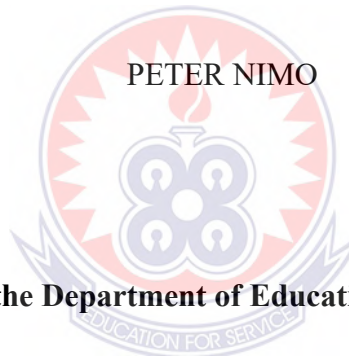


UNIVERSITY OF EDUCATION, WINNEBA

CHALLENGES OF ENROLMENT OF PUPILS IN GHANAIAN SCHOOLS. A
CASE STUDY OF CATHOLIC PRIMARY SCHOOLS IN TANO SOUTH
DISTRICT



**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba in partial fulfilment of requirements
for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE.....

DATE.....

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. STEPHEN BAAFI-FRIMPONG

SIGNATURE.....

DATE.....



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Finally, I am grateful to all authors whose books and materials were used as references in this research work.



DEDICATION

To Most Rev. Peter Kwaku Atuahene, the Catholic Bishop of Goaso.



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ABSTRACT

A major trend in education in developing economies in general, and Ghana in particular is that schooling enrolments and attainment are relatively low. This trend appears to be a major thrust in education policies being currently evolved by governments in developing economies, Ghana inclusive (GoG, 2006). Based on this, the study aimed at finding out the challenges of enrolment in Ghanaian schools, with specific attention to Tano South District within the Brong Ahafo Region. The study used both qualitative and quantitative approaches. The simple random sampling method was used in selecting 83 teachers for the study. Structured survey questionnaire and interview were the main data collection instruments used in this study. Descriptive analysis was used to analyse the quantitative data and content analyses with direct quotations were employed in analysing the qualitative data. The findings indicated that School Feeding Programme (SFP), Free Compulsory Basic Education (FCUBE) strengthen primary education and Free School Uniform (FSU) exercise are the main policies and practices that encourage pupils interest in coming to school. The study further found that environmental factors thus; family hardships, precarious situations, poor environment conducive to learning and hunger/drought posed the greatest challenge to growth in school enrolment in Tano South District. Based on this, conclusions were made and it was recommended that the feeding policy should be extended by the government to cover as many primary schools as possible in the District. Again, communication between schools and families of pupils concerning attendance needs to increase by phone contact, email, school website, and home visits. The authorities should provide meaningful activities to engage the pupils throughout their stay in school. This will help reduce low enrolment of pupils in school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The dynamics of competitive advantage is increasingly becoming difficult with knowledge and technology becoming the basis of an economy's competitive advantage. The quality of a country's stock of human capital influences the extent to which knowledge and technology can be utilized and created to enhance productivity and increase the well-being of citizens (Boyle et al., 2003). Lall (1992) defines human capital as not just the skills generated by formal education and training, but also those created by on-the-job training and the experience of technological activity and the legacy of inherited skills, attitudes and abilities. Insignificant proportion of the knowledge base and skills of the work force in Ghana is said to be traditionally bound. If the competitiveness of Ghana in the world economy is to improve, the knowledge base, techniques of production and skills of the workforce must be broadened beyond the confines of inherited skills, attitudes and abilities (Akyeampong, Rolleston, Gharthey-Ampiah & Lewin, 2012). Formal education is an important part of the skill acquisition process and development of the stock of human capital. It contributes to the process of moulding attitudinal skills and developing technical skills.

Education increases the ability to understand and critique new ideas. Formal education also facilitates the adoption and/or modification of technology. An instance is where, in agriculture for adoption of modern farming practices and its effective implementation, a farmer must be capable of reading instructions as to how to apply and put to use new inputs. However, attaining universal primary school education remains an elusive goal in many developing countries, Ghana not been an exception

(UNESCO 2004). According to Lavy (1996), Universal Primary school education has long been a goal of governments in developing countries. Despite making enormous strides in increasing school attendance over the last 50 years this goal remains elusive for many of them. This is troubling given the importance of basic education as an input into economic and social development. The 1992 constitution of Ghana urges for the provision of “free and compulsory basic education for all children until the attainment of 15 years by 2015. However, it is estimated that one-third of such children are out of school in Africa and alarming in and of itself, this proportion rises to almost over 40 per cent of the country’s population. Why do so many children fail to attend school? The simple answer to this question is that for many, either schooling costs are prohibitive, or the opportunity costs of attending school are greater than the benefits of so doing. Considering education to be a tool of paramount importance for mobilization of human resources for sustainable socio-economic growth, various governments have been involved in formulating and implementing numerous policies to develop and improve the education system in order to make it compatible with requirements of the country.

Historically, levels of enrolment into schools in Ghana have been high relative to other states in West Africa. Considerable progress was made as a result of early post-independence policies. Although enrolment growth stalled in the 1970s as a result of economic decline, it recovered again in the late 1980s. Important improvements in initial access to basic education took place in Ghana during the 1990s, and by the end of the Millennium, only around one in ten children had never been to school (Little, 2011). The large gap between the three Northern regions and the rest of the country in terms of initial access narrowed substantially over the same period, as did the gender gap, in line with a key policy objective. The proportion of children who had ever been

to school improved, even after controlling for important changes in socio-economic and demographic indicators, suggesting an effect of successful expansion in supply of schooling. Equally, household economic welfare levels improved over the period, although notably less so for the poor.

However, increased educational access and declining absolute poverty in Ghana do not necessarily suggest an improving position in terms of equity and equality of opportunity. For the later and more costly stages of education, the advantages afforded to males, urban residents, those in favourable socio - economic groups and in favourable regions, but most particularly to those in households with higher economic welfare are very large (Coulomb & McKay, 2007). Moreover, despite policies to eliminate fees, the cost of education remains a serious barrier to enrolment and attainment in Ghana among disadvantaged groups, even at the most basic level. Unlike initial enrolment rates, rates of drop-out and completion do not appear to have improved. Over-age enrolment may even have worsened in recent years (Akaguri, 2010). Educational access in Ghana remains far from universal, especially if an expanded definition is adopted that includes enrolment and progression at an appropriate age, regular attendance, and appropriate levels of achievement. Akyeampong et al. (2012) reported that progress in delivering rights to education up to Grade 9 has been slower than anticipated since 2000. Lewin (2007) further stressed that more than 10% of children remain out of primary school and fewer than 60% successfully complete lower secondary.

This study investigates the determinants of school enrolment of pupils in Ghana. Although high levels of enrolments have been achieved at the primary school level for both boys and girls in much of Ghana, substantial differences remain. Particularly in the Brong Ahafo region, students begin to drop out of school around the third grade.

Only half of the primary school graduates register at the Junior High School (J.H.S) level (MoESS, 2004). Thus, the purpose of this study is to find out and come to conclusion on the challenges associated with enrolment in Catholic Primary schools in Tano South District.

1.2 Statement of the Problem

A major trend in education in developing economies in general, and Ghana in particular, is that schooling enrolments and attainment are relatively low. It is an open secret within the educational sector that enrolment faces major challenges, especially in Ghana. Although basic education provides the essential building blocks to higher levels of education or the provision of the foundation upon which work-related skills are developed, it has still not been given the needed attention. In as much as the country has seen an increase in the absolute numbers of enrolment at the basic school levels, there has still been no significant increase in the gross enrolment rates and gender gaps in enrolment still exist (MOE, 2004)

Irrespective of the socio economic status of an individual, the government of Ghana has a broad policy of ensuring education for all, thereby providing a level of literacy, but this objective is far from fruition due to such problems as limited access and low enrolments especially for the poor and children living in remote parts of Ghana (Ministry of Education Science and Sports, [MoESS], 2004). The 2000 UN Millennium Summit affirmed the problem of enrolment and attainment in education and pushed forward the goal of narrowing the enrolment gap. This trend appears to be a major thrust in education policies being currently evolved by governments in developing economies, Ghana inclusive (GoG, 2006). In Ghana notwithstanding efforts being made by government to ensure all children of school going age are enrolled in schools

such as the introduction of the capitation grant, school feeding programme and the supply of free school uniform, the problem of poor enrolment still persists. This is evident for low enrolment at Roman Catholic (R/C) schools.

Low enrolment of pupils at Roman Catholic Schools in Tano South District has been observed which calls for attention. The trend in enrolment for recent years reveals that there has been a decrease in students enrolled from 2826 pupils to 2823pupil over the period from 2010-2015 (Ghana Education Directorate, Tano South District, 2016). This trend of poor enrolment is seen as dangerous for the future of Roman Catholic School in Tano South District, Ghana; and if nothing is done to find out the root causes of the situation with the aim of curbing it, it might even degenerate to a point whereby Roman Catholic (R/C) schools might not have enough pupils in various classes to justify their existence. Unfortunately, it appears there is lack of in-depth research work on the causes of poor pupil's enrolment in primary schools especially in R/C schools in Tano South District. It is to fill the gap in research that this study seeks to find out the challenges of pupils enrolment in Catholic primary schools in the Tano South District.

1.3 Purpose of the Study

The purpose of the study was to find out challenges of enrolment in Ghanaian schools, with specific attention been paid to Tano South District within the Brong Ahafo Region. The specific objectives of the study are to:

1. Identify the extent to which the policies and practices of basic education affect enrolment into basic education within the Catholic Schools in Tano South District.
2. Examine the key challenges that inhibit growth in enrolment of schools within Tano South District.

3. Identify the implication of primary enrolment trends over an extended period a time.
4. Find out the solution to the problems of enrolment in Catholic Primary School in the Tano South District.

1.4 Research Questions

In order to achieve the stated objectives the following research questions will be answered:

1. How has basic education policies and practices affected enrolment into basic education within catholic Schools in Tano South District?
2. What are the key challenges to expanding enrolment specifically within Tano South District?
3. What has been the impact of the enrolment trend on communities in the Tano South District?
4. What needs to be done to improve the enrolment in Catholic Primary Schools in Tano South District?

1.5 Significance of the Study

The outcome of the study would serve as a blue print to guide schools in Ghana (specifically in the Tano South District) to adopt strategies to promote enrolment as well as attainment, thereby leading to the development of human capital for socio economic development.

The findings from the study may be used by policy makers in the education sector when formulating policies on the enrolment of pupils in schools and improving

the school feeding programme in the region which will enhance the achievement of intended educational objectives.

The government, non-governmental organizations and donors may also use the findings in the identification and elevation of the challenges inhibiting growth in enrolment of schools within Tano South District. The study may also become a base for further research in the area of students enrolment.

1.6 Delimitation of the Study

The study was delimited to the enrolment of children into primary education within the catholic schools in the Tano South District. Again, the study is confined to the issues that centers on the challenges of students enrolment in catholic schools, how basic education policies and practices affect enrolment, the implications of primary school enrolment trends and what needs to be done to improve enrolment.

1.7 Limitation of the Study

The small sample size was a limitation and the results from the study cannot be generalised. However, the study findings offer some insights into the challenges of enrolment of pupils in Catholic primary schools in Tano South District.

1.8 Organization of the Study

The study is organized into five chapters; Chapter one comprises of background to the study, statement of the problem, purpose and objective of the study, research questions, significance of the study, limitations and delimitation of the study and organization of the study.

Chapter two consists of the literature review which is divided into the following sub-topics; the Basic Education Sector in Ghana, quality education, educational policies and practices in Ghana, enrolment patterns of students' in Ghana, challenges to enrolment and strategies for improving enrolment.

Chapter three consists of the research methodology which discusses the research design, target population, sample and sampling procedures, research instrument, data collection and data analysis procedures. Chapter four comprises of the findings and discussions from data analysis while Chapter five consists of the summary of the findings, conclusions, recommendations and suggestions for further research studies.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature from published and unpublished books, journals, research findings and relevant information on the challenges of enrolment. The literature is reviewed under such sub-topics as: the Basic Education Sector in Ghana, quality education, educational policies and practices in Ghana, enrolment patterns of students' in Ghana, challenges to enrolment and strategies for improving enrolment.

2.2 Basic Education in Ghana

Education is knowledge in basic skills, academics, technical, discipline, citizenship and positive democratic values. If someone is able to acquire all these knowledge the person is said to be educated (Brundtland, 1992). People have to be trained in order to be able to fit into their society, in terms of character and occupation that is the skills they have acquired to help in the society. Education is a process of learning and acquiring information. Therefore, before learning is achieved teaching had already taken place. Also, education is a transformative learning process that equips students, teachers, and school systems with new knowledge and new ways of thinking (Brundtland, 1992). Education has no end as it is a continuous process for life, knowledge acquired can be formal or informal. After all the education a person goes through in life if such an individual is still not able to fit in his society, then such a person was not well educated. To assist pupils to be well educated, in order for every individual to be able to use what has been learnt to help solve problems in the society, the teacher of such pupils definitely needs help in the form of Learning Support

Assistant (LSA) to be able to teach well for the pupils to acquire skills to solve problems in their society.

