promote “decent work and economic growth.”

Decent work denotes prospects for work that are dynamic and thus bring in a reasonable earning. It also refers to security in the place of work as well as social protection for families, better opportunities for personal progress and social integration. Decent work also offers people the freedom to express their gripes without fear of victimization. In general terms, working conditions speak of to the working environment and all prevailing settings that affect labour in the workplace, including the number of job hours people work, the physical aspects of the job, legal

rights of workers as well as their responsibilities (ILO, 2013). Working conditions are key in decent work and employment relationships. For the purposes of this research, working conditions and teaching and learning conditions are used interchangeably.

The physical features of the work place and its administrative arrangement mainly influences teachers' working conditions. In addition to these are the sociological and psychological features of the environment (Johnson, 2006; Johnson, Berg, & Donaldson, 2005). Teaching and learning conditions can therefore be defined as those conditions that must be present to enhance effective teaching and learning. Teachers' working conditions include: salaries conditions of service, class Size (workload) and Teachers' accommodation. Johnson (2006) enumerates some good teaching conditions as: sufficient resources and materials; ongoing professional development as well as adequate curriculum. UNESCO (1966) prescribes that, "school buildings should be safe and attractive in overall design and functional in layout; they should lend themselves to effective teaching, and to use for extra-curricular activities and, especially in rural areas, as a community centre; they should be constructed in accordance with established sanitary standards and with a view to durability, adaptability and easy, economic maintenance..."

Teaching and learning conditions positively impact educational outcomes hence attempts to put in place measures to improve them. Since independence, successive governments in Ghana have initiated various educational policies to improve teaching and learning conditions. These efforts came in the form of policies, plans and programmes such as: The 1951 Accelerated Development Plan and the 1961 Education Act (which was the first educational reform initiated after Ghana earned her right to self-governance); the National Liberation Council Reforms; the New Structure and Content of Education of 1974; the 1987 education reforms as well as the New Educational Reform of 2007.

Currently, social intervention programmes exist to improve access, quality and management in Ghanaian schools. These include: the school feeding programme, the free text books and free uniforms. However, there is no single policy yet formulated to spell out minimum standard teaching and learning conditions. The vacuum often makes room for vague promises and lipservice from duty-bearers and anyone who seeks to make political capital. It also provides a leeway for duty-bearers to escape blame for the dwindling fortunes in education in Ghana. The aim of this study is to therefore examine the effects of teaching and learning conditions on educational outcomes in order to make appropriate recommendations to the stakeholders of education in Ghana.

1.2 Problem Statement

According to Adedeji and Olaniyan (2011), “many studies in Sub-Saharan Africa in the past 20 years on the working conditions of teachers and teaching have concentrated on identifying the main characteristics of effective teaching with respect to pupils’ learning outcomes. However, the status of teachers as well as the environment in which they operate have been deteriorating over the years. Many countries are facing crisis in the teaching profession. It is thus important that if our schools must work well, there is the need to provide workable strategies that will improve the conditions of teachers and teaching in the schools.”

An analysis by Ladd (2009) revealed that teaching and learning conditions are predictive of student achievement in mathematics, and to some extent, in reading. Research by Johnson, Kraft and Papay (2014) also indicated that positive working conditions contribute to improved student achievement. Similarly, Kraft and Papay (2014) also found that teachers who work in more

supportive environments become more effective in raising student achievement on standardized tests over time compared to teachers who work in less supportive environments.

Research suggests that a combination of factors including intrinsic and extrinsic rewards derived from work makes teachers to decide whether to still work in their schools. Intrinsic rewards include the excitement derived from teaching something one enjoys; the opportunity to develop one's intellectual capacity; the joy of being with children; or the delight of being part of students' new skills and experiences. Salary and benefits make up extrinsic rewards. Other extrinsic rewards include bonuses as well as public recognition for one's endeavours; sometimes, it may even be in the fact that one is chosen to undertake a special task. However, intrinsic and extrinsic rewards sometimes complement each other. For example, it does not matter how good the salary is, a very bad teaching environment will not bring the desired outcome. (Johnson, 2006). Therefore, as Government increases salaries, it is important that the learning environment is also improved to bring out optimal outcome.

Indeed, working conditions are essential for employees of any organization. Knowing what innures to one's benefit as an employee motivates one to perform better but when the opposite scenario exists, workers find it difficult to commit themselves to what they do. A document on working conditions also serve to put duty-bearers on their toes to ensure that they provide the required logistics and the right atmosphere for workers to go about their duties. The absence of these conditions thus demotivates many workers. There is currently no comprehensive policy derived from the Labour Act (2003) to provide specifically for teaching and learning conditions in Ghanaian schools. Teachers in Ghana therefore ply their trades without knowing exactly what they are entitled to, as well as what they can claim in times of industrial accidents. One wonders what effects this situation is likely to have on teaching and learning outcomes. Employers and

duty-bearers somehow take advantage of this level of naivety of majority of teachers to ignore the need to formulate specific policies to enhance teachers' working conditions.

The result of this situation is that teaching and learning occur under very challenging conditions across the country. Pedagogical tools include teaching and learning materials such as textbooks, wall charts, computers, seating and writing places and school infrastructure. The physical conditions of school buildings, places of convenience, lack of accommodation in communities and their remunerations; as well as the social conditions including management and leadership conditions – leave much to be desired. Teachers further maintain that, these situations affect their general performance at work as well as their relationship with the communities in which they work.

Acting under provisions of the Labour Act, 2003 (Act 651), Teacher Unions in the education sector have been negotiating with the various governments over the years for improved conditions of service but they have not been able to get government to draw up a specific policy on teaching and learning conditions. With no CBA over the past five years (from 2013—2018), terms and conditions of service remain relatively the same and teaching and learning conditions in schools are equally challenging. The foregoing may be the reason why public basic school teachers in Ghana are not happy with teaching and learning conditions in their schools. This could also be the reason why some private schools with better teaching and learning conditions tend to do better than the public schools. In Ghana, even though private schools do not have as many trained teachers as do public schools, private school pupils' performance seem to be better than the performance of pupils in public basic schools which have more trained teachers.

In the presence of good teaching conditions, little or no mention could be made of poor learning conditions. With teaching conditions as the focus, this is a comparative study of teaching and learning conditions and pupils performance in public and private basic schools in the La Nkwantanang Municipality.

1.3 Research Objectives

Overall, this study seeks to establish the relationship between teaching and learning conditions and educational outcomes. Specifically, the study seeks:

- i. To identify teaching and learning conditions in the public and private schools in La Nkwantanang Municipality.
- ii. To assess the effect of teaching and learning conditions on academic achievements of pupils.

1.4 Hypothesis

The null hypothesis is that favourable teaching conditions do not motivate teachers to perform better to enhance learning outcomes in schools.

1.5 Research Questions

- i. What are the conditions that promote student achievement in the La Nkwantanang Municipality?
- ii. Are schools with better teaching and learning conditions more successful in raising student performance than schools with less supportive conditions?

- iii. If teaching and learning conditions are important for improved student performance, what elements of teaching and learning conditions matter most?
- iv. In what ways can teaching and learning conditions in the La Nkwantanang Municipality be enhanced to improve educational outcomes?

1.6 Significance of the Study

Studies aimed at improving the teaching and learning conditions appear to be inconclusive. It is therefore anticipated that the results of this study will lead the way towards the formulation and implementation of a national policy that clearly spells out minimum standard of teaching and learning conditions across Ghana. The research will be a reference material for future research in this area. It will also be an advocacy material for the enhancement of teachers' working conditions. The results of the study will also throw light on the factors that account for the various levels of performance of pupils. The study is also expected to make available knowledge and procedures to enhance the teaching and learning conditions for improved pupils' performance. It will thus serve as a reference material for future research in this area.

1.7 Scope of the Study

This study covers the linkages between teaching and learning conditions and educational outcomes as measured by the performance of learners within specified durations of learning in the La Nkwantanang Municipality which has 144 basic and 13 Senior High schools. It also examines related documents on education reforms and education sector reports.

According to the (Ghana Statistical Service [GSS], 2014) in Ghana, localities are categorized as urban or rural based on population size. A population of 5,000 or more are classified a locality as

urban. Since 1960, over fifty percent of Ghana's population have lived in urban areas; and the urban population proportion has enlarged from 23.1 in 1960 to 50.9 in 2010. La Nkwantanang was chosen for this study due to its urban area status.

1.8 Organization of the Study

The study comprises five chapters. Chapter 1 introduces the study with sub topics such as background to the study; problem statement; research objectives; study hypothesis; research questions; significance of the study as well as organization of the study; Chapter 2 reviews literature on topics related to the topic under research. It also conceptualizes the effects of good teaching and learning conditions on educational outcomes. Chapter 3 discusses data and variables used in the study as well as methods used in data analysis, statistical tool, unit of analysis, population, sampling and others. It further discusses findings emanating from data analysis. Chapter 4 analyses the data and discusses findings. Chapter 5 – the final chapter summarizes the work and draws conclusions based on the findings.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

Careful reading of available literature on this subject establishes a connection between working conditions and pupils' output. This part of the study reviews the following sub-topics: teacher training and deployment; teaching and learning conditions; teacher shortage and attrition; teacher quality; teacher motivation and retention. Again, the work takes a look at industrial relations and trade unionism, job satisfaction and industrial harmony.

2.2 Theoretical Framework

For this study, a number of theoretical frameworks dealing with organizational climate or motivation are considered. For a framework on motivation, Bennel and Akyeampong (2007), indicated there is a large tracts of theoretical and empirical literature dealing with human motivation. Nevertheless, there are some key theories of motivation, which are unique to the teaching career in low income developing countries (LIDCs). Maslow's Hierarchy of Needs theory suggests that humans have particular needs that must be addressed. The theory reveals five 'levels' of need. Physiological needs include sex, hunger and thirst; safety needs include protection, security and stability; and then, love and belongingness needs comprise self-esteem and self-actualization. The major argument with the theory is that until the lower level needs are met, the higher level needs cannot be met (Bennel & Akyeampong, 2007).

Studies have established that there are three significant areas of psychological needs that individuals have during their working lives. These include autonomy, competence, and relatedness. Autonomy refers to a person's determination to retain a sense of agency with respect to his or her actions; competence concerns a person's desire to be good at what he values; whilst relatedness relates to the impulse to cultivate meaningful relations with others. Many people feel highly motivated to satisfy these needs. However, if these needs are not satisfied, they have a tendency to become discontented and demotivated with their jobs. (Bennel & Akyeampong, 2007).

Another theory is Vroom's Expectancy Theory. According to Vroom (1964) the relationship between energy and compensation could be very vague. The Expectancy theory could be germane to studies in developing countries. For instance, enhanced rewards for high-ranking positions may not inspire qualified teachers if they do not trust the system of assessment and selection for such positions (Vroom, 1964).

Locke (1976) focused on employing objectives as stimulus arguing that worker enthusiasm may be enhanced if employees are involved in developing work objectives and reinforced by feedback obtained from them. In developing countries where teachers are usually left to wonder about their professional goals, and with these objectives imposed on them very often without seeking their views, this argument raises important issues for educational systems. Even in instances when objectives have been clearly defined, response to teachers may be restricted due to irregular contact with superiors.