Education in Ghana has gone through a lot of transformation since independence. Immediately after independence, the Education Act of 1961 was passed, the Dzobo Report also gave birth to the Junior Secondary School (JSS) Concept in 1973, the New Structure and Content of Education was also implemented in 1974. Between 1987 and 1988, there was an Education Commission Report on Basic and Secondary Education which also gave birth to the Education Reform Programme of 1978/88, then also came the University Committee Report in 1988. In 1996 the Free Compulsory Universal Basic Education Programme was also introduced as mandated by the 1992 Constitution. The Ghana Education Trust Fund (GET Fund Act) was also implemented in 2000 based on (Act 581). In 2001, a committee was set up by the then president of Ghana, John Agyekum Kuffour, to look into the flaws of the education system and propose a new one. In view of this on 17th January, 2002, a 29- member committee was set up with Professor Jophus Anamuah-Mensah, the Vice-Chancellor of University of Education, Winneba, as the chairman. The review of the committee brought about the 2007 Educational Reform which is still in use but with a slight change to that of Senior High School (Ghana Government Official Portal website, 2010).

The Ministry of Education (MoE) has overall responsibility for education sector policy, planning and monitoring. Education delivery and implementation is devolved to institutions, Districts and Regions through various agencies of the Ministry of Education (MoE). Of these, the Ghana Education Service (GES) is the agency that implements the Basic and Senior Secondary education components, including Technical and Vocational institutes. The Ghana Education Service (GES) is therefore

responsible for pre-tertiary education and, by virtue of the size of this sub-sector account for about four-fifths of the annual expenditure spent on education. The other agencies cover the rest of the education sector. Of these the National Council for Tertiary Education (NCTE) and the Non-Formal Education Division (NFED) have important sub-sectoral areas of responsibility regarding education delivery.

Article 38 of the Constitution requires government to provide access to Free Compulsory Universal Basic Education (FCUBE) and, depending on resource availability, to Senior Secondary, Technical and Tertiary education and life-long learning. Ministry of Education (MoE) launched Free Compulsory Basic Education (FCUBE) in September 1995 with the goal of improving access to quality basic education over a period of 10 years. Its four broad strategic objectives were to:

1. improve the quality of teaching and learning
2. improve management for efficiency within the education sectors
3. improve access and participation
4. decentralise the education management system

Since September 1987, the government of Ghana has embarked upon a New Educational Programme geared strategically at making education more accessible to all children of school-going age, improving equity and the quality of education as a whole and making education more relevant to the socio-economic needs of the country. This is to equip the child to live a productive and meaningful life. Since the reforms began, a number of special programmes have been introduced to deal with specific issues to enhance the teaching and learning process. The overall objective of the education system is to play a dynamic role in the development of the nation.

Basic education, according to the 1992 Constitution of Ghana, is the birthright of every child irrespective of ethnicity, religion, gender and geographical location. It

consists of six years of Primary Education followed by three years of Junior Secondary School education. At the end of the mandatory 9-year basic school course is the Basic Education Certificate Examination (BECE). In accordance with the new educational policy for Basic Education in Ghana pupils in Basic School 1-3 (Lower Primary) study 5 subjects while those in Basic School 4-6 study 6 subjects. Additionally, all pupils from Basic Schools are taught Physical Education, Music and Dance as part of their physical activities. In Basic School 7-9 (i.e. The Junior Secondary School) students study 9 subjects or 10 subjects if French (an optional subject) is offered in a particular school. These subjects are examinable both internally and externally, besides, Life Skills, Physical Education, Music and Dance are taught and are internally examinable.

2.3 Quality Education

The single most important factor that impacts the future of the country and its young population is access to quality education. Education level, and its quality and access to it are the main attributes to be applied for countries to achieve great financial and social development (Xhaferri & Iqbal, 2010). National Education policy (2009) stated that defining quality is elusive but some parameters will need to be drawn. There is an impending need to debate and agree on what constitute quality at each stage of education and the system overall. Government of Ghana gave much importance to education from its beginning. Government of Ghana organized an educational conference after its beginning in 1970 and pointed out that a national system of education should be based on the strong foundation of free and compulsory primary education. In this plan, universal primary education was targeted to be achieved within 25 years. The wave of the expansion plan was the 1951 Accelerated Development Plan (ADP) for Education, which also aimed to achieve universal primary

education (UPE) for all. The main ADP strategy to improve access to basic education was to abolish tuition fees. After independence in 1957, the new government still considered it a priority to make basic education free and introduced the 1961 Education Act to support this vision. These policies helped expand access to elementary education very rapidly. This review of the educational system is quoted extensively from two documents (Akyeampong et al., 2007; Ampiah et al., 2005) on education in Ghana. By 1970 Ghana had one of the most highly developed education systems in Africa (World Bank, 2004). Gross enrolment ratios increased dramatically, 60% of teachers in primary schools were trained, and the Ministry of Education (MOE) projected that all untrained teachers would be eliminated from the education system by 1975. The late 1970s and early 1980s, however, saw a sharp economic decline and the real value of government financing for education fell sharply from 6.4% of GDP in 1976 to 1.4% in 1983, and resulted in a near collapse of the education system. Commission on National Education (1970), documented that educational system of a country should meet the individual and collective needs and aspirations of the people of the country. National Education Policy (1992), The World Bank (1997) in its reports on elementary education: The best way to improve access is to improve quality which would make coming to school or staying in school a more attractive option from the perspective of parents as well as children. Moreover, effort to improve quality will tend to increase the efficiency of the public expenditure and will encourage parents to contribute to children education."

Issues of education quality are prominent in all countries, particularly those that are presently expanding enrolments rapidly toward Education for All goals in 2015. Many of these countries are simultaneously introducing complex reforms in teaching and learning related to more active forms of learning. Rapid expansion, changing paradigms of teaching and learning, and limited resources have led to declining quality

of education in many countries. In the search for ways to improve education quality, the focus is now on understanding complex interactions that take place at the school, classroom, and community levels as the engines of quality. Of the factors that contribute to the quality of basic education at the local level, teachers and quality of teaching are recognized as central, the factor without which other quality inputs are unlikely to be successful (ADEA, 2004; ADEA, 2005; Anderson, 2002; Boyle et al., 2003; Craig et al., 1998; UNESCO, 2004).

Education quality is a multifaceted concept, defined differently depending on a country's policy objectives and underlying philosophies. According to a recent UNESCO report on education quality, many countries mix the following approaches in their visions of quality, with one approach or another dominating as policy evolves: 1) a humanist approach which focuses on students' construction of knowledge, active learning, and social action; 2) a behaviorist approach which assumes that students must be led by incremental steps to specific, pre-defined ends; 3) a critical approach which focuses on understanding and correcting inequities; and 4) an indigenous approach which rejects mainstream education imported from the centers of power (UNESCO, 2004).

In Ghana as in most countries, policies define education quality according to the knowledge, skills, and attitudes that students develop – the familiar cognitive, affective, and psycho-motor domains. According to Ghana's policies, cognitive learning is important and includes relevant knowledge, analytical thinking, and problem-solving skills which are the bedrock of Ghana Educational Policy. According to policy, knowledge and skills are developed through student-centered and active learning, as is the ability to apply knowledge practically. Affective learning is also important and in Ghana, as in many countries, includes the development of social commitment,

democratic attitudes, self-knowledge, and appropriate inter-personal skills. According to the framework outlined, Ghana's policies and programs most closely correspond to the humanist approach, although elements of behaviorism are evident in many aspects of the system – the curriculum, textbooks, examinations, and teachers' practices. The advent of active learning has prompted a focus on local action and local engagement to inform and mobilize policies. Schools, teachers, and communities, working together in a supportive policy environment, are recognized as the primary engines of quality (Farrell, 2002). While this seems obvious, policy-makers and program designers have only recently begun looking seriously beyond input and output models of what constitutes quality, now seeking to understand more about complex processes at the local level and the “daily school experience” as basic ingredients of quality (Anderson, 2002; Leu 2005; Nielsen and Cummings, 1997; Rowley, 1998; USAID/EQUIP2, 2006; Verspoor, 2006).

Teachers and other stakeholders are widely recognized as a critical factor influencing education quality at the school level (Asgedom et al., 1998; Bridges, 1998; UNESCO, 2006; USAID/EQUIP1, 2004). Researchers, policy makers, and program designers, implementers, and evaluators, therefore, are looking for ways of understanding teacher quality and teacher learning, focusing on effective and promising teacher improvement programs (ADEA, 2004; ADEA, 2005; Boyle et al., 2003; Craig et al., 1998; Leu, 2005; Leu et al., 2005; Lewin and Stuart 2003; UNESCO 2004; Verspoor, 2006).

The literature on education quality indicates a strong link between teacher professional development and quality, especially in the areas of “teachers' beliefs and practices, students' learning, and on the implementation of educational reforms” (UNESCO, 2006). This is particularly important for teachers working in the context of

new constructivist and active-learning paradigms which reject more traditional behaviorist methods of teaching and emphasize students' construction of reality, flexible and dynamic ways of knowing the world, continuous construction of new meanings, and learning through social interaction (Case, 1996; Dewey, 1916; National Institute for Educational Development, 2003; Vygotsky, 1962). These approaches can only be implemented effectively when teachers understand the ideas behind the reforms and have the ability to apply ideas flexibly in the classroom (Santiago & McKenzie, 2006).

2.4 Educational Policies and Practices in Ghana

Like most developing countries, Ghana has passed through many political and socio-economic reforms. The government has formulated a number of development plans and policies with the goal of eradicating low enrolment of students. Some were based on top-down policies, while, in other cases, the government opted for the decentralisation of key authorities to the regional, district and community level. Policy implementation is generally held to be the step that follows policy formulation and is viewed as “the process of carrying out a basic policy decision” (Sabatier and Mazmanian, 1983). Bhola (2008) suggests that policy implementation is the process of actualising, applying and utilising a policy in the world of practice. Hope (2002) sees policy implementation as a process of transforming educational policy into practice.

With educational policy such as; School Feeding Programme (SFP), Free Uniform (FU) and Free Compulsory Basic Education (FCUBE), a child who has attained a school going age shall, at the basic level, attend a course of instruction, as laid down by the Ministry of Education (MoE) in a school recognised for that purpose. A parent who fails to comply with the appropriate action agreed on commits an

offence, and is liable on conviction by a District Court. Again a parent who cannot genuinely afford to educate the child, such child shall be provided the necessary support for education by the District Assembly. Based on this, there has been a nationwide transformation of basic school curriculum, including alterations to the face of primary schools.

Ghana was the first nation to sign the United Nation's Convention on the Rights of the Child, and one of the countries worldwide that has made preschool education compulsory and part of the primary education program (MoE, 2004). This is part of the Child's Right to Education as indicated in (Article 28) of the Children's Act, Act 560 of the Republic of Ghana and United Nations Convention on the Right of the Child adopted in 1989. This Article declares that State Parties signing the agreement would among others make primary education compulsory and available free to all young children. Article 29 also addresses developmentally appropriate needs of young children, and explains that education of children should not be limited to the academics but should be directed to the holistic development of the child's personality, inherent talents, mental and physical abilities to their fullest potential. These two historic conventions had a huge impact on the importance of early childhood education, and provided practical mechanisms for educators of participating countries, which will enable the countries to move ahead implementing early childhood education in their countries.

The Government of Ghana recognising the crucial role that primary education plays in the formative years of the child, especially its potential for overcoming educational disabilities of children from less favoured family background, has decided that primary education should progressively become part of the Free Compulsory Universal Basic Education (FCUBE) structure. This idea was based on the

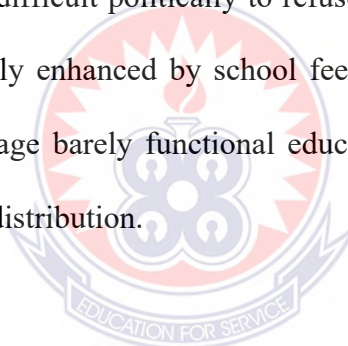
recommendations of the Education Reform Review Committee in 2002. The aim is to ensure that all primary school children have a basic education rooted in good kindergarten training (MOEYS, 2004). The objectives of incorporating primary education into the universal, free and compulsory basic education among other things were to:

1. Pre-dispose children to conditions of formal schooling in order to accelerate the learning process during formal education,
2. strengthen primary education through the provision of pre-school education,
3. inculcate in children the desire of learning,
4. introduce children to basic hygiene and sanitation for healthy living,
5. minimize gender barriers which seem to affect girls even before they enter primary school
6. provide opportunities for the overall personal development of children through individual play and group activities, and nurture children in safe and caring environment with appropriate infrastructure, which will allow them to become healthy, alert, secure and able to learn (Report of the President's Committee on Review of Education Reform in Ghana, 2002).