In the late 1950's school scientists developed the concept of organizational climate. Previously, climate was seen as a model that generally articulates an institutions' ability to endure. Taguiri (1968) noted that certain enduring features of the "ecology, milieu, social system and culture

would constitute a climate, as much as a particular configuration of personal characteristics constitute a personality."

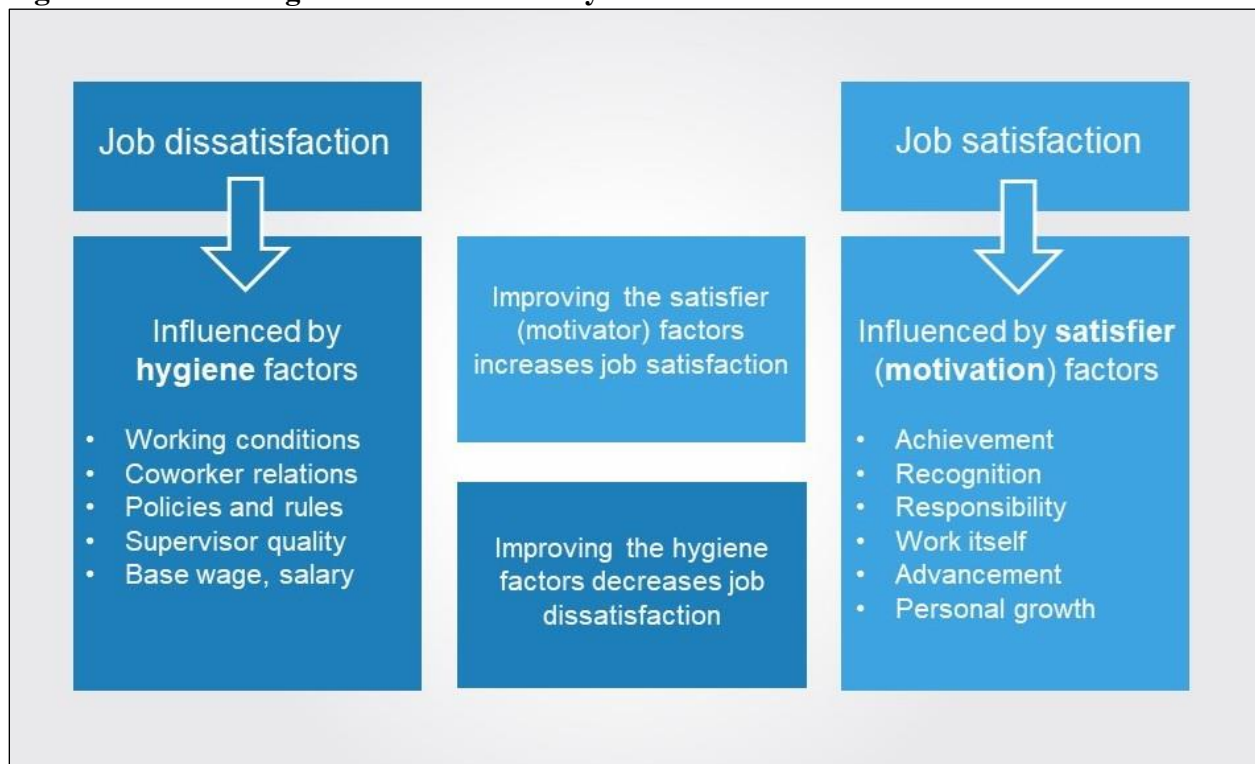
Ecology takes into account the physical and tangible factors like infrastructure, and the technology used for communication, preparation and teaching. Culture discusses psychosocial characteristics and assumptions as well as values. It also deals with norms and belief systems as well as history, rituals and artifacts. Elements of the social system includes patterns of instruction, administration and support services. It also relates to issues about decision making, design, and organization of formal structures; whilst milieu looks at the people within an organization with specific reference to their demographics, their skills, what motivates them, how they feel, their values, and leadership (Owens, 2004).

The theoretical framework of this study is Herzberg's Two-Factor Theory, also referred to as the Motivation-Hygiene Theory. This theory is grounded on factors that influence people's attitudes about their work. Relational issues, working conditions and pay constitute what Herzberg (1966) terms as 'hygiene' factors rather than 'motivators'. Job dissatisfaction could result from the absence of hygiene factors. However, their existence does not stimulate satisfaction. Job satisfaction is determined by five major categories of motivators namely: responsibility and advancement, recognition, achievement, and the work itself. 'Motivators' relate to long-term positive effects on job performance while 'hygiene factors' are simply inclined to producing short-term alterations on job attitudes and drive. (Herzberg, 1966).

The Two-Factor Theory has resonated well with researchers around the world with many using it to measure job related satisfaction. In 2014, Christabella Peter Bushiri in her study on the impact of working environment on employees' performance in Dar-Es Salaam Region, used to confirm her hypothesis on the factors that influence workers' performance.

In spite of its wide acclaim, the two-factor theory has attracted some criticisms. Some authors maintain that the two-factor theory over-simplifies of the exact correlation between motivation and dissatisfaction. Some studies conducted presented evidence to the effect that whilst one factor may create job satisfaction for one person it may be a source of job dissatisfaction for another. Some critics also reject Herzberg's suggestion concerning dissimilarities between satisfiers and motivators as some people generally attribute satisfaction to their own achievements and dissatisfaction to deficiencies in workplace policies or their superiors than to their weaknesses.

Figure 2. 1 Herzberg's Two-Factor Theory



Source: Herzberg's Two-factor theory

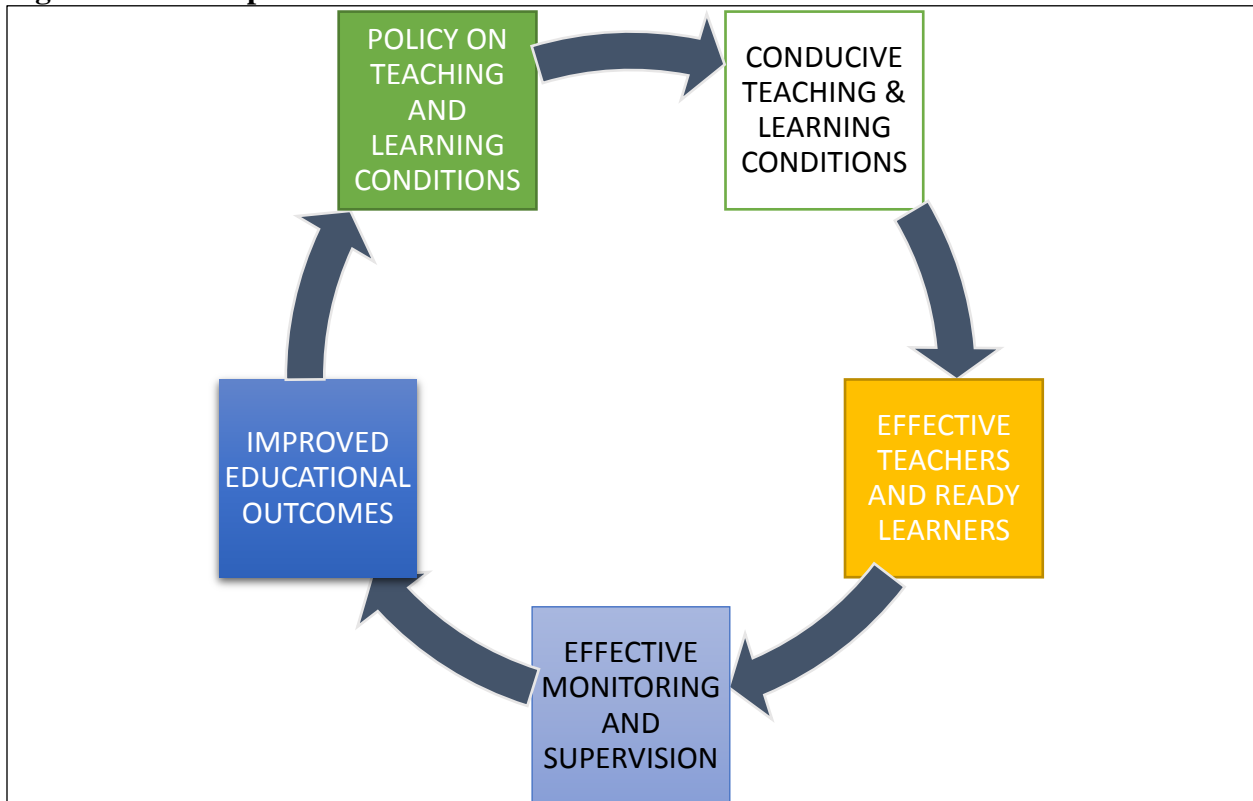
As indicated in Figure 2.1, employees' dissatisfaction with their jobs is influenced by 'hygiene factors'; that is, the nature of their working conditions, co-worker relations and their base wage or

salary, among others. On the other hand, Figure 2.1 indicates that, employees are driven by motivation factors such as: achievement, the work they do, their responsibilities and personal growth needs. The figure suggests that, to decrease job dissatisfaction, hygiene factors should be decreased, whilst motivator factors should be increased to increase job satisfaction.

2.3 Conceptual Framework

The conceptual framework underpinning this work explains how teaching and learning conditions affect educational outcomes. It assumes that teaching and learning conditions comprises two elements namely physical and social. The physical component deals with the presence of office building and working tools which comfort teachers and influence their punctuality at work, productivity and competence. The social component refers to how the interaction between teachers and learners in the school environment leads to the realization of set educational objectives. (See illustration in Figure 2.2).

Figure 2. 2 Conceptual Framework



Source: Author's own construct (2018)

The framework in Figure 2.2 above indicates that, a policy on teaching and learning conditions would lead to conducive teaching and learning conditions, which in turn makes teachers affective, and learners ready. Subsequently, when effective monitoring and supervision are added to the previous variables, educational outcomes will improve drastically.

2.3.1 Operational Definitions

For the purpose of this study certain definitions have been contextualized and operationalized.

Educational Outcome

Educational outcome refers to the extent to which students, realize their short or long-term educational goals. This may include in-school test reports or school leaving results and their ability to progress from one school level – for instance from the basic school level to second cycle level of education. It is used interchangeably with academic achievement.

Teaching and Learning Conditions

Teaching conditions refer mainly to the settings under which teachers instruct learners. Learning environment on the other hand refers to the various physical circumstances and cultural settings surrounding learning. Teaching and learning conditions therefore refer to the conditions under which teachers work; and pupils learn.

2.4 History of Formal Education in Ghana

As far back as the colonial days the early European merchants, especially the Dutch, the English and the Danes made attempts to introduce formal education in the Gold Coast. These merchants and missionaries built schools to eradicate high levels of illiteracy as well as to propagate the Christian gospel to the indigenous people in the mid-eighteenth century.

According to (Antwi, 1992) as far back as 1852, the newly created colonial administration for the British coastal settlements in the Gold Coast had enacted as its first piece of legislation “an Ordinance to provide for better education of the inhabitants of Her Majesty’s forts and settlements of the Gold Coast. The education Ordinance of 1852 made provision for the training of teachers for the new schools. Another education ordinance was enacted in 1887. This ordinance remained in force until Governor Guggisberg announced his educational policy in

1925. According to (Antwi, 1992), after Guggisberg had become governor of the Gold Coast in 1919, he made significant efforts to expand education. Guggisberg reckoned that education was the foundation of government policy. Accordingly, he budgeted and spent heavily on educational infrastructural development. His sixteen principles became the basis of the 1925 education ordinance. The Education Ordinance (Colony and Ashanti) of 1925 was thus passed by the Legislative Council to replace the Education Ordinance of 1887.

The ordinances helped largely to shape the educational trajectory of the country and expanded the educational system. Subsequently, the Nkrumah government introduced the Accelerated Development Education Plan to provide rapid development of education at all levels. The implementation of the Accelerated Development Plan for Education in the early 1950s further expanded the frontiers of primary education in the country. It also greatly increased facilities for middle, secondary and technical education.

In 1961 the National Parliament passed the Education Act (Act 87). This replaced Governor Guggisberg's 1925 and 1927 Ordinances. The Education Act (Act 87) made education compulsory and free and all children of school-going age were to be enrolled in school. As time went by, it became necessary to effect certain reforms in the educational curriculum to make education respond more to the needs of society. According to Oduro (2000), the 1987 education reforms replaced a three-track system which gave varied termination periods for school pupils in the country with a single-track system where every child had to go through a minimum of nine years of education, (comprising six years primary education and; three years junior secondary education). The reform programme began in 1987 with the first set of Junior Secondary School entrants. Later, in 1990 the senior secondary school began and the first examination took place in 1993. The secondary school system has two components – the first component being the senior

secondary school system which provided three years of general academic education. (Students who passed an external examination with the required grades qualified to enter tertiary institutions); whilst the second component was made up of the vocational and technical school system where graduates of the technical and vocational institutions could terminate their formal education and enter the world of work or continue at the polytechnics.

The reforms were to improve educational outcomes in the country. It is an accepted principle that the teacher is the crucial element of any meaningful educational reform and in fact is the pivot around whom everything revolves (Antwi, 1992). In 1995, the introduction of the Free Compulsory Universal Basic Education (FCUBE) Policy boosted the state's agenda on compulsory and free education in accordance with provisions of the 1992 constitution.

Article 190 of the 1992 constitution which was subsequently, restructured by the Ghana Education Service Act, 1995 (Act 506) empowers the GES to coordinate national policies and programmes approved for pre-tertiary education in Ghana. The GES has divisional heads at its headquarters in Accra. These divisions include: Basic Education, Secondary Education, Technical-Vocational, Inspectorate, as well as Special Education Divisions. The rest are: Supply and Logistics Division, Teacher Education Division (TED), Curriculum Research and Development Division (CRDD), Human Resource Management Division (HRMD), and the Administration and Finance Division. The service has presence in all the 10 regions of Ghana and all administrative Districts working to create an enabling environment in all educational institutions and management positions and to sustain effective teaching and learning in schools; promoting management efficiency within the service, while implementing education policies at the basic and second cycle levels of education in the country. This was to provide children of school-going age with quality formal education and training.

The mandate of the GES includes:

1. To register, supervise and inspect private educational institutions at the pre-tertiary level.
2. To make recommend educational policies and programmes to the Minister of Education.
3. To stimulate the efficacy and total growth of talents among its members.
4. To register teachers in the public system, and to keep an up-to-date register on them.
5. To carry out other functions geared towards educational promotion as specified above.
6. To maintain high levels of professional standards and conduct among its personnel.

In 2008, the Education Act 87 was repealed, ushering into force the Education Act 2008 (Act 778) which subsequently gave birth to the National Teaching Council (NTC) which replaced the TED; the National Inspectorate Board (NIB) which replaced the Inspectorate Division; and the National Council for Curriculum and Assessment (NCCA), which replaced the CRDD.

2.5 Education Policies in Ghana

According to Dye (2013), Public Policy is whatever governments choose to do or not to do. Governments do many things; they regulate conflict within society as well as organize people to fight with other societies. Governments also allocate symbolic benefits and material services to members of the society. They receive money in the form of taxes, levies and royalties from members of society. Public policies must therefore distribute benefits, shape bureaucracies, control behaviour, or receive taxes – or all of these things at a go (ibid). Efforts to improve educational outcomes in Ghana go way back. Successive governments have over the years formulated and implemented various policies to improve education delivery in the country.

Objectives of the Free Compulsory Universal Basic Education (FCUBE) policy introduced over twenty years ago, in 1995 include:

- To improve the efficiency and effectiveness of management performance;
- To ensure access and participation (by learners); and
- To improve teaching and learning quality.

Other interventions and programmes executed by successive governments to enable the policy achieve its key goals of the policy. These include: the creation of a Girl-Child Unit at the Ghana Education Service, free distribution of school uniforms, school feeding programme, and free distribution of exercise books among others.

The number of schools and enrolment figures since the implementation of the policy have more than doubled. The average growth rate of primary enrolments between 1980/81 and 1987/88, stood well below the 3% growth rate of school-going age population at 1.59%. It then rose to 1,535,505 in 1987/ 88. In 1976, government spending on education dropped from 6.4% of GDP to just 1.5%. (World Bank 1989). As school quality dropped, and gains plummeted, there was a steep fall in demand for schooling especially among the poor. An extra year of schooling during the 1980s only produced an annual rate return of between 4 to 6% (Glewwe 1996; Glewwe and Ilias 1996).

There is also the reduction on the economic burden of parents as they no longer need to worry themselves with paying school fees and providing logistics for their wards. Ghana also now have a relatively more literate population with an improvement in the national literacy rate from 1995.

In spite of the objectives of the FCUBE Policy to boost access, many students could not progress from the basic level to the next level of education – either to the senior high schools or the senior

high technical schools. According to the 2010 National Development Planning Committee Report, only about 40% of JSS leavers gain entry into SSS. The NDPC attributes this situation to a number of reasons including:

- Inadequate physical facilities;
- Inadequate teaching and learning materials;
- Lack of qualified staff;
- Poor performance at the BECE;
- Inability of some parents to pay school fees;

To address this challenge, the NDPC recommended that urgent action should be taken to establish model Senior High Schools in each district as well as through the provision of well-resourced libraries and workshops. Judging from the above, it is safe to conclude that the FCUBE Policy has not achieved its overall objectives, especially that of access. Goal four of the Sustainable Development Goals seeks to get all girls and boys through free, equitable and quality primary and secondary education to enable them attain effective learning outcomes. Putting this goal into perspective, a lot needs to be done, including the formulation of a specific policy on teaching and learning conditions to ensure that boys and girls complete school. It would also enhance teachers' performance as they work to achieve the agenda on primary education.

2.6 Teacher Quality

According to Greenwalls (1996) a high quality teacher is one who exhibits an ability to adapt himself to the content, character, challenges and complications of the profession. Every child

requires a thoughtful and competent teacher. Research has shown that the quality of teaching in classrooms is the most significant factor which guarantees students' performance (ibid).

To achieve Sustainable Development Goal (SDG) four which aims to: “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” requires clearly defined policies on teaching and learning conditions as well as efforts to expand structures for more personnel in the teaching force. Achieving the SDGs thus require a lot more attention in promoting education delivery as education provides the illumination for all facets of society.

2.7 Teacher Education and Professional Deployment

According to Adedeji and Olaniyan (2011) the quality of a teacher quality includes a range of skills and impetus. Special training is thus essential to ensure quality service delivery from teachers and other skilled professionals. Systematically obtained data on the levels of training of teachers are some few indicators of teacher quality. For instance, to teach at the primary, junior and senior secondary schools in Nigeria one requires Grade II, National Certificate of Education (NCE) and Bachelor degree in education.

According to Hilliard (1957) cited in (Bame, n.d.), at the initial stages of educational development, teaching in the schools in Ghana was modelled on the monitorial system where a master or trained teacher was tasked to be in charge of a school and a number of pupils were appointed as monitors to help him take control of the 'mechanical' teaching work and rote learning in the various classes. Subsequently, attempts were made to train professionally qualified teachers in Ghana. In 1863, the Basel Mission sited a teacher-catechist theological seminary at Akropong. Later, a second one at Abetifi was added. These, in addition to one built

by the Roman Catholic church at Gbi-Bla were the only institutions for teacher education in Ghana up until 1909. To complement the efforts of the Missions, in 1909, the Government later opened a training college in Accra. This became the teacher training centre for Government teachers as well as teachers of other missions which did not have their own teacher training institutions.

Teacher education in Ghana has since gone through various phases with trainees initially being awarded qualifications ranging from Teachers Certificate 'B' through to Teachers' Certificate 'A'. The passage, in 2012 of the Colleges of Education Act, (Act 847) gave legal backing to the new status of training colleges as diploma awarding institutions. Subsequently, the institutions have been placed under the National Council for Tertiary Education (NCTE) which is the government agency mandated to regulate institution offering tertiary education in Ghana. Colleges of Education are currently preparing to take off as degree awarding institutions from September 2018. The minimum qualification to teacher in a pre-tertiary educational institution in Ghana is Diploma in Basic Education from a recognized college of education. The duration of training is three years, with the final year of training spent on acquiring practical teaching experience at specific schools across the country.

2.8 Teacher Shortage and Attrition

Adedeji and Olaniyan (2011) revealed that African countries experience dire levels of teacher shortages. Collectively, African countries need to increase their stock of teachers from 2.4 million in 2006 to 4 million to ensure that learners are attended to by sufficient numbers of teachers.

According to (Loeb, Darling-Hammond, & Lucz, 2005) a number of researches have revealed that teachers tend to leave schools where there are high proportions of less-successful, low-income, and minority students for schools that are more economically and educationally advantaged. In schools where the rates at which teachers leave is very high this can pose significant challenges, including breaks in instruction, inadequate teaching capability for making decisions on school curriculum as well as inability to provide support and mentoring for pupils. It also results in the loss of time and resources.

Similarly, remuneration and benefits as well as non-cash related factors such as working conditions could also influence a teacher's decision to leave a school or to leave the teaching fraternity entirely (Lankford, Loeb, & Wycoff, 2002). The high rate at which teachers leave the profession for higher paying jobs gives an indication that wages contribute to the retention of teachers to the classroom. Baugh and Stone (1982), found that teachers are amenable to wage and salary concerns in their deciding to choose teaching in much the same way as workers in other occupations.

Cobbold (2015) observed that, "the problem of getting sufficient numbers of qualified teachers to staff school classrooms is one of the most significant public policy issues facing many countries. He noted that in the United States of America it has become the practice of many states to declare teaching vacancies in counties every year by subject area, grade level and geographical location." According to Nilsson (2003), many African countries are confronted with large shortages of teachers, thus eroding efforts at achieving universal primary education. To meet the EFA goals by 2015, he projected that African countries require a rise of between 18% and 84% in their current teacher stock as majority of the primary teachers in most countries are unqualified and do not meet national requirements.

Cobbold (2007) traced Ghana's teacher shortage to the growth of education in Ghana. He observed that between 1970s and the early 1980s Ghana experienced a trying moment of declining economic fortunes due to the mismanagement of the domestic economy coupled with external factors such as rising petroleum prices on the global market. This was aggravated by a regular drop in the prices of Ghana's major exports including gold, cocoa and timber. Consequently, in 1976, the real value of government spending on education plummeted considerably from 6.4% of GDP to 1.4% by 1983. The salaries of teachers were low and irregular (Nti, 1997; World Bank, 1996). Many teachers were therefore compelled to leave the profession for greener pastures with Nigeria becoming a preferred destination. The percentage of teachers in basic schools fell from 67.95% in 1978 to 59.49% in 1984 and the proportion of untrained teachers to the total number of teachers in the early 1980s was estimated at 51% of primary and 25% of middle school teachers. (Coclough & Lewin, 1993). The proportion of untrained teachers in the teacher workforce increased from 32.05% to 40.51% in the same period. These untrained teachers replaced those who left for greener pastures (Pecku, 1998).