Likewise, the Ghana School Feeding Program (GSFP) was initiated by the Government of Ghana in 2005, in collaboration with the Dutch Government (GoG, 2006). The programme was inspired by the Comprehensive African Agriculture Development Programme (CAADP) Pillar 3 of the New Partnership for Africa's Development (NEPAD) and the recommendations of the UN Millennium Task Force on Hunger (GoG, 2006). Its stated long term goal is to contribute to reducing poverty and enhancing food security in Ghana (GoG, 2006). This is a programme that the then President of the Republic of Ghana His Excellency John Agyekum Kuffuor unveiled at

the African Union meeting in Ethiopia in 2005. According to Feingold (1970), there is evidence strongly suggesting that school feeding programs can increase attendance rates especially for girls. One of the millennium development goals MDGs is to provide universal primary education by 2015. School feeding program or take away home ratios serve as incentives for enrolling children in school and encouraging daily attendance.

According to Jensen (2010), school feeding mostly takes place within the context of broad national school reform programs. These reforms should focus on other essential inputs to education and learning such as teacher development, curriculum reforms and student assessment. National ministries or organizations dealing with education should not be encouraged to take on school feeding at the expense of other educational inputs as it is difficult politically to refuse food aid. According to Pediatre (2001), enrolment is greatly enhanced by school feeding program. Many schools are already struggling to manage barely functional education systems and to assume the additional burden of food distribution.



2.5 Enrollment Patterns of Students' in Ghana

Low students' enrollment in Ghana has remained one major problem facing education in the 21st century. Government of Ghana has made great efforts to keep to the target ratio in the line with the stipulation of the National Policy on Education (MoE, 2004). In recent decades Ghana has made significant progress on access to schooling and enrolment rates in primary education but dropout rates and low levels of learning remain challenges for the state and central government. Primary school enrolment in Ghana has been a success story, largely due to various programs and drives to increase enrolment even in remote areas. With enrolment reaching majority of new students, it is clear that many problems of access to schooling have been

addressed. Improvements to infrastructure have been a priority to achieve this (MoE, 2004). Despite these improvements, keeping children in school through graduation is still an issue and dropout rates continue to be high.

A major achievement in the Ghanaian education system is that 18 months after the inception of the Education Strategic Plan (ESP), good progress had been made in terms of access across many areas of the sector. In particular, enrolment rates have risen in primary, JSS and post basic sub-sectors (Ministry of Education Science and Sports, [MoESS], 2004). These have, in general, led to improved Gender Parity Indicators (GPI), Gross Enrolment Rates (GER), and survival and completion rates at the national level. Primary school enrolment growth was sustained at 3.5% in 2003-04, with an overall growth of 8.6% between 2001-02 and 2003-04. This resulted in a significant increase in students enrolled from 2.72 million to 2.96 million over the period from 2001-2004. Primary enrolment growth for girl students was particularly positive with increases of 3.2% in 2003-04 and 9.3% over the period 2001-02 to 2003-04. The significant increases in enrolment outstripped the projected population growth, estimated at 2.7% per year, and as a result the Gross Enrolment Ratio (GER) increased from 84% to 86% (female increase from 80% to 83%, male increase from 87% to 90%) over the two year period.

Additionally, the quality of learning is a major issue and reports show that children are not achieving class-appropriate learning levels. Without immediate and urgent help, these children cannot effectively progress in the education system, and so improving the quality of learning in schools is the next big challenge for both the state and central governments. Improving learning and enrolment require attention to many things, including increasing teacher accountability. There is an enrolment progress in primary and middle schools and raising the amount of time teachers spend on-task and

increasing their responsibility for student learning needs improvement. Part of this process requires better assessments at each grade level and more efficient monitoring and support systems. Overall, the public school system needs a better general management system. Ghana faces many challenges that could be tackled through the education system. For one gender issues have come to the fore because of the spate of recent cases of violence against girls. Changing gender mindsets seems to be imperative and gender studies education is one way of doing so. Also, Ghana along with most countries, is concerned with the future of the labor market and employability; The Government wants to emphasize skill development in order to make school education more practically relevant (MoESS, 2004).

2.6 Challenges of Enrolment in Schools

The factors affecting students' enrolment include socio-economic parent, teacher, gender, environmental and employment opportunities. Demi, Coleman-Jensen & Synder (2010) identify the interacting influences among tuition, financial aid policies and students' socioeconomic status. According to Demi et al, (2010), teachers complained that teaching has been a very difficult activity in recent years due to increased enrolment leading to a huge number of pupils in the classrooms. Hattie (2002) indicated that challenges that inhibit growth of enrolment include: shortage of teachers, shortage of desks, low performance in national examinations and shortage of teaching and learning materials. Demi et al. (2010) on the other hand viewed shortages, such as insufficient toilets, tables, and chairs affects students enrolment.

2.6.1 Congestion and Shortage of Classrooms

The abolition of school fees at primary school level appears to have increased the enrolment of pupils. As a result teaching and learning have been compromised by large classes and a shortage of teachers. According to Bourke (1996), congestion in schools adversely affects teaching and learning process for both teachers and pupils. Bourke (1996) in his study viewed that teachers find it very difficult to handle such big classes and they found it difficult to walk around the pupils in the classroom to check the pupils' work and handwriting. As a result, teachers concentrated on those pupils who could raise their hands when the teacher asked questions (Bourke, 1996).

There is general consensus in the literature that small classes are likely to provide effective teaching (Bourke, 1996; Blatchford & Martin, 1998; Goldstein & Blatchford, 1998; Blatchford, Bassett, Goldstein & Martin, 2003). The study by Blatchford et al (2003) on the class size differences related to pupils' educational progress and classroom processes at the age of 5-7 years indicates that in small classes, pupils are more likely to interact with their teachers on a one-to-one basis. A pupil is also more likely to be the main focus of the teacher's attention and pupils experience more teaching, unlike in the large classes where there is a more like procedural talks. Blatchford and his associates also found that in smaller classes there is more likelihood of teacher support for learning and teacher task time with pupils. Teachers know their pupils and tend to be more sensitive to individual pupil's learning needs. It was also indicated that teachers found it easier to manage and control the classroom.

According to Hattie (2002) it is what teachers know, do, and care about, which is powerful in learning among pupils. Excellence in teaching is what is regarded as the single most powerful influence on pupils' academic achievement. As stated by Heneveld and Craig (1996:9), improvement of pupils' learning achievement is the

central goal by which school effectiveness is judged. Rogers and Freiberg (1994) give reasons why pupils usually tend to love school. From the pupils' own voices indicated that pupils like a teacher who cares about pupils' learning and their grades. Pupils like a teacher who cares about the whole class and not just teaching a particular subject and who finds out what a pupil is doing. A small class size may, as Rogers and Freiberg puts forward, encourage the pupils to think for themselves and may enhance their autonomy.

A small class size is likely to encourage pupils to come to school and be creative as they 'learn by doing'. Rogers and Freiberg (1994) and Hopkins (2007) share the common thinking that pupils need to be encouraged to think and to take responsibility for their own learning so as to unfold their fullest potential. This can be more easily achieved in a smaller class, where the teacher has the opportunity to know and understand each and every pupil's strengths and weaknesses and to help her/him unfold their inner intellectual abilities. According to Blatchford et al (2003), however, while very large classes inevitably affect adversely teachers' professional satisfaction and enthusiasm of teaching, a small class does not necessarily make a bad teacher become better. It will only make the teacher more effective. To Blatchford et al. (2003) effective teaching may be possible in large classes as well, but this may come at some additional cost to the teacher such as working much harder to ensure that pupils get what they need in terms of learning.

2.6.2 Shortage of Teachers due to Poor Teacher Deployment

The number of teachers has not kept pace with expanding enrolments; and the poor quality of education remains a challenge. Teachers complained of a heavy work load due to a shortage of teachers in their schools. This can be in part due to poor

distribution of teachers. While some schools had excess number of teachers, others had shortages of teachers (Demi et al, 2010). Shortage has been caused by poor distribution of teachers (Sifuna, 2007). Sifuna (2007) viewed that staff shortages force teachers to work without a break right from the morning until the afternoon. According to Sifuna, having few teachers in schools increases teachers' workloads and they may end up providing few assignments to pupils. This greatly dampens their commitment towards their work and readiness to accept accountability of their pupils' learning outcomes.

2.6.3 Unattractive School Environment

The attractiveness of both the physical and social environments of the school whip up and sustain children's interest in school. The need for good and safe school buildings and surrounding compounds cannot be over-emphasised if children's interest in school is to be maintained (Demi et al, 2010). Children's interest in school can be maintained if teachers are friendly and school children are disciplined. The views of many stakeholders regarding the best environment for effective teaching and learning concerned both teachers and children's attitudes. Unattractiveness of the teaching and learning environment may be attributable to many factors and it is only when these factors are dealt with adequately that enrolment of children in school can be enhanced (Demi et al, 2010). Definitely making the environment attractive depends on the ability of intervention measures to address the needs and requirements of both teachers and school children. Failure to address these issues promotes absenteeism on the part of both teachers and pupils with the obvious consequences being low academic performance (Demi et al., 2010).

2.6.4 Shortages of Teaching and Learning Materials

Although the supply of teaching and learning materials is likely to have been considerably improved in Ghana as a whole as a result of implementation of Capitation Grant (CG), serious shortages do remain. A study carried out by Sifuna in 2007 indicated that pupils shared books on an average ratio of 1:3 and in some subjects 1:5 (Sifuna, 2007). Though again, Sifuna's study was basically a country wide and so that could be the average picture of the availability of books which does not necessarily represent the actual condition in specific schools. Some of the reasons for the shortage of books are connected to the frequent change of the curriculum, which has meant that the text books used previously have been turned into supplementary materials. According to Sifuna (2007:697) the shortage of text books and other teaching and learning materials makes it difficult for pupils to do their homework and to complete on time other assignments given by teachers. Sometimes teachers fear giving pupils more work because more assignments implies more time needed for marking. Sifuna (2007) has the view that access to schools does not mean mere an increase of the number school places. To Sifuna school participation involves the interaction of supply, demand and also of the learning process. Supply, according to Sifuna, refers to the availability and quality of the school facilities, teachers and of teaching and learning materials. Sifuna (2007) further mentioned that non-availability and quality of school increase absenteeism in school.

2.6.5 Parental Beliefs and Expectations about School

Akresh (2008) points out that the decision to enroll and keep a child in school involves considering many variables, including parental beliefs and expectations about the value of schooling. The perceptions that parents hold on the relevance of what is

taught at school to their felt survival needs also influence decisions on enrolment in schools. Deficiencies in the link between schooling and the necessary skills for the local labour market was found to be a significant factor in explaining low enrolment (Nicaise et al 2000, Natriello 2002). Chelimo (2005), for instance, points out the pivotal role children's labour plays towards survival of the households. Chelimo (2005) observes that a school system that undermines children's fulfilment of their household obligations disrupts the households' micro-economy. This may create reluctance among parents to send children to school.

A research by Pryor and Ampiah's (2003) on schooling in a Ghanaian village indicated that education was regarded as a relative luxury, with many villagers considering education not worthwhile. Perceptions on the value of education can be influenced by where one lives. Living in a rural or urban setting may influence the value that people attach to education. Nicaise et al (2000) and Natriello (2002), for instance, point out that absence of professional role models in a community, which is the case in the Karamoja setting may hinder imagination of the value of education. Besides, Profulla & Gareth (2009) quote the findings from a survey carried out during 2004 on indigenous children primary school attendance and dropout rates in north-eastern Bangladesh, which revealed that only 22% of the indigenous children completed a year of primary school education and an additional 18% attended some school but dropped out.