2.9 Teacher Motivation and Retention

Bennel & Akyeampong (2007) state the following:

Work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. (p.3).

Introducing their work “Teacher Motivation in Sub-Saharan Africa and South-Asia”, Bennel and Akyeampong (2007) revealed that there was an unprecedented pressure from politicians, parents and local communities for primary school teachers to provide quality education to all learners. But, it was quite a challenge to meet the challenge under the circumstances and current levels of working and living conditions. There were, in fact, rising apprehensions about teachers becoming progressively de-motivated; a situation that resulted in deteriorating teacher output and learner performance.

The NDPC (2010) contended that the result of teachers’ poor conditions of service and the low esteem accorded them made very difficult to attract and retain teachers at all levels of the educational system. The condition is even direr for teachers in the TVET sector. To resolve this challenge, the NDPC recommended the enhancement and payment of realistic remuneration to teachers, as well as the delivery of respectable accommodation and enhanced retirement benefits to them. Furthermore all licensed teachers were to receive of 15% of their basic salary as professional allowance.

A key factor to solving the teacher shortage conundrum is teacher motivation and retention. Motivation should look beyond the payment of increased salaries to teachers. The level of teachers’ motivation plays a major role in the provision of quality education. Herzberg’s (1966) famous Two-Factor Theory suggested that the factors, that result in job satisfaction (motivators) and those that lead to job dissatisfaction (hygiene) must be applied distinctly on workers to increase productivity (Hinton 1968). The major effect of this theory on teachers’ enhanced performance and increased learner outcomes cannot be exaggerated. This theory argues that a good teaching and learning environment defines the quantity and quality of knowledge learners

obtain. Similarly, it the level of skills to develop young minds and learners' sense of security depends on a good teaching and learning environment.

In many schools across the African continent, the issue of motivation as well as teaching and learning conditions continue to attract widespread disapprovals due of the noticeable challenges in attracting and retaining qualified teachers. The high levels of poverty, pitiable working environment and low salaries have made teaching unappealing for most people. Markel (2004). A report from 39 survey in North America showed that working conditions contribute significantly to teachers' resolutions to leave the profession. Strongly related to this are teachers' perceptions concerning their work, limited opportunities for professional development, social and geographic isolation, administrative support, and available education resources, teachers contribution to decision-making and climate of their schools among other things (ibid).

2.10 Teaching and Learning Conditions

Humans engage in economic activities to earn a living. The livelihoods of many households depend largely on labour offered by the heads of the households or "bread-winners". A key factor to work is the decency of the work and safety of the work environment. Ghana has ratified a number of conventions of the International Labour Organization (ILO). Some of these conventions include: Convention 1 (Hours of Work); Convention 103 (Maternity Protection); 87 (Freedom of Association and Protection of the Rights to Organize and; 151 Labour Relations (Public Service).

The ILO monitors work related variables including how work is organized, work-life balance and working time around the world and analyses key and evolving trends, in order to give

accurate and practical information and research-based policy advice to ILO constituents and policymakers. Additionally, the ILO engages national research institutes and academic institutions to obtain the high-level data to support workers and employers to produce and implement balanced working time arrangements required to promote sustainable initiatives, and to protect workers' health, their benefits as well as their well-being and work-life balance. the following under:

UNESCO (1966) classifies study leave, class size and maternity leave as conditions for effective teaching and learning. Others include teaching aids, hours of work, annual holidays with pay, sick leave and ancillary staff. Further, authorities are to ensure proper maintenance of school premises in order for teachers and pupils to feel safe to teach and learn. The opinion of teachers should also be sought from their representatives during the planning of new schools or in the provision of extra accommodation for an existing school. For teachers in rural or remote areas, special provision should be made to secure for them decent housing should be provided for them and their families.

In terms of remuneration, salaries of teachers should “compare favorably” with salaries paid in other occupations where similar or equivalent qualifications are required. Furthermore, the conditions under which teachers work should best promote effective learning and enable teachers to concentrate on their professional responsibilities. (ibid)

2.11 Rural Versus Urban Schools

Adedeji and Olaniyan (2011), identified a number of challenges confronting teachers working in rural areas. These challenges include total disregard for teachers in rural schools; poor status of teachers; poor career progression; inadequacy of qualified teachers in rural schools and

challenges with the recruitment and retraining of teachers. Similarly, the literature points to certain challenges peculiar to teaching in rural schools which pertains to recruiting and retraining of teachers; poor capital support to rural schools; poor quality of education in rural schools and poor infrastructural facilities among others. The inexhaustive list of challenges further includes problems of access and poor monitoring of teachers in rural schools, system failures and administrative bottlenecks.

The literature further suggested strategies for improving the conditions of teachers in rural schools including the improvement of working conditions of teachers in rural areas; the provision of financial incentives; provision of non-financial incentives; career development of rural teachers; teachers' professionalism; as well as political commitment to rural education. Other strategies include: support, inspection and supervision services; community participation in rural schools and recognition of the role of teachers; teacher recruitment, preparation and licensing process; use of Information Communication Technology (ICT) in teaching and learning process; rewarding teachers' performance; as well as reducing class sizes and improving teaching techniques.

Adedeji and Olaniyan (2011) indicate that there has been a huge expansion in access to basic schools in urban areas than has been in rural areas; that children outside school are located in least developed rural areas. The situation is attributable to a number of reasons, first being the fact that many rural households rely mainly on their children for help at busy periods of the agricultural year especially during harvest. Secondly, parents in rural areas are more likely to have a lower level of education attainment than parents in urban areas, hence are more likely to socialize their children into going to school than will parents from rural areas. Third is the fact that even when parents place a value on schooling, they are less likely to afford helping their

children to learn because they themselves are uneducated and thus do not have ability to provide educational support for their children. Some parents also feel ashamed to engage their wards on school topics due to their limited level of knowledge.

Taylor and Mulhall (2001) backed the above claims with the argument that homes in rural areas usually do not have the resources to meet the educational needs of children as they lack facilities like electricity. From the foregoing, the case is being made that it is more difficult to educate children in rural areas than to educate children from urban areas due to the fact that life conditions are relatively better in urban centres than in rural areas. Children from rural areas are less likely to be encouraged by their parents to go to school than their urban colleagues. If however, they go to school, the curriculum may not be as relevant to them as it would children from urban centres.

Research has also shown that the most-important school-related factor to learners' achievement is teacher quality (Adedeji, 1998; Lewin, 2004). But, policy-makers seem to be over concentrating their energies on teachers' quality (especially on issues of teacher recruitment, preparation, licensing and certification standards and professional development) than on taking practical steps to formulate policies targeted at improving teaching and learning conditions in Sub-Saharan Africa (especially in rural schools). This puts teachers at a disadvantage in doing their work effectively. As a result of this systems to promote the retention of qualified and competent teachers in rural schools with a view to improving the quality and teaching and learning in rural schools, with government support is essential. (Adedeji & Olaniyan, 2011).

To engage and retain high quality teachers in rural areas a strategy must focus on teachers' salaries and other financial incentives. Teachers should be paid salaries that reflect the significance and contributions they make to the society. Second, teachers in isolated

communities, they should be compensated with additional financial incentives, in the form of hardship allowance, travel allowance for teachers to go to the rural area, etc. Clearly, certain measures must be adopted to help ease the difficulties facing teachers in rural communities in SSA. (ibid)

The arrangement for distribution of teachers across Africa is quite erratic, inefficient nor inequitable. The current system concentrates qualified and more experienced teachers in urban schools, leading to overstaffing. Rural schools on the other hand face major difficulties drawing and retaining sufficiently qualified and experienced teachers (ibid). This researcher agrees with this assertion. However, this does not justify the need to single out rural schools for a policy on teaching and learning conditions.

Whilst teaching and learning conditions in rural schools may be unique, there are general issues that affect teachers across the spectrum. Teachers in both urban and rural schools receive the same remunerations according to their levels on the salary scale. Living conditions in urban centres is also quite high. The cost of housing, water, fuel and transport in urban areas is quite high and the average teacher struggles to foot these bills. Teachers in Ghana get to be posted or transferred to any location at the exigencies of the Ghana Education Service. In this sense, teachers in rural areas can equally teach in urban areas and vice versa. A holistic approach is thus required to improve the working conditions of teachers. A clear policy on working conditions for teachers is thus necessary to ensure that teachers in Ghana are provided with respectable conditions to ensure effective delivery at work.

This researcher also agrees with Adedeji and Olaniyan (2011) on the assertion that governments have overconcentrated on other factors like teacher quality at the expense of taking steps to draw specific policies on teaching and learning conditions. Again, this does not justify the proposition

that teachers in rural schools should be singled out and sorted out. It is this researcher's considered view that the starting point is to have a policy that clearly defines what teaching and learning conditions should exist for teachers to work in (in both rural and urban schools). Beyond that point, specific interventions and programmes could be targeted at rural schools and teachers in rural areas. This is because, teachers in either side of the divide (rural and urban) are subject to transfers to anywhere during their careers.

The major way to improve the working conditions of teachers is to provide financial incentives in the form of enhanced salaries and wages. However, many governments hasten to suggest that the size of teachers' salaries occupies a big proportion of their total expenditure. In spite of this, teachers remain underpaid likened to other vocations even in the same milieu. As a result, many teachers resort to working double thus compromising their commitment and quality of teaching. (Adedeji & Olaniyan, 2011). It is not enough to merely increase teachers' salaries, but essential to examine the way salaries are organized, how the teachers are being paid, and their promotion structure to determine the increase in salaries over time. "The idea is to review the general salary system, remuneration patterns and appreciation of teachers' role. This should necessarily include the design of a special salary scale for teachers which will take into consideration their qualification and experience." In most countries, all teachers are treated equally with respect to salaries but this favours urban teachers at the expense of rural teachers who face the drudgery of work in very remote areas. Consequently, many rural teachers feel belittled, and sometimes persecuted by duty-bearers. Sufficient remuneration can guarantee retention of most of the teachers who work in the rural areas. (ibid).

Teachers in Ghana are already being paid by a salary system that is adjusted yearly to effect small increases to soak inflationary and commodity price changes. Given the apparent

significance of the difficulties in supporting newly qualified teachers and the absence of professional development opportunities in rural locales, which often combine to dim rural teachers' effectiveness compared to their urban counterparts, there is no gainsaying the need for career development incentives package for rural teachers. These incentives must include scholarships for qualified teachers requiring advanced training while working in rural areas. Besides advanced training, rural teachers should also take part in seminars, distance learning, workshops. Additionally, there should be special training opportunities for rural teachers, especially on multi-grade and rural specific teaching techniques, occasionally. Rural community teachers should receive special for such trainings. (Adedeji & Olaniyan, 2011)

Whereas the work of Adedeji and Olaninyan (2011) was limited in scope to rural African communities, the scope of Nysut (2015) was urban. This research was therefore limited in scope to La Nkwantanang, urban centre in its attempt to confirm or negate the findings and conclusions of Adedeji and Olaniyan (2011).

2.12 Public versus Private Schools

What makes some teachers more effective at improving student achievement than others? And why do some schools produce better learning outcomes for students than other schools? These are questions that the New York State United Teachers [NYSUT], (2015) tries to address in the literature as it takes a critical look at ways of leveling the student-achievement gap in public schools. The literature establishes teachers as significant contributors to student learning with significant roles in closing the achievement gap. Teaching and learning conditions refer to the school's systems, relationships, resources, environments and personnel that affect a teacher's

ability to achieve instructional success with their students and a principal's ability to create the supportive conditions needed for teachers and students to succeed (ibid).

Using evidence from various researches, it is safe to conclude that, positive teaching and learning conditions in schools contribute to improved student achievement. It is evident that teachers who work in schools with positive conditions do better in raising student achievement than their colleagues in less encouraging environments. The paper then helps policymakers to have a better appreciation of the significant influences the school setting and working conditions have on teachers' output, their growth and development, as well as innovative steps they take to improve student achievement. Nysut (2015) further asserts the importance of paying particular attention to the school environment.

Ghana's 1987 Education reforms sought to expand access, improve quality and enhance managerial practices. However, by 1994, it was evident that the reforms had not attained all of its goals. Universal access and quality were major casualties as they remained only a pipedream as education quality fell. The state seemed overwhelmed in its attempts to achieve these objectives. (Akyeampong, 2009).

There were also not enough facilities to promote universal access. It therefore became necessary for intervention from external sources. The contribution of private schools thus became the panacea. The Education Act of 1961, recognized private schools' contribution to education delivery in the country. Consequently, private individuals or groups began to establish and operate educational institutions. For many people in Ghana, especially parents, quality education refers to the numbers of pupils who pass the BECE and proceed into SHS. Private schools became popular as parents began to believe were getting value for their money because most private schools were able to guarantee good grades to their wards. The performance of private

schools has over the years been seen to be better than that of public school pupils. The irony however, is that most teachers in private schools do not receive any proper remuneration, neither do they possess any special pedagogical training. (ibid).

Ashley, et al., (2014) also found evidence showing that private schools contribute to superior learning results. Adequate evidence also pointed to the fact that that better teaching activities tend to result in improved academic performance. The strong showing of private schools in quality education delivery is based on issues of accountability, choice and market competition as private schools have established themselves as offering parents better value for money.

2.13 Job satisfaction and Industrial Harmony

Ghana's unemployment figures are quite high. Statistics from the World Bank (2016) suggests that, as at 2016, 48 percent of Ghana's youthful population was unemployed. Similarly, the GLSS, (2015) put out a youth unemployment rate at 12.1 percent. Unemployment brings discomfort and stress to the unemployed. Various models have been used to explain the negative effects of unemployment on mental health and well-being. (Creed & Bartrum, 2006). According to the deprivation model, unemployment is traumatic because individuals without jobs the latent (common goals, time structure, social contact and status) and the benefits of work. (Jahoda, 1987). The stress that characterizes unemployment is depicted by the situation in Ghana where some graduates from tertiary institutions, unable to get jobs in the public sector have been compelled by their circumstances to establish a pressure group known as the Unemployed Graduates Association of Ghana. To solve problem, governments have over the years rolled out safety net interventions aimed to empower the youth to contribute to Ghana's socio-economic

and sustainable development through creations such as the National Youth Employment Agency (NYEP, 2006), the Ghana Youth Employment and Entrepreneurial Development Agency (GYEEDA, 2014); and the Youth Empowerment Agency (YEA, 2015). On May 1, 2018, the Government of Ghana launched a programme dubbed Nation Builders Corps to 100,000 tertiary graduates without jobs.

Unlike graduates of other post-secondary institutions of learning, graduates of training colleges (now colleges of education) do not sweat over job-search; they are assured of employment immediately they finish school. The Ghana Education Service posts newly trained teachers to various schools across the country as soon as they graduate from the training college so they do not go through the pain of job search.

Teachers however have a price to pay for not going through the hustle of looking for jobs after their training. The general teaching and learning conditions in schools they are posted to makes them unhappy. They are generally not satisfied with their jobs. According to Harris and Brannick, (1999) job satisfaction relates to the degree to which employees enjoy their their jobs. Similarly, the quality of education depends on the presence of qualified and motivated teachers; and, if quality education is the objective of the schooling then, the efforts should be made at providing and creating the school environments that encourage teachers to be committed to their jobs.

O'Malley (2000:157) thus asserts that the quality of life of teachers and the extent to which they immerse themselves in their work is proportional to the level of satisfaction they obtain from work. Teachers who like their jobs work perform better as they remain longer on their jobs compared to those who do not enjoy their jobs. Good and favourable job settings result in rewarding work experiences. (ibid)

A good amount of industrial harmony is required to permeate the regular interaction between Teachers, pupils, parents, education management officers and other stakeholders within the school environment in order to ensure a smooth attainment of educational goals. Industrial harmony depends on certain factors, including, the leadership style of a manager.

Head teachers perform leadership and management roles in schools. According to Harris and Lowery (2002:65) head teachers who respect and treat members of their school communities fairly and with respect create positive school climates. Siegel, (1999) posited that proper facilities enhance teachers' work. He further established that the relationship between the design of buildings and collaboration of teachers, and the arrangement of space, has implications for teachers' efficiency, the creation of social and professional fellowships, and the sharing of information and knowledge (Siegel, 1999:4).

Studies about student academic achievement and the physical conditions of their school establish the fact that the quality of the school physical environment significantly affects students' achievement. According to Earthman (2001), there is ample evidence to prove that the buildings in which students spend a good deal of their time learning influences how well they learn. Similarly, McGregor, (2004), posits that consideration of the spaces where teachers meet and collaborate is just as important as the design of the classroom.

Trade Unions contribute immensely towards the development of policies. They constitute an important stakeholder group in the whole system of public policy formulation process. A policy is a principle to guide decisions with an intention to achieve rational outcomes. A policy serves as a roadmap which leads to a pre-determined destination, lending itself to the purpose of an institution – whether government, voluntary, professional or business. The main objective of a policy is to influence the 'real' world, by leading the decision-making.

Stakeholders refer to persons or groups who benefit directly or indirectly from a project; or those who may have interests in a project. It may also refer to persons who have an ability to influence a result positively or negatively, directly, or indirectly (Yee, Shion, 2010). In Public Policy, stakeholders include people or organizations whose interest may be altered by a particular policy decision positively or negatively (Riege & Lindsay, 2006).

Dye (2013) provides eight non-competitive theoretical models to conceptualize and simplify the public policy. These include Group Model which advances that interaction among groups is central to politics and that, persons with shared benefits group together, either officially or unofficially to make requests of government. This model is premised on the fact that individuals with common interests constitute interest groups that play key roles in the public policy process through their direct demands on government or by lobbying government institutions and agencies. Thus, interest groups constitute a bridge between government and individuals and that public policy is derived from the consensus reached between interest group struggles with governments at any given time. The model allocates to groups powers that they derive from their numbers and influence. Thus, it is the pressures imposed by powerful interest groups that compel governments to formulate public policies to meet the demands of such groups.

2.14 Industrial Relations and Emergence of Teacher Unions

Connected to the theoretical models of social policy is industrial relations which touches on the relationships between workers and employers. Deeply rooted in the industrial revolution, the subject created modern employment relations through the institution of free labour markets and big-time industrial establishments with thousands of ordinary people. As society fought with these huge economic and social occurrences, labour challenges emerged. Industrial relations has

thus become one of the most mysterious and multifaceted problems of the contemporary industrial period rising from the belief that cordial relationships between employees and employers could be enriched through legal reform, scientific discoveries and education.

Trade Unionism began in the 17th century in Britain when skilled workers started mobilizing themselves into trade unions. During the 18th century, when the industrial revolution led to a wave of new trade disputes, collective action by workers was prevented by the government through the introduction of certain measures including the Combination Acts (which were passed in 1799 and 1800 during the Napoleonic wars). These criminalized any form of strike action, and workers could be sentenced for up to three months, or two months with hard labour if they went against these new laws.

In Ghana, it was not until after 1890 that a semblance of trade unionism began to be seen. According to Obeng-Fosu (2007) it is difficult to name a single date as the start of trade unionism in the Gold Coast (Ghana). It is however safe to say that before 1897, there was no semblance of a trade union within the jurisdiction. Prior to that year, captivity and slavery were commonplace, representing the standard relationship between master and servant. The earliest ordinance passed by the British colonial government in 1874 removed the legal approval of domestic servitude. A similar reform was introduced into Ashanti in 1896 when it was taken over by the British. There were, however, cases of slave-dealing mentioned in police reports well into the 1920s which indicated that the practice took some time to disappear.

According to Tilly (1978), “collective action consists of people acting together in pursuit of common interests. Collective action results from changing combinations of interests, organization, mobilization and opportunity.” Darkwah (2014), indicated that, “the first teachers’

association was probably formed in 1926, probably in Cape Coast, perhaps on the initiative or the encouragement of the Director of Education.

The Ghana National Association of Teachers which was inaugurated in July 1962. Later, in 1966, a new constitution was adopted for a unified GNAT comprising Elementary School Teachers Association (ESTA); Association of Secondary School Teachers (ASST); Association of Teachers of Technical Institutes (ATTI) and Association of Training College Tutors (ATCT).

Membership of GNAT is open to all teachers in public and private educational institutions in Ghana. Currently, GNAT is the largest Teachers Union in Ghana with over 150,000 members from basic and second cycle institutions across the country, as well as from district and regional offices of the Ghana Education Service.

The Ghana National Association of Teachers aims, among other things to:

- I. Promote the interests of members and secure for them attractive conditions of service that may retain them in the teaching profession;
- II. Promote high academic standards, professional competence, trade union education and exemplary conduct of members;
- III. Participate effectively in public affairs.

GNAT remains a reputable teachers' organization, making significant contributions to education delivery nationally and globally. The association holds the collective bargaining certificate of teachers' unions in Ghana as a result of the fact that it has the largest membership base. Other teachers unions in Ghana are the National Association of Graduate Teachers (NAGRAT); and the Coalition of Concerned Teachers (CCT-Ghana). The objectives of these unions are quite

similar to that of GNAT—seeking members’ welfare and procuring for them better conditions of service.

2.15 Collective Bargaining

According to the International Labour Organization (ILO), Collective Bargaining is a basic right rooted in the ILO Constitution and re-emphasized in the 1998 ILO Declaration on Fundamental Principles and Rights at Work. Collective Bargaining is an important medium through which workers and their organizations and trade unions define fair wages and working settings. It also provides the foundation for comprehensive labour relations. Conventional issues on the bargaining schedule comprise: occupational health and safety, equal treatment, wages and working time, and training. Negotiations during Collective Bargaining aim to reach collective agreements to standardise terms and conditions of engagement; they may also speak to the rights and responsibilities of the parties to guarantee harmonious and prosperous businesses and workplaces. It is very important make collective bargaining and collective agreements inclusive to reduce inequality as well as to solidify labour protection.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides information on the various methods employed in addressing the research objectives of the study. It outlines the research design, sources of data, sampling size, unit of analyses as well as variables for analyses. It further delineates the study area, statistical tool and analysis and the strength and limitation of the study.

3.2 Research Design

This research employs a mixed method approach to address the identified research issues. Developed during the latter half of the 20th century, this method usually employs both qualitative and quantitative data to address research objectives.