Primary school education targets children, the decision to attend school is normally influenced by parents (Kailembo, 2000). Traag & Van der Velden's, (2006) research with young students demonstrated that having unsupportive parents is likely to be associated with absenteeism and drop-out from school. Based on Traag and Van der Velden's argument, the values that parents hold go a long way to encourage learners to

stay in school or to dropout. Bangsbo (2008) quotes a Tibetan experience where ethnic minority parents perceived values transmitted by state schooling to be strange to the people's own values and thus of little relevance to the local people's own culture.

2.7 Strategies for Improving Students Enrolment in Ghana

Low students enrollments militates against the objectives of education as contained in the National Policy on Education. Raising adequate skilled manpower for the nation will not be achieved if low students enrollment continues unchecked. The nation's intent of having a literate population will remain a mirage. Pounder (1999) suggested and recommended ways for reversing low students enrolment.

1. The governments should ensure quality and sustain the recruitment of well-qualified teachers into the school system.
1. The governments should also ensure that practising teachers are provided with regular opportunities for in-service training for professional development to enable them teach their subjects more confidently.
2. The government through the Educational Services (ES) should organize regular workshops and seminars for teachers to sensitize them to appropriate behaviour patterns capable of stimulating interest in school.
3. Textbook authors should endeavour as much as possible, to make their illustrations vivid and understandable in order to improves students interest.

World Bank's assessment of its role in improving educational access and enrolment through its support to both the 1987 and 2007 reforms is generally positive. It concludes from analysis of its contributions to the reforms that this had led to reversing the deterioration of the educational system, as the number of schools increased from 12,997 in 1980 to 18,374 in 2000, and that the basic school enrolment

rate increased since the beginning of the reforms by over 10 percentage points between 1988 and 2001 (World Bank, 2004).

Despite these appreciable gains reported by the World Bank, analysis of access indicators show that there continue to be difficulties in reaching a significant proportion of children who do not enroll at all. In particular, gains made in enrolment have been difficult to sustain throughout the 9-year basic education cycle. World Bank admits that improving the quality and quantity of education infrastructure (i.e. classrooms) is an important strategy but is not by itself adequate. More needs to be done to ensure equitable access to quality basic education. In 2003, the Ministry of Education and Sports (MoES) issued an Education Strategic Plan (ESP) for the period 2003-2015. The new ESP focused on the achievement of Universal Basic Completion, whose aim was for all enrolled students to complete 6 years of Primary and 3 years of Junior Secondary education. This is a more ambitious goal than mere Universal 'Primary' Completion (UPC). Accordingly, the government's goals have been revised to 100% completion for primary education to be achieved in 2012 so that Universal Basic Completion (UBC) would be attained by 2015 (MoES, 2006). Gender Parity was scheduled to be achieved by the end of 2005. This target could however not be achieved.

A major achievement in the Ghanaian education system is that 18 months after the inception of the Education Strategic Plan (ESP), good progress had been made in terms of access across many areas of the sector. In particular, enrolment rates have risen in primary, JSS and post basic sub-sectors (Ministry of Education Science and Sports, [MoESS], 2004). These have, in general, led to improved Gender Parity Indicators (GPI), Gross Enrolment Rates (GER), and survival and completion rates at the national level. Primary school enrolment growth was sustained at 3.5% in 2003-04, with an overall growth of 8.6% between 2001-02 and 2003-04. This resulted in a

significant increase in students enrolled from 2.72 million to 2.96 million over the period from 2001-2004. Primary enrolment growth for girl students was particularly positive with increases of 3.2% in 2003-04 and 9.3% over the period 2001-02 to 2003-04. The significant increases in enrolment outstripped the projected population growth, estimated at 2.7% per year, and as a result the Gross Enrolment Ratio (GER) increased from 84% to 86% (female increase from 80% to 83%, male increase from 87% to 90%) over the two year period.

Overall, a significant increase in enrolment at basic level was achieved partly due to the introduction of Capitation grants. However, there appeared a large demand for education infrastructure, classrooms, textbooks and trained teachers which had to be met before quality of education could be achieved. From 2005, the Participatory Learning Action (PLA) programme has provided schools with the assistance to identify their needs in delivery of the educational services, such as upgrading and examination of school performance. So far, the programme has been implemented in 16 districts. Communities are encouraged to draw School Performance Improvement Plans (SPIP) to be able to manage their school effectiveness. To improve the quality of instruction, teacher training, especially at the JSS (junior secondary schools) level, was held with special science tutors dispatched to Colleges of Education (COE).

According to the Government of Ghana (GES, 2006), one of the main reasons that children in Ghana do not attend school is that their parents simply cannot afford to pay the levies charged by the schools. Despite the policy of fee-free tuition in basic schools, many districts charge levies as a means of raising funds, for example, for school repairs, and cultural and sporting activities. This has the effect of deterring many families, particularly the poor ones from sending their children to school. The Ministry of Education has therefore set up a Capitation Grant Scheme through DFID funding for

all public schools, which commenced in the 2005/2006 academic year, whereby every Basic School receives an amount of GHS3.00 per pupil enrolled which has now been increased to GHS4.50. It is the belief of the Government of Ghana (GoG) that this would serve to remove the financial barrier created by these levies, and more than compensate the schools for any loss of revenue they face as a result.

The utilization of the Capitation Grant has been designed to empower the schools to effectively use financial resources to plan and carry out school quality improvement activities under the “School Performance Improvement Plan” (SPIP). It is the expectation of the Government of Ghana (GoG) that the process of planning activities would be participatory (involving head teachers, teachers, SMCs and PTAs) and transparent. The grant is therefore expected to serve as an opportunity to help build school level capacity to effectively implement fiscal decentralization - which is a long-term goal of the Government of Ghana - as well as help implement the SPIP to improve the quality of education in schools. The SPIP was therefore introduced as a condition for the allocation and utilization of money to the schools.

Quality School education provides such skills and knowledge which are necessary for further education. The World Education Forum, Dakar Framework of Action (2000) Emphasis on quality of education is included as one of the six goals: Improving all aspects of the quality of education, and ensuring their excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills. Robinson (1993) defines quality as a product of planning, monitoring, control and coordination. Gandhe (n.d) consider the quality in education as a combination of exceptional high standards, perfection and consistency, fitness for purpose and value for money.

Dill (2003) emphasized that “academic quality is amorphous, non-measurable, and too ambiguous in meaning as to be not appropriate for public regulation.” Beaton (1999) argued that the “rhetoric of ... quality is often vague ... lacks substance (and) is empty of meaning” and Pounder (1999) describes that quality is a “notoriously ambiguous term”. Quality education can improve students enrolment. According to Ahmad (2009), quality of education is determined at the elementary or basic education level. It prepares the individuals for subsequent educational levels and equips them with basic life skills. According to UNESCO (2003), most of the people view quality of education as the learning outcomes of students which are the primary concern of all stakeholders. But to achieve the desired quality the antecedents, that is the input and process should also have quality in terms of efficiency, effectiveness, excellence, and social justice. The quality education output can be achieved only if quality is ensured at each level of the educational process from standard setting, learning environment, teacher training, teacher-learning process, assessment and monitoring.

Increasing students enrolment is a challenge for many countries, even those close to achieving universal primary completion. Approaches to improving the enrolment of education have often been fragmented, with investments directed towards training teachers or supplying materials or revising the curriculum (UNICEF, 2010). UNICEF promotes many actions to improve education, including supporting countries and external partners to: introduce the child-friendly school model to partners and practitioners in countries and to key staff at UNICEF and other partner agencies; train and build national capacity to use child-friendly school models and standards to enhance the quality of education nationally; support the implementation of child-friendly schools. Promoting child-friendly schools is at the core of UNICEF’s efforts to improve education quality. Child-friendly school models help countries deal

systematically with an expanding array of quality issues and establish national standards for enrolment improvement of the following elements:

1. Safe school buildings (location, design, construction, maintenance)
2. Infrastructure and main facilities (water, sanitation, energy, playgrounds)
3. Links between schools and their communities (school boards, parent-teacher associations)
4. Training for teachers (child-centred pedagogy, reflective practitioner)
5. Caring for children's basic needs (school meals, health checks, deworming)
6. Emphasis on learning through play for younger children (joyful learning)
7. Focus on self-identity, negotiating skills and coping behaviours (life skills)
8. Availability of learning resources and teaching aids (stimulating classrooms)
9. Care and protection of learners (the school as a protective environment)
10. Support for child participation (the school as a democratic institution)
11. Appropriate knowledge, skills, attitudes and behaviour (curriculum relevance)
12. Achievement of prescribed learning outcomes (school effectiveness).

Pakistan Economic Survey (2008) documented that there are a number of reforms to widen access to education and to raise its quality in a country. This document highlighted the following steps taken for imparting quality education to its mass. The survey revealed that establishing National Education Assessment System (NEAS) to improve and assess the quality of education at elementary level and formulation of a National Textbook and Learning Materials Policy. Thus National Textbook and Learning Materials has to be prepared to prop up the quality of education at all levels through better quality textbooks at affordable prices and other learning materials for promoting knowledge based society. It was further revealed that

strengthening of teacher training improve quality education. There should be substantial initiatives for teacher's education and professional development.

On the Curriculum and Medium of Instruction, Pakistan Economic Survey (2008) emphasized that a new cycle of curriculum development should be initiated and a major effort should directed towards improving the delivery of the curriculum and a linkage among curriculum development, textbooks writing, teacher training and examination should be reinforced. In the technological era, development depends on education. Quality education is the only source for survival in the globalization. If a country does not provide adequate access to improving enrolment and quality education, its survival in the 21st century will be very difficult. Quality is not a concrete that can be presented to someone. Quality education and enrolment depends upon teachers, learning materials and basic facilities. Quality and enrolment cannot be attained if one of these elements is missing. Education Sector Reforms (2002) describes the following strategies for enrolment and quality improvement at all levels:

1. Benchmarking competencies.
2. Continuous improvement of curricula.
3. Staff development, teacher education and training, and professional development of planners, managers and staff at all levels.
4. Establishment of National Educational Assessment System (NEAS).
5. Strengthening the Teacher Training institutions.
6. Setting Academic Audit through linkage of grants/incentives with quality.
7. Increase of non-salary budget for provision of conducive educational environmental.
8. District based educational planning and implementation under the Devolution Plan.

9. Public-private partnership and community participation.

According to UNESCO (2004), government should try its best to provide education to its mass. For this, government should utilize its local resources as well as international funds and human resources to improve students enrolment. UNESCO (2004) further mentioned that there are some problems which affect these efforts and slow down the pace towards enrolment and quality education. To overcome these problems, government should welcome the international cooperation. Teacher training, development of textbooks and curriculum of international level are the priorities of government (Dill, 2003; Pounder, 1999).



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter enumerates the methods used in soliciting the needed information for the study, as well as the procedures and processes that were used to collect and collate information from the respondents. The various steps used in collecting and assembling data have been stated and discussed. Issues discussed relate to the research design, population, sample and sampling technique, data collection instrument, data collection procedure, data analysis and ethical consideration.

3.2 Study Area

The Tano South District is one of the twenty-seven (27) districts of the Brong-Ahafo Region of Ghana. Its capital is Bechem. In the district there are three health centres and one hospital. Educational facilities include pre-school facilities, schools and a college. The industry within the district focuses on processing wood and agricultural products. By Legislative Instrument LI 1765 of 2004, the Tano District was split into two, Tano South which maintained Bechem as its capital and Tano North with Duayaw Nkwanta as the capital. Tano South District has 39 electoral areas, 5 area councils and 2 town councils with the District Chief Executive as the political head. The District lies in the Southern part of the Brong Ahafo Region between latitudes 7°00'N and 7°25' N and longitudes 1°45' W and 2°15' W. The District is bordered to the North and East by the Offinso and Ahafo-Ano South Districts, on the South by the Ahafo-Ano North District and on its West and South-West by Tano North District.

The District has a total of 85 public schools, of which 55 are Primary School, 29 Junior High Schools, and 4 Second Cycle Schools including School for the Deaf. In

addition to these; the District also has one tertiary institution as a College of Education. The District has 505 trained teachers and 348 untrained teachers in the public schools. The number of private schools in the District is 18 (Source: GES, TSD-Annual School Census 2012/2013).