The qualitative component of this research enabled the researcher to look at the real world of teachers in the La Nkwantanang Municipality within the actual context of the research topic. With the qualitative research, the researcher seeks to generate in-depth accounts regarding respondents' human and social experiences, professional routines; as well as their perspectives by talking with them directly.

According to Creswell (2003), quantitative research is a vehicle for testing objective theories by assessing the links among variables which in turn can be evaluated, typically using certain instruments. This study employs sequential mixed methods. Creswell (2008), stated that sequential mixed method techniques helps the researcher to balance the discoveries of one

method with an alternative method. It may begin with an exploratory qualitative meeting after which a quantitative survey method is carried out. The researcher can generalize results to a population using the quantitative sample. Alternatively, the research could begin with a quantitative method testing a theory or a concept, proceeded by a qualitative method to help the researcher explore some individual cases.

The design used in this research is correlational study. According to Burke and Larry (2014), “in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables; that is, in correlational research, the independent and dependent variables are quantitative.” Similarly, “correlational research is useful in addressing problems in education and the social sciences because it permits the measurement of a number of variables and their relationships simultaneously. In educational and behavioural research, it is invariably the case that a number of variables contribute to a particular outcome.” (Cohen, Manion, & Morrison, 2005). Correlational techniques mostly seek to find the relationship between two variables. This design is well-suited for this study because it primarily intends to find if there exists any relationship between teaching and learning conditions and educational outcomes in the La Nkwantanang Municipality. In this study teaching and learning conditions are considered as the independent variable and educational outcomes are considered the dependent variables. The main aim of the study is to examine the relationship between teaching and learning conditions and educational outcomes in the La Nkwantanang Municipality.

3.3 Study Area

The Study area was the La Nkwantanang Madina Municipality in the Greater Accra Region. La Nkwantanang was chosen due to its relative largely urban status. According to the GSS (2014), localities are classified as urban or rural using population. Any locality with a population above 5,000 is classified as urban. Since 1960, over fifty percent of Ghana's population have lived in urban areas. The urban population proportion rose from 23.1 in 1960 to 50.9 in 2010.

La-Nkwantanang Madina Municipal Assembly (LANMMA) is one of the sixteen (16) administrative Metropolitan/Municipal/District Assemblies (MMDAs) in the Greater Accra Region. The total land size of the municipality is 166 sq/km. It has three (3) administrative sub-districts namely; Madina, Danfa and Pantang with twenty three (23) communities of mixed settlements including urban, peri-urban and rural areas with the capital being Madina. There are 21 public and private health services in the Municipality.

In 2015 the population of the Municipality was 130,380 made up of 51% males and 49% females. The average household size of the Municipality is 6.2. According to GSS (2014) 84% of inhabitants of La Nkwantanang live in urban localities. There are three main sources of lighting in dwelling units in the Municipality. These are electricity (85.8%), kerosene lamp (4.3%) and flashlight/torch (6.0%). The major fuel source for most households in the Municipality is liquefied petroleum gas (52.9%) establishing La Nkwantanang as truly an urban community. A sizeable proportion of the population of the Municipality is unemployed whereas the rest of the inhabitants work in public service, or are traders, farmers and or artisans.

According to GLSS6, in the La Nkwantanang municipality, age at first marriage varies by locality. The mean age at first marriage in the municipality is 22.6 years. Women marry about

four years earlier than men in the municipality. In rural areas, the mean age at first marriage is 21.9 years as against 23.3 years in the urban localities. Females in both rural and urban areas marry earlier (20.1 years for rural and 21.4 years for urban) than their male counterparts (24.3 years for rural and 25.9 years for urban).

3.4 Study Population and Sampling

According to the Ministry of Education (2016), there are a total 448 teachers in public JHS comprising 178 men and 270 women; and 104 teachers in private schools in the La Nkwantanang Municipality. The study was conducted on public and private basic schools in the study area. Thirty (30) respondents, including 26 JHS teachers in both public and private schools and 4 officials at the Municipal Education office in the study area were purposively sampled for the qualitative study. The teachers were selected from 6 schools – three public schools and three private schools.

3.5 Data Source

The study uses both quantitative and qualitative data sets. The Education Management Information Systems (EMIS) data set launched in January 1997 was used for quantitative analysis. The EMIS has generated a solid database for the Ministry of Education. Since 1998, twenty-nine basic school census has so far been carried out – at the Nursery/Crèche, Kindergarten, Primary and Junior Secondary levels. The 2016/2017 data provide an upgrade on basic data including statistics on enrolment, teaching staff, school facilities and examination results and planning parameters. The data also gives details about school enrolment, teacher population across the various district/municipalities in Ghana and pupils' performance at the

BECE among others. Another established data used for the quantitative component of the research is the 2010 Population and Housing Census which provides more specific details regarding housing and living conditions in the country.

Qualitative data was also obtained to complement the quantitative data. This was done through an in-depth interviews. Purposive sampling was used to select 26 teachers from six schools (three public schools and three private schools) for the interview. Purposive sampling technique is widely used in qualitative research to choose unique incidencies to address the study subject (Bowling, 2014; Creswell, 2009).

An unstructured qualitative interview guide was used for the interview. This provided an opportunity for unanticipated findings and allowed interviewees to highlight other relevant areas on the topic. A digital voice recorder was used to record all interviews which were subsequently transcribed. Secondary data was also obtained from books, reports, internet, journals, periodicals, websites and other documents.

3.6 Data Collection Instruments and Procedures

EMIS data from the Ministry of Education was used to answer to the first research objective (to examine teaching and learning conditions in the La Nkwantanang Municipality). In-depth interviews were partly used to obtain qualitative data to address the second objective of the study (to draw a relationship between teaching and learning conditions and academic achievements of pupils). The Centre for Social Policy Studies – University of Ghana, issued a letter of introduction to the candidate to get to the field to obtain qualitative data to spice up the study. Subsequently, the candidate proceeded to the La Nkwantanang Madina Directorate of the Ghana

Education Service to obtain permission to proceed with the research. Armed with an interview guide, designed in a way to get respondents to share their teaching experiences as well perspectives on the subject at hand, the candidate proceeded to interview selected teachers in the study area.

3.7 Data Analysis

Descriptive and thematic techniques are respectively used to analyse the quantitative and qualitative data sets. Charts and tables were mainly used for the descriptive statistics (quantitative data analysis) while themes based on research objectives were developed from the qualitative interviews to provide details effects of teaching and learning conditions on pupils' performnace.

3.7.1 Unit of analysis

The unit of analysis of the study was selected public and private basic school teachers in the La Nkwantanang Municipality.

3.7.2 Variables for analyses

Variables used for the study were teaching and learning conditions and educational outcomes. The Ghana Living Standards Survey (GLSS) as well as the Education Management Information Systems (EMIS) data are rich with variables to be analyzed for various information with respect to teaching and learning conditions as well as teachers' living conditions and educational outcomes.

Dependent Variable was teaching and Learning Conditions; and Independent Variables included: age, sex, and duration of teaching, religion, living arrangements, as well as teachers' perspectives on impact of a policy on teaching and learning conditions on educational outcomes.

3.7.3 Statistical Tool for the Data Analysis

Stata was used to analyze the association between dependent and independent variables. Stata (a coinage which stands for statistics and data) is a statistical software package designed for research. It is mostly used in sociology, political science, economics and epidemiology. Stata is used in research for statistical analysis, simulations, regression, data management, graphics, and custom programming among other things

Stata has a graphical user interface that relies on dialogue boxes to access most of all its in-built commands. With Stata, datasets can be observed or rewritten in spreadsheet. Importing data in a variety of formats – including ASCII data formats CSV or databank is also possible in Stata. Stata also allows users to write commands spread as 'do-files'. Stata combines adaptability with characteristics that are linked to commercial packages like professional documentation, software verification and technical support.

Both the qualitative and the quantitative data were analysed separately. The quantitative data was analyzed with the use of tables, figures and charts, whilst the qualitative data was analyzed thematically. Before the actual data analysis qualitative data obtained from the field through interviews was checked thoroughly for completeness and consistency. The interview recordings that constitute the qualitative data were first transcribed for thematic analysis and the information reviewed using line by line identification of themes with each piece of the transcribed data taken at a time and compared with all others to identify similarities and/or

differences. The researcher subsequently developed possible conceptualizations to help him draw relations between the various pieces of data. He then assigned codes to segments of the document while putting checks in place to ensure such codes are appropriately assigned. He compared segments with the same code to establish if the segments imitate the same concept and subsequently, put the themes identified together.

The researcher employed both descriptive and inferential statistics in answering the study questions and also to further survey the objectives of the study. Descriptive statistics including frequencies were presented in tables and figures. Inferential statistics on the other hand were employed in testing the hypotheses and exploring relationship between teaching and learning conditions and academic performance of pupils.

3.8 Study Limitation

The study is limited to public and private basic school teachers in the La Nkwantanang Municipality of the Greater Accra region of Ghana. Given the limited time and resources available to the researcher, the scope of the study could not have been expanded beyond the La Nkwantanang Municipality.

3.9 Ethical Considerations

The study adhered to all the major ethical issues concerning social science research to ensure the protection of privacy and safety of participants. According to Fontana and Frey (2005) the major ethical issues in social science research include, but not limited to respect of privacy, informed consent, avoidance of harm and deception.

All respondents interviewed were well informed of the objectives and purpose of the study and were made to sign an Informed Consent form for the purpose of documentation. (See appendix III). The Informed Consent also provided participants with a clear explanation of their role in achieving the objectives of the research.

Participants in the study were made to understand that taking part in it was voluntary and that they were free to withdraw and or discontinue participation if they wished to do so at any time during the interview without any explanation or apology to anybody. This was to ensure participants/respondents were not forced against their freewill into taking part in the research.

Also, all the respondents were told how information and data that they would provide would be treated confidentially. They further understood that information and data collected would be secured and used for only academic purposes. This allayed any fears of participating in the research.

Before going to the field for data collection, the Centre for Social Policy Studies (CSPS), University of Ghana armed the researcher with an introductory letter. This was to introduce the researcher as a student of the University of Ghana and the said department on an academic mission requiring the necessary assistance. Subsequently, the researcher proceeded to the La Nkwantanang Madina Municipal Education Directorate where he sought permission to enable him enter selected schools within the study area to interview teachers. Consent was also sought from selected respondents before inclusion in the study. They were subsequently assured of the confidentiality of responses provided.

Participants were also informed that they were free to refuse to answer any question or withdraw from the study at any point if they so wish without any penalty. They were also made to read and sign the consent form before the study.

3.10 Pre-testing

The study instruments were pre-tested at the Ho Kabore Junior High school located in the Ho Municipality of the Volta Region. The Ho Municipality was chosen for the pre-test as it had similar features with public basic schools in the La-Nkwantanang Madina Municipality. The pretesting was important to evaluate the research questions and to determine if respondents clearly understood them. It also sought to measure the extent to which the questions covered the study objectives to enable modifications to be made before the actual study.

CHAPTER FOUR DATA ANALYSIS AND PRESENTATION OF RESULTS

4.0 Introduction

This chapter presents findings of the research on teaching and learning conditions and educational outcomes at the basic school level in the La Nkwantanang Municipality based on the research objectives. The chapter is categorized under demographics, teaching and learning conditions in the La Nkwantanang Municipality and their effect on academic achievements of pupils.