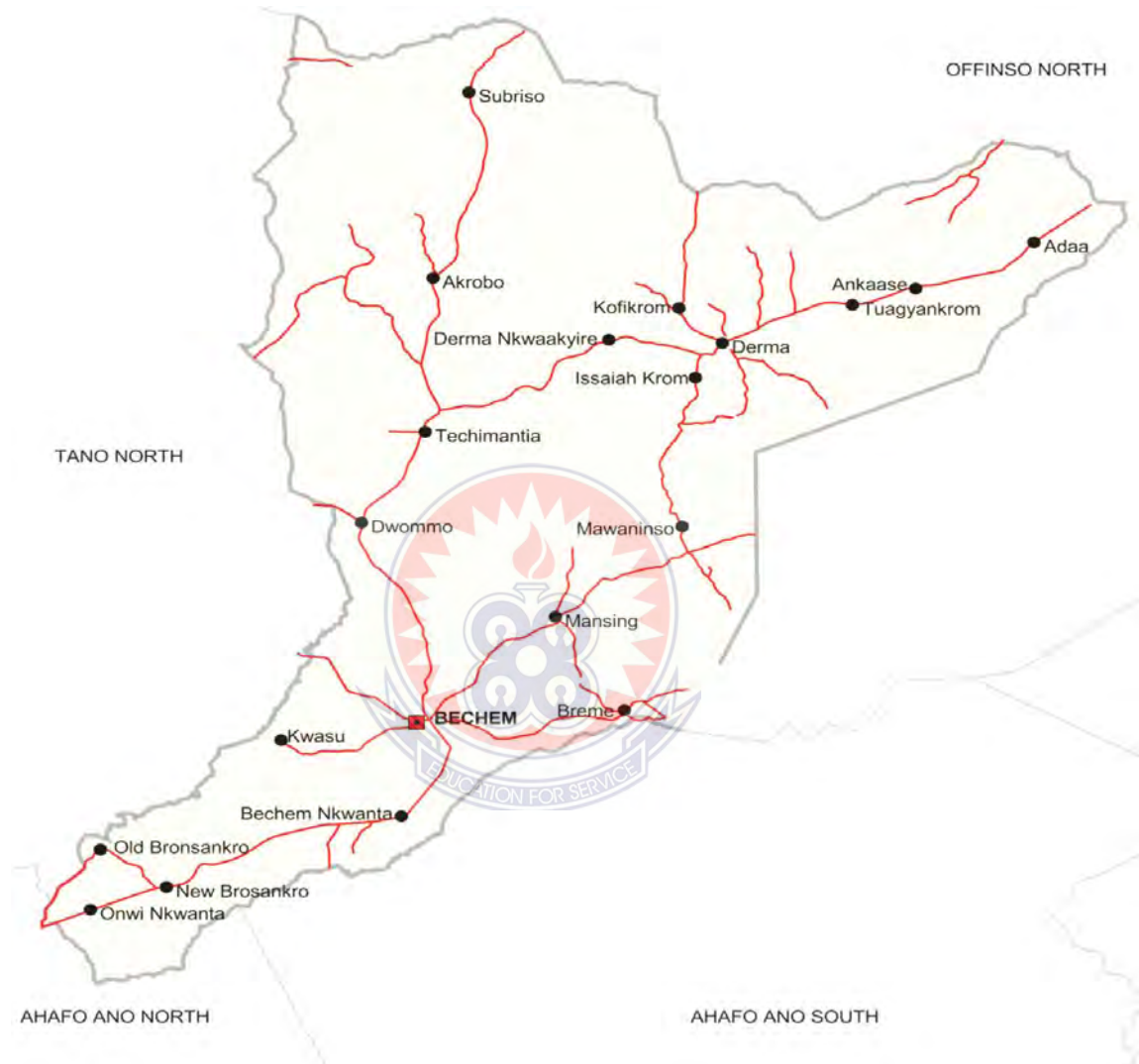


Figure 3. 1: Map of Tano South District
Source: Ghana Statistical Service (2014).

3.2 Research Design

Research design is a plan for assembling, organizing, and interpreting data and its results in a specific research finding. Trochim (2006) has indicated that research design provides the glue that holds the research project together. A design is used to

structure the research, to show how all the major points of the research project, that is, the samples or groups, treatments or programmes, and methods of assignment, work together to try and address the central research questions. To be able to gather the necessary data, the researcher utilized the descriptive method, using both qualitative and quantitative approaches. The descriptive research design was used for this study because in the words of Creswell (2005), it is used to answer descriptive research questions such as ‘what is happening?’, ‘how is something happening?’ and ‘why is something happening?’

As widely accepted method in educational research, the descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research describes a certain present condition. Fraenkel and Wallen (2006) argue that one of the advantages of descriptive statistics is that they permit researchers to describe the information contained in many scores with a few indices, such as the mean and median. Relatively, the method is appropriate to this study since it aims to determine the challenges of enrolment in primary school. The purpose of employing the descriptive method is to describe the nature of a condition, as it takes place during the time of the study and to explore the cause or causes of a particular condition. Furthermore, the researcher opted to use this kind of research design considering the desire to acquire first hand data from the respondents to formulate rational and sound conclusions and recommendations for the study. The District is fairly served in terms of health facilities and personnel availability. The District is divided into 4 health sub-districts for effective and efficient service delivery. The District is dominated by Akans/Asantes who forms more than half of the population. Other minority groups are the Ahafos, Kusasis. Kokomba and pockets of other tribes (Ghana Statistical Service, 2010).

3.3 Population of the Study

Population is an entire group of people or objects or events which all have at least one characteristic in common (Burns, 2000). For the purpose of the study, the population consist of all teachers in Catholic Primary Schools in Tano South District. The total number of Roman Catholic (R/C) primary schools in Tano South District is nine (9).

3.4 Sample and Sampling Technique

Sample size is a small group of people chosen from the target population. Getting a sample in a research is very important. This is because all members of the study area cannot be studied. Moss (1994) is of the view that you cannot study everyone everywhere doing everything. Stratified sampling technique was used to group the nine (9) Roman Catholic Schools. The researcher first divided the population into sub population (strata). After dividing the population, a random sampling method was conducted to select seven (7) schools from the population, specifically, the fishbowl draw. To get the sample size for each of the strata, the fishbowl simple random was used to select schools from which respondents were selected for the study. Pieces of papers equalling the nine (9) schools were cut and YES was written on seven of them, and for the rest NO was written on them. The pieces of paper written YES on were picked till the required number to be sampled.

From the target population, all the 90 teachers and headmasters including National Service Personnel (NSP) were selected for the study since the population was small. The questionnaires were made in line with the research questions that the study seeks to find out. Table 3.1 gives detailed information on the sample size for the research.

Table 3. 1: Sample Size for the Study

Name of school	No. of tutors	Proportion (%)
Mansin R/C	12	13.3
Bechem A and B	16	17.3
Breme A and B	13	14.7
Techimantia A and B	17	20.0
Bechem St. Joseph Practice	11	12.0
Dwomo R/C	11	12.0
Derma R/C	10	10.7
Total	90	100.0

Source: Researcher field Construct, 2016

3.4 Data Collection Instruments

This refers to the device used in collecting data for the study. Two instruments were used for the collection of data for the study: Questionnaire, and semi-structured interviews. Oppenheim (1992) is of the view that questionnaires should be easy to administer and that there is the need to make the content of the questionnaire user-friendly. The questionnaire was self-developed for teachers which consisted of two sections. Section A consisted of personal background information of the teachers while section B was made up various questions that sought to answer the research questions. The questionnaire was a closed-ended statements divided into four main sections based on the themes of the research questions. It was a 5-point Likert scale (5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, and 1: Strongly Disagree,). The Likert scale has been found to be one of the most suitable types of instruments for the measurement of attitudes and perceptions. This is because it enables respondents to indicate their degree of agreement with a series of statements on how respondents feel about an issue (Bryman, 2001).

An interview guide was also designed for only the headmasters/headmistress of the selected R/C schools in Tano South District. The interview schedules were conducted to provide the necessary qualitative data. One set of interview guide was used for the headmasters/headmistress to obtain data from them. Interviewing, according to Twumasi (2001:p.35), “is a method of field investigation in which the researcher asks specific questions in his contact with his respondents to find answers to his research problem. It provides flexibility”. Pole and Lampard (2002) also describe an interview as a verbal exchange of information between two or more people for the principal purpose of gathering information from the other(s). The interviews were face-to-face conversations where most of the talking was done by the respondents, thus producing rich descriptive details about the phenomenon.

The voices of respondents were recorded on an audio-tape after which it was played for the respondents to listen. Bell, (1999) emphasizes that in adapting qualitative perspective, the researcher appears to be concerned with understanding of the perceptions of the world and seeks insight into the area of study. Further, Gopalan (2005) indicates that when it comes to actual data collection methods the differences between quantitative and qualitative are not distinctively clear-cut. The interview guide will be divided into two sections. These included section “A” that had items on respondents’ bio-data and section “B” with items examining the subject under investigation. Semi-structured and open-ended questions was asked on face to face and one to one basis in order to stimulate discussions as well as probable explanations on the subject under investigation.

3.5 Validity and Reliability of the Instrument

Generally, instrument validity is the extent to which an instrument measures what it is supposed to measure (Kumar, 1999). In this study, instrument validity was used because it is basically concerned with determining whether the instrument on the face of it appears to measure what it is supposed to measure.

The validity of research instruments was therefore ensured by assessing the questionnaire items during their construction. In order to determine whether the instruments would do what they are intended to do; the researcher will conduct a pilot study after which the questions on the questionnaire will be restructured for the main study. The results of the pre-test helped in restructuring the questionnaire and making the necessary corrections. Further, the questions will be discussed with the supervisor for verification. This was to clear any lack of clarity and ambiguity. Reliability refers to the consistency of the instruments in tapping information from more than one respondent. The questionnaire obtained satisfactory Cronbach Alpha of 0.754.

3.6 Data Collection Procedure

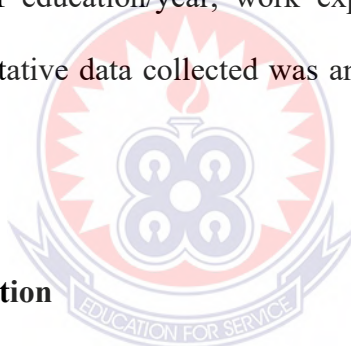
The questionnaires was administered personally and collected by the researcher. A total of 90 questionnaires was administered to teachers in the seven (7) selected Roman Catholic (R/C) schools. A letter of introduction was obtained from the Head of Department to carry out the research work in the selected study area. The researcher visited the authorities of the participated schools and permission was granted, the researcher then administer the questionnaires personally and give to the teachers on appropriate time as recommended by Nachmias and Nachmias (1996).

Structured interview guide was used to collect data for this study. The guide was made up of two sections; A and B. Section 'A' contained the bio data of the

respondents while section 'B' consisted of seven structured questions. The objectives of the study was explained to the respondents and permission sought to have the interviews recorded before interviews was conducted. On the average, each interview section was carried out for about 15minutes. The recorded interviews were later transcribed for data analysis.

3.7 Data Analysis

The data was processed using the statistical software packages, SPSS version 20.0 (Statistical Software Package for Social Sciences) and analysed using descriptive statistics such as means, standard deviations, and cross tabulations (for the variables, academic ranks, levels of education/year, work experience and other demographic factors). In addition, qualitative data collected was analysed using content, descriptive and logical analyses.



3.8 Ethical Consideration

All professions are guided by ethics and so is research. Research has code of ethics which govern the way research is conducted. Ethics means in accordance with principles of conduct the addressing of the question of right and wrong in research (Fraenkel & Wallan, 2006). Prior to the study, approval was sought from appropriate authorities and institutions involved in the study. According to Kumar (1999) it is unethical to collect information without the knowledge of participants, their informed willingness, and expressed consent. For this reason respondents were given prior notice before the collection of data. For instance, their permission was sought before recording their voices. The information collected was treated with strict confidentiality. The study ensured the standard of anonymity of respondents in all documents resulting from this

study by not providing options on the questionnaires for information such as name of the respondent. Hence, the researcher conducted the research in an ethical way without compulsion to aid the accuracy of responses, rate of response and timeliness of data collection.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter presents the results and discusses the findings of the study. It focuses on the responses of Headmasters/Headmistresses and teachers at the selected Catholic Primary schools in Tano South District in the Brong Ahafo Region. The results specifically relate to the extent to which the policies and practices of basic education affect enrolment into basic education within the Catholic Schools, key challenges that inhibit growth in enrolment of pupils, implication of primary enrolment trends over an extended period of a time and the solution to the problems of enrolment in Catholic Primary Schools in the Tano South District.

4.2 Response Rate

A total of 90 questionnaires were sent out to collect data from respondents. However, after the data collection exercise, it was realised that 83 out of the 90 questionnaires sent out were good to be included in the analysis. Whilst some of the questionnaires were not returned, key questionnaires that were critical in meeting the study objectives were not answered on some of the returned questionnaires.

The 83 questionnaires deemed good to be used gave a response rate of 92.2%. According to Bowling (2004), a response rate of 75% is good in social science research, though he admits that the higher the response rate, the better the analysis. The analysis of the results is organised in two parts. The first part deals with the analysis of the background information of the respondents while the second part deals with the analysis of the main data related to the research questions.

4.3 Background Information of Respondents

Issues covered under the background of respondents include the sex, age and teaching experience of respondents. Knowing the background characteristics of respondents was very necessary as that could help in determining the authenticity of the responses and in making fair conclusions.

4.3.1 Age of Respondents

The responses with regard to the age category of the respondents are presented in figure 4.1

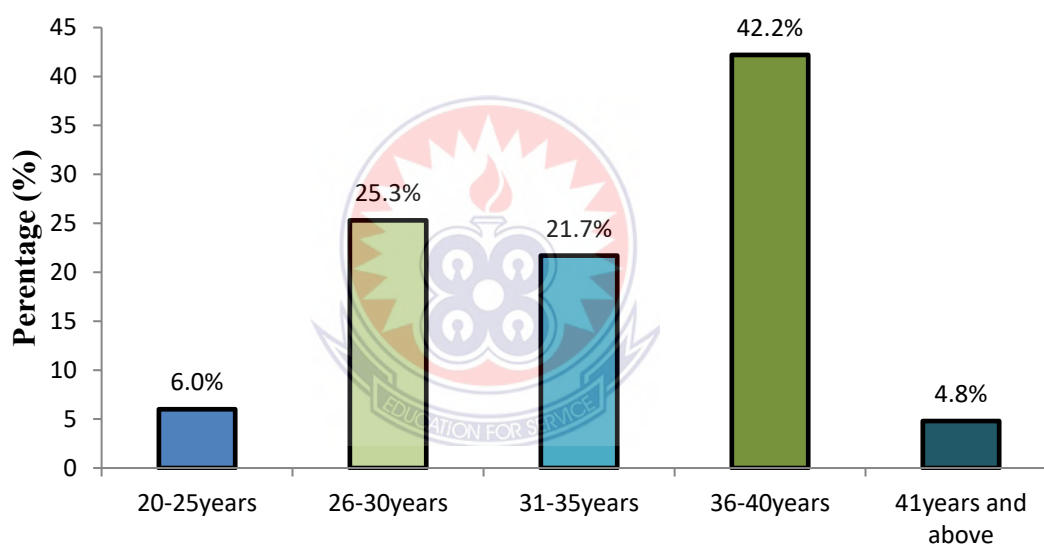


Figure 4. 1: Age category of respondents

Source: Field Survey, 2016

With regards to age of the respondents, Figure 4.1 clearly shows that the respondents were fairly distributed among the age brackets set out on the questionnaire. The statistics in the Figure 4.1 indicates that 5 respondents representing 6.0% were between 25-35years; 21 respondents representing 25.3% were between the age category of 26 - 30years; 18 respondents representing 21.7% were between the age category of 31-35years. The majority (35) of the respondents forming 42.2% were between the age bracket of 36-40years. The remaining 4 respondents constituting 4.8% were 41years

and above. From the statistics, it could be inferred that the majority of the teachers from the selected Catholic primary schools captured as respondents in the study were aged between 36-40years. This suggests that majority of the respondents were matured and therefore could be captured in an academic study such as this.

4.3.2 Gender of Respondents

The gender distribution of the participants is presented in Figure 4.2

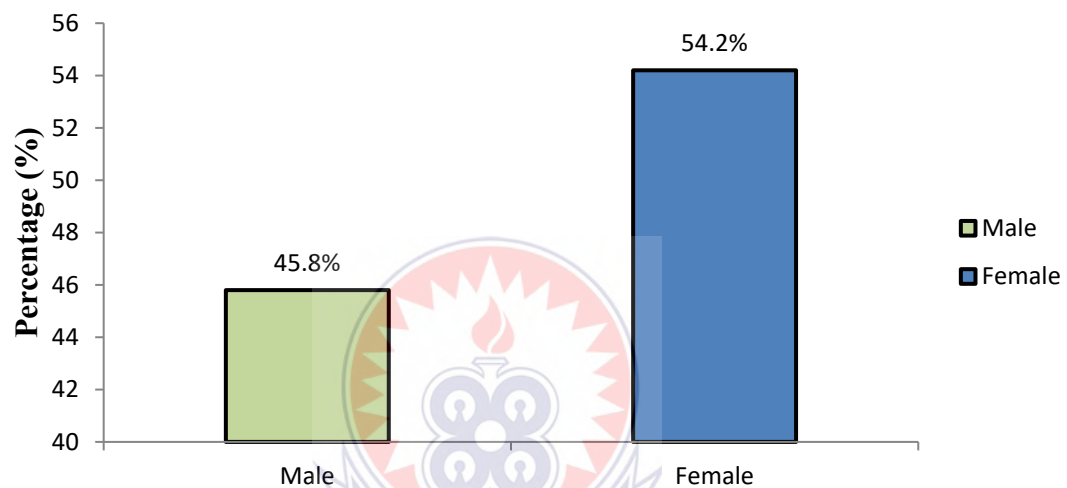


Figure 4. 2: Gender of respondents

Source: Field Survey, 2016

Statistically, the study shows that more than half (54.2%) of the teachers were females with the remaining 38, representing 45.8% being males as illustrated by Figure 4.2. The implication is that female teachers dominated in the selected primary schools in Tano South District.

4.3.3 Teaching Experience of Respondents

The responses with regard to the teaching experience of teachers are presented in Figure 4.3

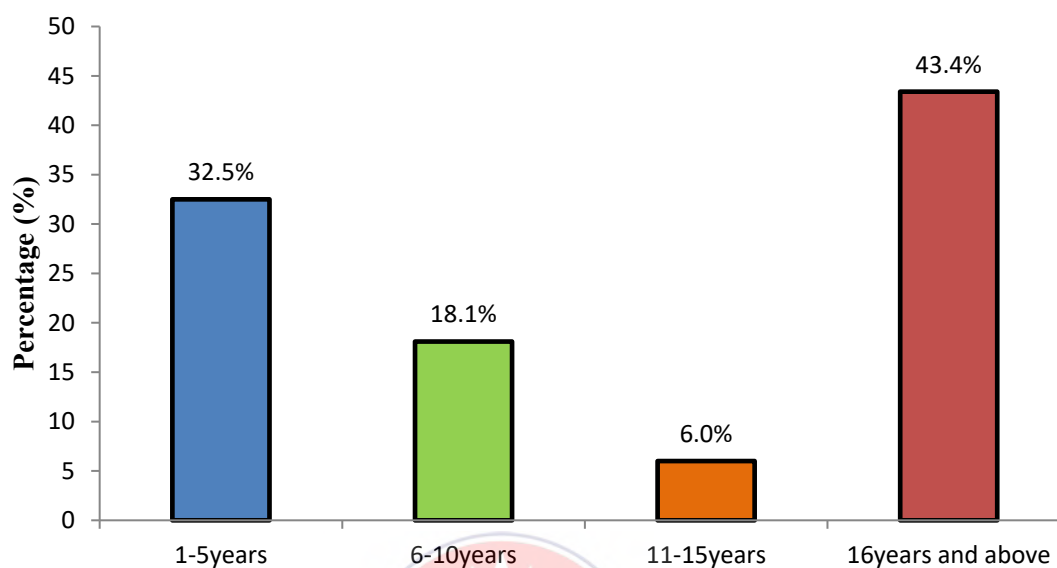


Figure 4. 3: Teaching experience of respondents

Source: Field Survey, 2016

The teaching experience of the respondents as presented in Figure 4.3 shows that close to one-third (32.5%) of the respondents had taught for more than 1-5years. Fifteen respondents constituting 18.1% had been in the teaching field for 6-10years. Again, 5(6.0%) of the respondents had taught for more than 11-15years. The majority (36) of the respondents representing 43.4% had taught for 16years and above. This implies that most of the teachers were experienced, proficient and capable of exercising good judgment and as such the responses provided by them could be relied upon.

4.4 Analysis of the Main Data

The analysis of the main data is presented under some themes related to the research questions.

4.4.1 Educational policies and practices affecting enrolment into basic education

The main issue considered under this section related to the educational policies and practices that affect enrolment into basic schools. Respondents were asked to indicate their level of agreement to statements on the policies and practices affecting enrolment in basic schools, emanating from the literature review. The responses which were gathered with the aid of questionnaire administration are presented in Table 4.1.

Table 4. 1: Responses on Policies and Practices Affecting Enrolment

Statement	Responses					Mean	Rank
	1=SD	2=D	3=N	4=A	5=SA		
School Feeding Programme (SFP) improve students attendance in class	1 (1.2)	---	--	30 (36.1)	52 (62.7)	4.59	1
Free Compulsory Basic Education (FCUBE) strengthen primary education	2 (2.4)	8 (9.6)	4 (4.8)	18 (21.7)	51 (61.4)	4.30	2
Free School Uniform (FSU) exercise encourage pupils interest in coming to school	---	8 (9.6)	5 (6.0)	26 (31.3)	44 (53.0)	4.28	3
Free textbooks and exercise books enhance pupils attendance in school	18 (21.7)	17 (20.5)	5 (6.0)	19 (22.9)	24 (28.9)	3.17	4
Decentralisation stimulated community involvement thereby encouraging pupils enrolment	13 (15.7)	24 (28.9)	11 (13.3)	18 (21.7)	17 (20.4)	3.02	5
Construction of classrooms, teachers' houses and school latrines affects students enrolment	17 (20.5)	21 (25.3)	10 (12.0)	14 (16.9)	21 (25.3)	3.01	6

Source: Field Survey; 2016, () Percentages in brackets $\bar{x} \geq 3.5 = \text{agreed}$

Key: SD = Strongly Disagree, D = Disagree, N= Neutral, A = Agree, SA = Strongly Agree

It should be noted that responses for strongly agree and agree were merged in the write-up to mean 'agree' while that of disagree and strongly disagree were also merged to mean "disagree". However, that of neutral (N) N was maintained in the write-up. From Table 4.1, item 1 sought to find out whether School Feeding

Programme (SFP) improved pupils' attendance in class. The data indicate that, 1(1.2%) teacher respondent disagreed, while 82 (98.8%) agreed to the statement, with a mean score of 4.59; representing first (1st) in the likert ranking order. Item 2 sought to find out whether Free Compulsory Basic Education (FCUBE) strengthened primary education. The Table further indicates 10 (12.0%) of teacher respondents disagreed to the statement, while 4 (4.8%) teacher respondents remained neutral to the statement. The majority of the respondents constituting 83.1% agreed to the statement. This finding had a mean score of 4.30 which is second (2nd) in ranking.

With a mean score of 4.28 and 3rd in the ranking order, on the issue of whether Free School Uniform (FSU) exercise encourage pupils interest in coming to school, 8 (9.6%) teacher respondents disagreed, while 5 (6.0%) remained neutral. On the other hand, 70 (84.3%) of the respondents agreed to the statement. On whether free textbooks and exercise books enhances pupil attendance in school, 35(42.2%) of teacher respondents disagreed, while 5 (6.0%) were neutral to the statement. Meanwhile, 43 (51.8%) of the respondents agreed to the statement that free textbooks and exercise books enhances pupil attendance in school. This depicted a mean score of 3.17 and 4th in the ranking order.

Furthermore, with the statement that decentralisation stimulated community involvement encourages students enrolment, 37 (44.6%) teacher respondents disagreed, while 11 (13.3%) remained neutral. As many as 35 (42.1%) of the teacher respondents, however, agreed to the statement that decentralisation stimulated community involvement encourages students enrolment. This had a corresponding mean score of 3.02, rating 5th in the ranking order. Indications from Table 4.1 clearly show that, construction of classrooms, teachers' houses and school latrines, seems not to affect student enrolment, as 38(45.8%) teacher respondents disagreed, while 10(12.0%)

teacher respondents remained undecided. However, 35 (42.2%) of the teacher respondents agreed to the statement. This finding had a mean score of 3.01, representing the 6th position in the ranking order. The findings show that, School Feeding Programme (SFP), Free Compulsory Basic Education (FCUBE) strengthen primary education and Free School Uniform (FSU) exercise kindled pupils interest in coming to school and represented the educational policies and practices that affect enrolment into basic school.