4.1 Demographic Characteristics

4.1.1 Socio-demographic characteristics of respondents for the qualitative interviews

A total of 26 teachers were interviewed. The number of respondents was balanced on gender with 13 (50%) being men and 13 (50%) being women. The officials from the Municipal Education Office included two men and two women. Though not of any consequence, information regarding respondents' socio-demographics (age and marital status), professional qualification as well as duration of teaching were obtained. All of the respondents had professional teachers' certificate 'A' while 14 of them further had a university first degree; and 3 had a master's degree. Table 4.1 shows the academic qualification of the teachers.

Table 4. 1 Educational Background of Respondents

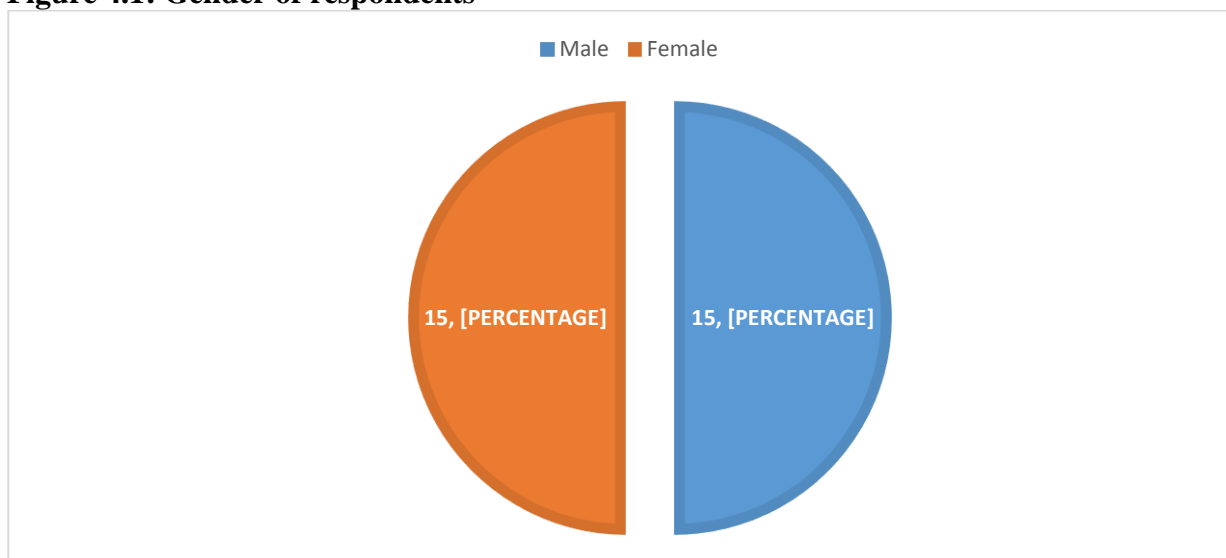
Qualification	Number	%
Cert 'A'	10	33
First Degree	14	47
Masters Degree	6	20
Total	30	100

Source: Data from field (2018)

4.1.2 Gender of Respondents

Figure 4.1 below presents gender composition of respondents. The sample of 30 respondents drawn was balanced on gender with 15 (50%) being females and 15 (50%) of them being males.

Figure 4.1: Gender of respondents



Source: Data from field (2018)

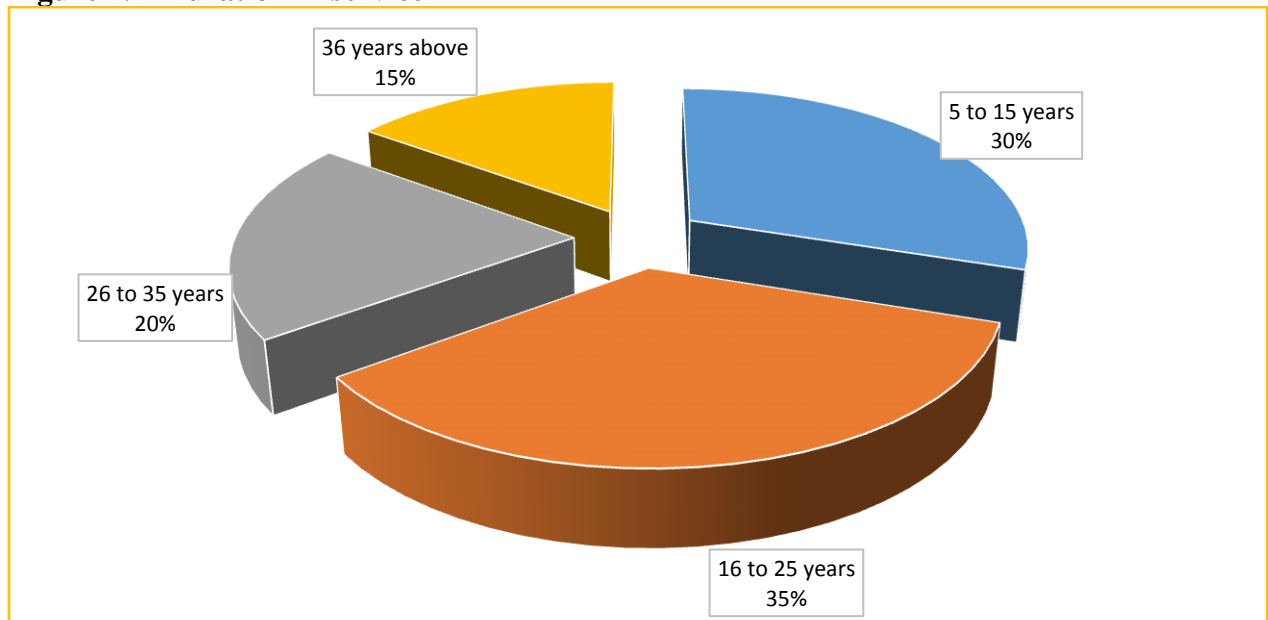
Teacher Training Experience

All respondents had been to the teacher training college. When asked about their teacher training experience, respondents gave varied accounts of their times at the teacher training colleges. They enumerated courses they undertook at the training college to prepare them for the teaching task. They also recalled the extra-curricular activities they engaged in to make the holistically developed for their future teaching career.

Teaching Experience

Figure 4.2 shows the duration of service by the respondents. A significant proportion of them (35%) have served between 16 and 25 years.

Figure 4. 2 Duration in service



Source: Data from field (2018)

4.2 Teaching and Learning Conditions in the Public and Private Schools in La Nkwantanang Municipality.

The first objective the of study sought to identify the prevailing teaching and learning conditions in the private and public schools in the La Nkwantanang Municipality. This was done by looking at the situations of the following variables of teaching and learning conditions in the public and private schools using the EMIS data: pedagogical tools, Pupil-Teacher Ratio (PTR) and school infrastructure.

Pedagogical Tools

Table 4.2 presents the state of pedagogical tools in both public and private schools in the La Nkwantanang Municipality. The pedagogical tools considered included textbooks, seating places and writing places. As a result of the high number of the public schools and the corresponding higher population of the pupils, they appear to have higher numbers of pedagogical tools compared to the private schools.

Table 4. 2 Pedagogical Tools in the La Nkwantanang Municipality

Textbooks						Seating Places		Writing Places	
Mathematics		English		Science					
Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
2625	948	2322	866	1968	463	6010	1460	6537	1460

Source: EMIS Data (2017)

Because Table 4.2a only illustrates the number of pedagogical tools without providing further evidence on their availability to the pupil, Table 4.2b is relied on to explain the number of pedagogical tools available to each pupil in both the public and the private schools. Apart from science text books, availability of text books were better in the private schools compared to the public schools in the Municipality. For instance while for every 100 pupils in the private schools there are 60 available English text books, there are only 30 English text books available for the pupils in the public schools.

Table 4. 3 Number of pedagogical tools per pupils in public and private schools in La Nkwantanang Municipality

Pedagogical Tool/Pupils	<i>Text Books/ pupil</i>			<i>Seating places/pupil</i>	<i>Writing places/pupil</i>
	<i>English</i>	<i>Mathematics</i>	<i>Science</i>		
Public School	0.3	0.3	0.3	0.8	0.8
Private Schools	0.6	0.6	0.3	1.0	1.0

Source: EMIS Data (2017)

Additionally, there are also more available seating and writing places in private schools in the Municipality than there are in public schools. For example, while for each 100 pupils in the private schools there are 100 seating places, there are 80 available seating places for their counterparts in the public schools in the Municipality.

While the quantitative data could explain the prevailing situation of pedagogical tools in both public and private schools in the Municipality, it could not provide reasons for the significant gap in the availability of pedagogical tools in the private and the public schools. Such answers were sought through the qualitative interviews. For instance, a head teacher during an in-depth interview explained why the private schools have higher levels of availability of pedagogical tools than the public:

In my school, parents understand the importance of the availability of learning materials such as textbooks and writing materials. So they do not hesitate at all in providing these items for their wards to learn. As long as the PTA accepts a recommendation for pupils to purchase a textbook, they willingly pay to have them supplied for their wards. (In-depth interview, June, 2018).

Another teacher a private school laid emphasis on seating and writing places by making the following assertion:

In my school, students do not absent themselves, unless they are sick. They are regular because they enjoy the school environment. They participate actively in class and when it's break time they go out there to have fun... And because they are regular in school, you do not have to repeat any lesson; they understand and you move on. (In-depth Interview, June 2018).

A head teacher in a public school within the municipality, explained why pupils do not have individual ownership of textbooks the saying:

Over here, we cannot compel parents to buy books for their wards. Education is free, and government provides free teaching and learning materials such as textbooks, uniforms, and sandals. That is what parents know. They do not understand why they must complement national supplies. No one wants to risk the wrath of parents, so we only use what we are provided from the office. (In-depth Interview, June 2018).

Pupil-Teacher Ratio

The EMIS data were used to illustrate pupil-teacher ratio in the Municipality. For the 2016/2017 academic year, a total of 7,848 pupils made up of 4,120 (52.4%) girls and 3,728 (47.5%) boys are enrolled in public Junior High Schools across the La Nkwantanang Municipality. There are a total of 448 teachers (comprising 178 men and 270 women) in public JHS; as well as 104 teachers (made up of 76 men and 28 women) in private JHS in the study area. In sum, there are 552 teachers at the JHS level in the study area. For the 2016/2017 academic year, there are 448 teachers in public Junior High Schools in the La Nkwantanang Municipality. Of this number, 444 (99.1%) are trained teachers; and four (0.9%) are untrained. There are also 104 teachers in

private schools in the study area. Out of this number, only 49 (47%) are trained, and the remaining 53% untrained.

With a total pupil enrolment figure of 9355 (comprising 7848 in public schools and 1507 in private schools) the pupil per teacher ratio (PTR) at the JHS level in the Municipality stands generally at 1:14. However, the PTR for public schools stands at 1:18, whilst that of private schools stands at 1:14. This means, each teacher in a public school teaches 4 more pupils than each teacher in a private schools in the study area. By extension, teachers in private schools devote more time to each pupil than their counterparts in public schools in the Municipality.