The finding agrees with Ministry of Education (MOE), (2012) that with educational policies such as School Feeding Programme (SFP), Free Uniform (FU) and Free Compulsory Basic Education (FCUBE) improves enrolment in basic schools. Bridesal et al. (2005) advocated school feeding programme and free compulsory education for an increase in enrolment and improvement and ability to keep children in school. Levinger (2000) in a review of over twenty studies on school feeding agreed that school feeding programme motivates parents to enroll their children in school due to the fact that it is cost-effective to them. This is in line with Harounan et al. (2008), who emphasized that free compulsory basic education and school feeding programme improve enrolment in both kindergarten and primary schools. According to the 2010 progress Report on the millennium development goal, enrolment in both kindergarten and primary schools increased from 14,246 in 2006/2007 to 15,449 in 2007/2008 for kindergarten and 16,903 in 2006/2007 to 17,315 in 2007/2008 for primary schools. This was attributed to free compulsory basic education and school feeding programmes.

4.4.2 Challenges to Expanding Pupils Enrolment in Tano South District

The second research question was intended to answer the question on the challenges to expanding enrolment in Catholic primary schools in Tano South District. The respondents were asked to indicate their level of agreement to some statements.

Presented in Table 4.2. are the responses gathered. In the write up, Strongly Agree (SA) and Agree, (A) have been combined to mean Agree (A), Neutral remains, and Disagree (D) and Strongly Disagree (SD) have been combined to mean Disagree.

Table 4. 2: Responses on the Challenges that Inhibit School Enrolment

Statement	Responses					Mean	Rank
	1=SD	2=D	3=N	4=A	5=SA		
Cultural factors ($\alpha = .611$)							
Child labour (farming and the pastoral culture activities)	12 (14.5)	3 (3.6)	9 (10.8)	37 (44.6)	22 (26.5)	3.65	1
Lack of interest in attending school and negative attitude towards education	8 (9.6)	13 (15.7)	17 (20.5)	8 (9.6)	37 (44.6)	3.64	2
Children getting involved in early marriages	18 (21.7)	15 (18.1)	--	34 (41.0)	16 (19.3)	3.18	3
Engagement in domestic work	12 (14.5)	27 (32.5)	5 (6.0)	24 (28.9)	15 (18.1)	3.04	4
Environmental factors ($\alpha = .712$)							
Family hardships	3 (3.6)	11 (13.3)	2 (2.4)	23 (27.7)	44 (53.0)	4.13	1
Precarious situations	9 (10.8)	---	8 (9.6)	27 (32.5)	39 (47.0)	4.05	2
Poor Environment conducive to learning	5 (6.0)	10 (20.0)	12 (14.5)	19 (22.9)	37 (44.6)	3.88	3
Hunger, /drought/	11 (13.3)	12 (14.5)	6 (7.2)	32 (38.6)	22 (26.5)	3.51	4
Government factor ($\alpha = .438$)							
Overcrowded and under-resourced classrooms	6 (7.2)	9 (10.8)	12 (14.8)	20 (24.1)	36 (43.4)	3.86	1
The school are not offering School Feeding Programme (SFP)	1 (1.2)	21 (25.3)	2 (2.4)	32 (38.6)	27 (32.5)	3.76	2
Dilapidated school buildings	11 (13.3)	23 (27.7)	4 (4.8)	18 (21.7)	27 (32.5)	3.53	3
Irrelevant school curriculum to the immediate and economic needs of the society	12 (14.5)	17 (20.5)	12 (14.5)	18 (21.7)	24 (28.9)	3.30	4
Socio-Economic factors ($\alpha = .431$)							
Both parents dead and lacked support from relatives	4 (4.8)	10 (12.0)	5 (6.0)	23 (27.7)	41 (49.4)	4.05	1
Lack of financial support	4 (4.8)	11 (13.3)	---	31 (37.3)	37 (44.6)	4.04	2
Peer influence	4 (4.8)	15 (18.1)	6 (7.2)	23 (27.7)	35 (42.2)	3.84	3
Lack of school uniform to attend classes	3 (3.6)	24 (28.9)	7 (8.4)	21 (25.3)	28 (33.7)	3.57	4

Source: Field Survey; 2016, () Percentages in brackets $\bar{x} \geq 3.5 = \text{agreed}$

Key: SD = Strongly Disagree, D = Disagree, N= Neutral, A = Agree, SA = Strongly Agree

From Table 4.2, it is observed from the cultural factor that child labour i.e. farming and growing up in rearing animals has the highest mean score of 3.65. Fifteen (18.1%) of the teacher respondents disagreed, while 9 (10.8%) remained neutral. On the other hand, 59(71.1%) of the respondents indicated that pastoral culture was a challenge that inhibited the growth in enrolment of Catholic primary schools in Tano South District. Also lack of interest in attending school and negative attitude towards education had the second highest mean score of 3.64. As many as 45 (54.2%) of the respondents agreed to the statement.

In addition, on the issue that children getting involved in early marriages was a challenge that inhibited growth in enrolment in school. As much as 60.3% of the respondents agreed to the statement and with a mean of 3.18 that represented the third rated in the ranking order. Again, engagement in domestic work as a challenge that inhibits growth in school enrolment had a mean score of 3.04 and was rated fourth in ranking order. Interestingly, while 47.0% of the respondents disagreed, 47.0% also agreed to the statement. This indicates that child labour like farming and pastoral culture activities and lack of interest in attending school and negative attitude towards education were the main cultural factors that posed a challenge to the growth in school enrolment. This implies that as a farming community, parents are torn between the conviction that education is valuable and the fact that farming is the family's main source of livelihood and identity. This is enigmatic when parents have to decide whether to withdraw children from farming and grazing in order to attend school. On the other hand, the negative attitude towards education could also be influenced by failure to see any immediate benefits from the quality of education delivered. As Kailembo (2000) argues, the household decision to enroll a child in school is not only influenced by costs and anticipated future benefits of schooling, but also by how

parents perceive the quality of education services offered. Deficiencies in the link between schooling and the necessary skills for the local labour market were found to be a significant factor in explaining low enrolment (Nicaise et al., 2000; Natriello, 2002). Chelimo (2005), for instance, points out the pivotal role children's labour plays towards survival of the households. Chelimo observes that a school system that undermines children's fulfilment of their household obligations disrupts the households' micro-economy. This may create reluctance among parents to send children to school.

On the environmental factors, it was observed from Table 4.2 that family hardships was the most challenging factor that inhibited growth in school enrolment. It had the highest mean score of 4.13 with 80.7% of the respondents agreeing to the statement. Also, precarious situation was ranked 2nd with a mean score of 4.05, as 79.5% of the respondents agreed to the statement. With poor environment conducive learning as a challenge that inhibited growth in school enrolment was ranked 3rd with a mean score of 3.88. As much as 67.5% of the respondents agreed to the statement. On hunger/drought as a challenge that inhibited growth in school enrolment, 65.1% of the agreed to the statement. With the mean score of 3.51, this was rated 4th challenge.

The findings show that family hardships, precarious situations, poor environment not conducive to learning and hunger/drought were the environmental factors that posed a challenge of growth in school enrolment. The findings confirm that of Demi et al. (2010) that unattractiveness of the teaching and learning environment may be attributable to many factors and it is only when these factors are dealt with adequately that enrolment of children in school can be enhanced. According to Pryor and Amphiah (2013), family hardship issues promote absenteeism by pupils with the obvious consequences being low academic performance. The study by Namukwaya and Kibirige (2014) found that low level of income had an effect on enrolment and

retention as some children could not enrol in school because they had no clothing to wear to school. Besides, Profulla and Gareth (2009) quote the findings from a survey carried out during 2004 on indigenous children's primary school attendance and dropout rates in north-eastern Bangladesh, which revealed that only 22% of the indigenous children completed a year of primary school education and an additional 18% attended some school but dropped out. From their study of factors that affect school enrolment, Profulla and Gareth indicated that hunger/drought and precarious situations were the main factors that caused poor attendance and school dropout. All these support the findings of the current study.

Also, from the government factor, the overcrowded and under-resourced classroom as a challenge that inhibits school enrolment was rated 1st with a mean score of 3.86. As much as 67.5% of the respondents agreed to the statement. Moreover, school not offering School Feeding Programme (SFP) was rated 2nd with a mean score of 3.76. As much as 71.1% of the respondents agreed to the statement that schools not offering School Feeding Programme (SFP) posed a challenge to the growth of school enrolment. Again, dilapidated school building as a challenge that inhibited growth in school enrolment had a mean score of 3.53 and was rated 3rd. As many as 54.2% respondents agreed to the statement. As to whether irrelevant school curriculum to the immediate and economic needs of the society inhibits the growth in school enrolment, 29 (35.0%) of the respondents totally disagreed, 50.6% of the respondents agreed to the statement. This statement reflected a mean score of 3.30 which invariably represents fourth (4th) in ranking order under government factor.

The findings of the study reveals that overcrowded and under-resourced classrooms, school not offering School Feeding Programme (SFP) and dilapidated school buildings are the main government factors that inhibit growth in school

enrolment. This is supported by Sifuna (2007) who indicated that the shortage of text books and other teaching and learning materials makes it difficult for pupils to do their homework and to complete on time other assignments given by teachers. Traag and Van der Velden's (2006) research with young students also demonstrated that having unsupportive government is likely to be associated with dropout from school. Based on Traag and Van der Velden's argument, it can be concluded that the policies of the government go a long way to encourage learners to stay in school or to dropout.

Table 4.2 further shows the result four (4) socio-economic related factors that inhibit growth in enrolment of schools. It is evident from the result that death of parents and lack of support from relatives is a challenge that inhibited growth in school enrolment. As much as 77.1% of the respondents totally agreed to the statement and was rated 1st with a mean of 4.05. Moreover, lack of financial support posed a challenge to the growth in school enrolment with a mean score of 4.04. This statement was rated 2nd, as 81.9% of the respondents agreed to that effect. The study suggested that peer influence inhibited growth in school enrolment with a mean of 3.84. The statement was rated 3rd with 69.9% of the respondents agreeing to the statement. On lack of clothing to wear to school as a challenge that inhibit growth in school enrolment, 59.0% of the respondents agreed with a mean score of 3.57 reflecting 4th in ranking. The results reveals that death of parents and lack of support from relatives, lack of financial support, peer influence and lack of clothing to wear to attend classes are the main socio economic factors that inhibited growth in enrolment. This support the findings of many studies which indicated that children with low socio-economic mobility characteristics have less chances of attending school and that children from better-off households are more likely to enroll and remain in school (Brown & Park, 2002; Hunt, 2008). The studies further affirm that children from poorer households have fewer chances of

enrolling in school or have higher chances of dropping out after they have enrolled. This implies that environmental factors thus; family hardships, precarious situations, poor environment conducive to learning and hunger/drought posed the greatest challenge to growth in school enrolment in Tano South District.

4.5 Impact of the low enrolment trend on communities

The third research question sought to identify the impact of the low enrolment trend in Catholic schools in Tano South District. Respondents were asked to state their level of agreement on statements relating to the impact of the low enrolment trend in Catholic schools in Tano South District. Table 4.3 shows the frequencies and percentages of respondents on the impact of the low enrolment trend in Catholic schools in Tano South District. It should be noted that responses for strongly agree and agree were merged in the write-up to mean ‘agree’ while that of disagree and strongly disagree were also merged to mean “disagree”. However, that of neutral (N) was maintained in the write-up.