Table 4. 4 JHS Pupils’ Enrolment in Public and Private

Enrolment	JH1		JH2		JH3		Total	
	Public	Private	Public	Private	Public	Private	Public	Private
Boys	1360	281	1268	223	1100	215	3728	719
Girls	1472	292	1347	276	1301	220	4120	788
Total	2832	573	2615	499	2401	435	7848	1507

Source: EMIS Data (2017)

Head teachers of both public and private schools were engaged to explain why the PTR is better in private schools compared to the public schools. The following is response from a head teacher in a private school:

In this school, we want to give an opportunity to teachers to have enough time for each child so we do not admit more than 25 pupils in each class. We are very conscious of that. (In-depth Interview, June 2018).

A head teacher from a public school, however shares the situation as it pertains in his school as follows:

The number of pupils in this school is very large. Education is free, and government provides capitation grant to run the schools, so what do you expect? You can find an average of 75 pupils in each class in my school; and that poses a very daunting task to the teachers, considering the amount of work to do. (In-depth Interview, June 2018).

It can therefore be concluded that the PTR is better in the private schools than it is the public schools because it is a conscious policy in most of the private schools not have more than a certain number of pupils in each class.

Infrastructural Facilities

Schools were also contacted to ascertain the nature of their infrastructure. A head teacher in a private school describes his school in the following extract:

Our school has a very conducive learning environment. That is what mainly attracts parents to bring their wards here. The founder, being a retired educationist, has told us time and again that education can only thrive in an environment where both teachers and learners feel safe and happy. So, as you can see, our school is gated, and the classrooms are very spacious to enable teachers move freely to engage each child during lessons. (In-depth interview, June, 2018).

A head teacher in a public school in the municipality however describes the desperate condition of their school.

The situation in our school is quite pathetic. Not only do we not have enough teaching and learning materials, but our facilities are also in a very deplorable state. See, the small room over there, that's where we over 60 pupils pack themselves to have computer lessons. (In-depth interview, June, 2018).

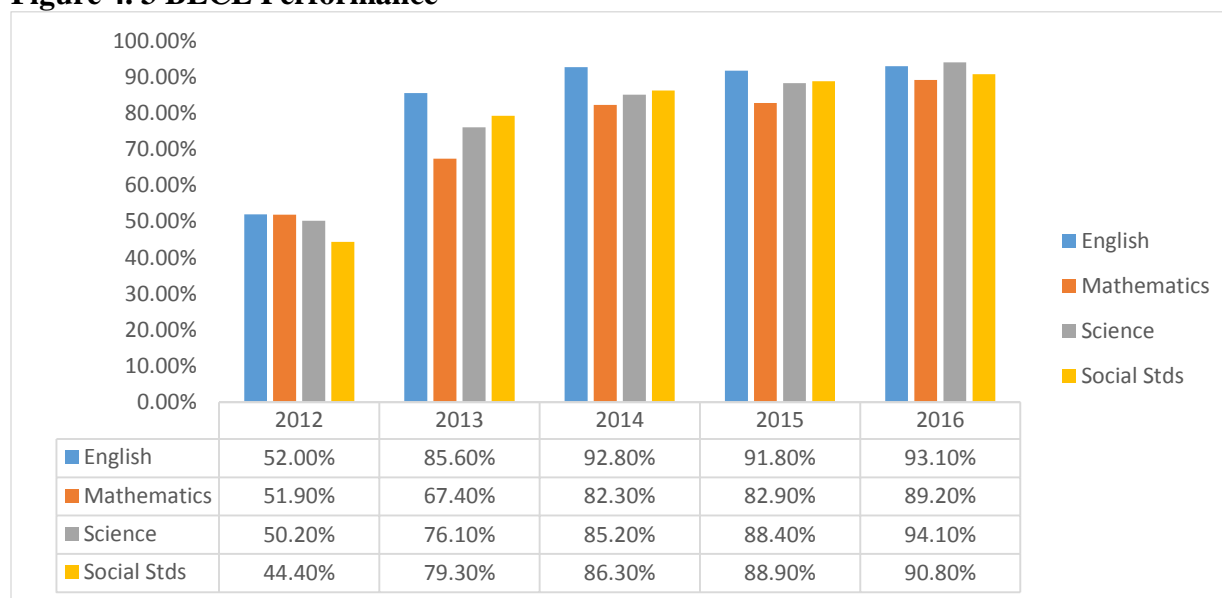
The above revelation show clearly that teaching and learning conditions in private schools in the Municipality are better than those in public schools.

4.4 Effect of Teaching and Learning Conditions on Pupils' Performance in the La Nkwantanang Municipality

The second objective of the study sought to assess the effect of teaching and learning conditions on the performance of the pupils. The performance here is in relation to the passes obtained by schools in the BECE. At section 4.3, the discussions focused on the prevailing teaching and learning conditions at the public and private schools in the Municipality. It came out that the private schools have better teaching and learning conditions compared to the public schools. Therefore, this section follows the previous section to compare the performance between the public and private schools vis-à-vis the prevailing teaching and learning conditions in order to deduce the effect of teaching and learning conditions on pupils' performance.

Figure 4.3 illustrates the performance of the pupils in the Municipality in the recent years. Overall (for both public and private) pupils' performance in the La Nkwantanang Municipality over the years has been quite appreciable. In the 2016 BECE, a total of 4,065 (1,947 Boys and 2,118 Girls) candidates were presented for the core subjects – Mathematics, English, Science and Social Studies. This figure represents 274 (7.2%) increase over the 2015 figure of 3,791 (1,779 Boys and 2,012 Girls). In 2015, the Municipality recorded an 82.9% pass in Mathematics; a 91.8% pass for English; an 86.4% pass for science and; an 88.9% pass for Social Studies. In 2016, the Municipality improved by recording an 89.2% pass in Mathematics; a 93.1% pass for English; a 94.1% pass for science and; a 90.6% pass for Social Studies.

Figure 4. 3 BECE Performance



Source: EMIS Data (2017)

Between the public and private schools, the private schools performed better. Figure 4.4 shows the proportion of the pupils in 2016 in both public and private schools in the Municipality who had passes in six subjects (including English, Mathematics, Integrated Science, Social Studies and any two core subjects) and could gain entry into senior high schools in Ghana. The data indicate that for every 10 pupils from the private schools who sat for the BECE in 2016 in the Municipality, 8 of them qualified to senior high school compared to about 6 out of 10 for the public schools.

Even though only the data for the 2016 was available, interview with the teachers indicate that the private schools have always outperformed the public schools in BECE in the Municipality. Therefore, the better teaching and learning conditions in the private schools may account for the higher performance in BECE.

Figure 4. 4 Proportion of pupils who had the six passes in the required subjects in BECE in 2016 at La Nkwantanang Municipality



Thirty teachers selected for the qualitative interviews shared their views on why private schools perform better in BECE than the public schools. A head teacher of a private JHS in the municipality made the following assertion:

The performance of our candidates at the BECE has been rising steadily over the years. Last year for instance, we presented 89 candidates. Our worst aggregate was 17. (In-depth Interview, June 2018).

A teacher in one of the public schools in the Municipality spoke about the performance of their candidates at the BECE.

Contrary to the popular belief that city schools do better academically, the performance of our pupils over the years can be described as mixed fortune. With the kind of facilities

at our disposal, how much can we achieve? But, well, we cannot throw our hands in despair. We can only hope that our situation will improve sooner than later, and our pupils can wrap shoulders with pupils in the better performing schools in the municipality. (In-depth interview, June, 2018).

An officer at the Municipal Education Office confirmed that over the years, private schools outperformed the public schools.

In La Nkwantanang, private schools continue to top the chart whenever BECE results are released. They do not present very large numbers of candidates (that may be due to the fact most of them have a cap for their admissions), but they almost all the time do very well. (In-depth interview, June, 2018).

4.5 Conclusion

It is therefore concluded based on the discussions under this section that better teaching and learning conditions may impact positively on the performance of pupils in external examination. That private schools do better than the public schools in BECE and the private schools also have better teaching and learning conditions is the main evidence this study relies on. A higher causality econometric analysis could however been better.

CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The purpose of this study was to assess teaching and learning conditions and educational outcomes at the basic school level in the La Nkwantanang Municipality. This chapter discusses the major findings from the study based on which a conclusion is made to inform policy on quality education in Ghana.

5.1 Summary of Findings

Overall, this study sought to identify teaching and learning conditions in the La Nkwantanang Municipality. The following variables were used to capture teaching and learning conditions: availability of pedagogical tools, pupil-teacher ratio and infrastructure. Using EMIS data, it came out of the study that private schools in La Nkwantanang Municipality have better teaching and learning conditions compared to the public schools. Voices of the respondents of the qualitative interviews supported the suggestion by the EMIS data.

The second objective was to assess the effect of teaching and learning conditions on the performance of the pupils in external examinations. Again, the EMIS data and the qualitative data all suggested that private schools perform better in BECE than the public schools in the Municipality.

5.2 Conclusion

The study main aim is to find out whether teaching and learning conditions in basic schools matter at all. The private schools in the Municipality were found to have better teaching and learning conditions. Significant among these were higher levels of availability of pedagogical tools, better pupil teacher ratio and better infrastructure. The study concludes that the better teaching and learning conditions in the private schools could be as a result of private ownership. Individual owners of these schools operate them on commercial basis and would do anything possible to provide better services that would attract more pupils. In the case of the public schools, the study concludes that constraint of the public resources may be the reason why they lag behind.

Additionally, the study concludes, based on the findings on the effect of teaching and learning conditions on performance of the pupils that better teaching and learning conditions impacts positively on pupils' performance. This is because while there may be counterfactuals to also explain the relationship between teaching and learning conditions on one hand and pupils' performance on the other hand, it came out of the study that there could be a strong positive relationship between better teaching and learning conditions and pupils' performance. The findings of the research thus reject the null hypothesis of the study.

5.3 Policy Recommendations

The study suggests, based on the conclusion made on the fact that private schools fare better in terms of teaching and learning conditions because of keen interest of the owners that the Municipality should see itself as an owner of all public schools that are competing with private

schools. Therefore, PTAs in the various public schools should be given free hands to operate to ensure that better teaching and learning conditions prevails at all times in the public schools.

Again, the various stakeholders, including the Government, the private sector and donors, should be appreciate the fact that good teaching and learning conditions are fundamental ingredients for higher level of performance at the basic schools. Since higher levels of performance resonates with quality of education, the teaching and learning conditions including – pedagogical tools, pupil teacher ratio and infrastructure, should be improved to enhance quality education.

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**APPENDIX ‘II’
Interview Guide**

Please provide responses to the following questions.

Background Information

1. Sex: Male Female Other
2. Age:
3. Marital status: Single Never married Married Divorced Widowed
4. Number of children B. C. D. none E. Other (specify)
5. Highest level of education attained—High School First Degree Masters Degree PHD Other (specify)
6. How long (in years of service) have you been teaching?
7. Religion—Christianity Muslim Other (specify).....

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1. Could you please tell me about your teacher training experience?
2. Please share with me your teaching experience so far.
3. What has been the performance of pupils in your class/subject over the last 5 years?
4. What are your views on the relationship between teaching and learning conditions pupils’ achievement?
5. What has been the staff turnover situation in your school in the last one year? Has any colleague of yours left for another job?
6. How does teaching and learning conditions in your school affect pupils’ affect performance?
7. In your view, how do you think schools with better teaching and learning conditions affect student performance?
8. What is your view on having a national policy which defines standard teaching and learning conditions in basic schools across the country?