Table 4. 3: Responses of respondents on the implication of low enrolment

Statement	Responses					Mean	Rank
	1=SD	2=D	3=N	4=A	5=SA		
Appropriate knowledge, skills, attitudes and behaviour of students are undermined.	4 (4.8)	--	6 (7.2)	26 (31.3)	47 (56.6)	4.35	1
There is low achievement of prescribed learning outcomes	2 (2.4)	6 (7.2)	7 (8.4)	34 (41.0)	34 (41.0)	4.11	2
It affects effectiveness and efficiency of teaching and learning in the classroom	6 (7.2)	5 (6.0)	6 (7.2)	36 (43.4)	30 (36.1)	3.95	3
It encourages social vices in the community	13 (15.7)	10 (12.0)	4 (4.8)	14 (16.9)	42 (50.6)	3.75	4
It encourages school drop-out	6 (7.2)	16 (19.3)	11 (13.3)	21 (25.3)	29 (34.9)	3.61	5

Source: Field Survey; 2016, () Percentages in brackets $\bar{x} \geq 3.5$ =agreed
Key: SD = Strongly Disagree, D = Disagree, N= Neutral, A = Agree, SA = Strongly Agree

As to whether low enrolment undermined appropriate knowledge, skills, attitudes and behaviour of students, 87.9% of the respondents agreed to the statement with a mean score of 4.35 showing 1st in ranking. This is supported by Solonious and Royers (2001), who affirmed that low enrolment definitely is detrimental to student's achievement, promotion, graduation and self-esteem. Clearly, students who miss school fall behind their peers in the classroom, which in turn leads to low esteem

On whether low enrolment leads to low achievement of prescribed learning outcomes, 82.0% respondents agreed with the statement with a mean score of 4.11 reflecting 2nd in ranking. This supports the findings of Boga (2013), who indicated that low enrolment negatively affects educational achievement of students. Similarly, Wheat (1998) argued that the relationship between attendance and achievement could be grasped merely through common sense as students who do not attend classes struggle to comprehend what is taught in school. With reference that low enrolment affects the effectiveness and efficiency of teaching and learning in the classroom, 79.5% of the respondents agreed. This statement had a mean score of 3.95 representing the 3rd in ranking order.

On whether low school enrolment encourages social vices in the community, 67.5% of the respondents agreed to the statement. This statement had 3.75 mean score representing 4th in ranking. Again, on whether low enrolment encourages school drop-out in school, 60.2% of the respondents totally agreed to the statement. This rather had a mean score of 3.61 representing 5th in ranking. The study buttress with Rohrman (1993) affirmed established that lack of commitment to school as a risk factor for substance clues, delinquency, teen pregnancy, and dropping out of school. Without immediate and urgent help, these children cannot effectively progress in the education system, and so improving the quality of learning in schools is the next big challenge for

both the state and central government. The findings shows that low enrolment trend undermined knowledge, skills, attitudes and behaviour of students, affects effectiveness and efficiency of teaching and learning in the classroom, encourages social vices in the community and encourages school drop-out.

4.6 Improving the enrolment in Catholic Primary Schools

To answer research question four, respondents were made to indicate their level of agreement on the statement about the ways of improving the enrolment in Catholic primary school in Tano South District. Table 4.4 presents the results. It should be noted that responses for strongly agree and agree were merged in the write-up to mean ‘agree’ while that of disagree and strongly disagree were also merged to mean “disagree”. However, that of neutral (N) was maintained in the write-up.

Table 4. 4: Responses on the Ways of Improving Low Enrolment

Statement	Responses					Mean	Rank
	1=SD	2=D	3=N	4=A	5=SA		
Adequate provision of facilities and socio-economic amenities	2 (2.4)	9 (10.8)	6 (7.2)	19 (22.9)	47 (56.6)	4.20	1
Government should pay more attention to infrastructural development	4 (4.8)	11 (13.3)	5 (6.0)	15 (18.1)	48 (57.8)	4.11	2
Making teachers more effective	3 (3.6)	9 (10.8)	8 (9.6)	30 (36.1)	33 (39.8)	3.98	3
Making appropriate textbooks and other learning materials available	6 (7.2)	10 (12.0)	7 (8.4)	17 (20.5)	43 (51.8)	3.98	4
A reasonable amount of budget should be allocated for improving the situation of primary education	5 (6.0)	12 (14.5)	5 (6.0)	24 (28.9)	37 (44.6)	3.92	5
Effective day-to-day monitoring, evaluation, and accountability of the system	10 (12.0)	19 (22.9)	---	15 (18.1)	39 (47.0)	3.65	6
A more influential awareness campaign should be run	16 (19.3)	18 (21.7)	8 (9.6)	24 (28.9)	17 (20.5)	3.10	7
Routine sensitization campaign to raise community awareness about the value of education	27 (32.5)	17 (20.5)	10 (12.0)	12 (14.5)	17 (20.5)	2.70	8

Source: Field Survey; 2016, () Percentages in brackets $\bar{x} \geq 3.5$ = agreed
Key: SD = Strongly Disagree, D = Disagree, N= Neutral, A = Agree, SA = Strongly Agree

In Table 4.4, as to whether adequate provision of facilities and socio-economic amenities is a way of improving low enrolment in school, 79.5% respondents agreed to the statement, with a mean score of 4.20 and represent the 1st in ranking order. With regard to the government paying attention to infrastructural development, 75.9% of the respondents agreed to the statement with 4.11 mean score reflecting 2nd in ranking. Again, on whether making teachers more effective can improve low enrolment in school, 75.9% respondents agreed. This statement reflected 3.98 mean score as the 3rd in ranking order. Moreover, on whether making appropriate textbooks and other learning materials available can improve low enrolment in school, 72.3% of the respondents agreed to the statement. The statement depicted a mean score of 3.98 as the 4th in ranking order. In terms of whether a reasonable amount of budget allocated for improving the situation of primary education can improve low enrolment, 73.5% of the respondents agreed to the statement. The statement had a mean score of 3.92 as 5th in ranking.

Furthermore, on the issue that effective day-to-day monitoring evaluation and accountability of the system can improve low enrolment of pupil, 65.1% of the respondents agreed to the statement. The findings of the study was ranked 6th with a mean score of 3.65. The statement of more influential awareness campaign for improving low enrolment was ranked 7th with a mean score of 3.10. Interestingly, 49.4% of the respondents agreed to the statement, while 41.0% the disagreed to the statement. Again with respective to routine sensitization campaign to raise community awareness about the value of education to improve low enrolment of pupils, 53.0% of the respondents disagreed. This statement had a mean score of 2.70 which typifies 8th in the ranking order.

From the analysis of the results, it is clear that the five most important suggestions identified by the respondents for improving enrolment in Catholic primary schools in the Tano South District were: adequate provision of facilities and socio-economic amenities, paying more attention to infrastructural development, making teachers more effective, making appropriate textbooks and other learning materials available and allocating reasonable amount of fund for improving the situation of primary education.

The findings align with that of Pounder (1999) who suggested and recommended ways for reversing low students' enrolment as:

1. The government should pay more attention to infrastructural development to enable schools enrol more pupil of school age.
2. The government should also ensure that practising teachers are provided with regular opportunities for in-service training for professional development to enable them teach their subjects more confidently.
3. The government through the Educational Services (ES) should organize regular workshops and seminars for teachers to sensitize them on appropriate behaviour patterns capable of stimulating interest in school.
4. Textbook authors should endeavour as much as possible, to make their illustrations vivid and understandable in order to improve students attendance to school.

It is not surprising that majority of the respondents suggested effective day-to-day monitoring, evaluation, and accountability of the system, and making appropriate textbooks and other learning materials available as a means of improving enrolment. As noted by Ghana Education Service [GES] (2006), effective day-to-day monitoring, evaluation and accountability of the system by strengthening inspection and supervision

increased basic school enrolment. GES affirmed that the introduction of capitation grant which helped to make available of the necessary teaching/learning resources greatly increased enrolment in basic schools. As the respondents agreed that reasonable amount of budget should be allocated for improving the situation of primary education, UNESCO (2004) noted that government should try its best to provide education to its mass. For this, government should utilize its local resources as well as international funds and human resources to improve students enrolment.

4.7 Presentation and Discussion of Interview Results

The researcher interviewed seven headmasters/headmistress of the selected Roman Catholic school in Tano South District. The seven heads were from Dwomo R/C, Derma R/C, Breme R/C, Techimantia A and B R/C, St. Joseph Practice, Bechem R/C and Mansin R/C. The interviews were conducted face-to-face and responses were immediately written down or recorded and later transcribed. For the purpose of anonymity the interviewees were given pseudonyms; interview participant A, B, C, D, E, F and G. Key data sought from the headmasters/headmistress related to basic education policies and practices affecting enrolment, challenges to expanding enrolment in the school, implications of primary enrolment trends over an extended period of time and way of improving the enrolment in schools (See Appendix B: Interview Guide). The interview conducted sought for clarifications on issues that were not fully captured in the questionnaire and understood.

4.7.1 Responses on the policies and practices affecting enrolment

When the participants were asked about how basic education and practices affected enrolment in their schools, they all seemed to agree that government policies

such as School Feeding Programme (SFP), Free Compulsory Basic Education (FCUBE) and Free School Uniform have helped to improve access and increase enrolment.

Participant "A" for instance had this to say:

There has been an increase in the enrolment due to the fact that parents are no longer paying school fees. He further indicated that, the introduction of Free Compulsory Basic Education (FCUBE) has resulted in a significant increase in students enrolled over a period of time.

Participant "D" also stated that:

In recent decades Ghana has made significant progress on access to schooling and enrolment rates in primary education through government policies like School Feeding Programme (SFP) and Free Compulsory Basic Education (FCUBE).

Participant "G" commented that:

Policies like Free Compulsory Basic Education (FCUBE) and eliminating shifting system whereby a group of pupil will come in the morning and another group in afternoon has tremendous effect on enrolment pattern in their school.

She remarked as follows

"One of the main reasons that children in Ghana do not attend school is that their parents simply cannot afford to pay the levies charged by the schools. Again, you will meet a child on the road and ask why he/she did not go to school, he/she will answer that he/she will leave for afternoon shift and you will meet the same person in the afternoon he/she will tell you he left for the morning shift."

The policies of the government had encouraged many families, particularly the poor ones to send their children to school. These support the GES (2004) claim that primary school enrolment in Ghana has been a success story largely due to governmental policies and interventions such as Capitation Grant and School Feeding Programme. It is gratifying to note that such government policies and programmes were having the desired impact on enrolment. This suggests that Ghana is moving towards meeting the Millennium Development Goals (MDGs). One of the millennium goal is to provide universal primary education by 2015.

4.7.2 Responses on the challenges to expanding enrolment in primary school

When the participants were asked about the challenges to expanding enrolment in primary schools, the respondents claimed that shortage of desks and inadequate facilities like insufficient toilets, depilated classroom affects students enrolment.

Moreover, during the interview with *participant "D"* indicated that the ratio of a teacher to students is currently reducing due to lack of classroom facilities and learning materials making teaching and learning difficult. He further mentioned that the school lack basic amenities such as to desk, chairs and toilet facilities which affect their enrolment pattern. *Participant "E"* on the same issue opined that there are no classroom facilities to enrol more students.

Participants "G" affirmed that:

Unattractiveness of both the physical and social environments of the school whip down and reduce children's interest in school. This implies that there need for good and safe school buildings and surrounding compounds to improve the pupil interest in school.

According to Demi et al, (2010), children's interest in school can be maintained if teachers are friendly and school children are disciplined. The views of many stakeholders regarding the best environment for effective teaching and learning concerned both teachers and children's attitudes. Unattractiveness of the teaching and learning environment may be attributable to many factors and it is only when these factors are dealt with adequately that enrolment of children in school can be enhanced. The findings buttress with Hattie (2002) who indicated that challenges that inhibit growth of enrolment include: shortage of teachers, shortage of desks, low performance in national examinations and shortage of teaching and learning materials.

4.7.3 Responses of respondents on implication of low enrolment trend

When the opinions of headmaster/headmistress were solicited on the implication of primary school enrolment trend, almost all the respondents signifies that low enrolment trend causes school dropout and the same people get early pregnant.

Participant "C" signified that:

Low enrolment trend at the end of the day affects pupil's performance during examination. He affirmed that low enrolment trend is often one of the first and best indicators of academic failure, suspension, expulsion, delinquency, and later adult crime.

Moreover, the respondents mentioned that the society also may lose out economically through low enrolment trend at schools. One can only guess at the losses to the labour market that result from low enrolment-related under achievement.

Based on this, Participant "F" said that:

The society will lose people who could have been the working forces the human resource needed for the society to develop.

4.7.4 Responses on the ways of improving enrolment in school

Touching on the ways of improving enrolment in school, the respondents explained that parents should be encouraged in sending their children to school. They further affirmed that there should be an enforcement committee to enforce educational policies in the community.

Participant "C" commented that:

Provision of educational facilities is necessary in improving enrolment at the various Roman Catholic schools in Tano South District.

Participant "D" mentioned that:

School Feeding Programme (SFP) should be extended to the various schools in Tano South District. The Participant further affirmed that the Catholic Church should help the schools with some basic teaching and learning materials, and provision of playing grounds for the children that will encourage them to come to school always.

Participants "E" also stated:

The government should provide the basic classroom and educational facilities like textbooks, desks and chairs to facilitate teaching and learning in the school. The Participant further posited that teachers should motivate and encourage the pupils to come to school always.

Participant "F" affirmed that:

Making the pupil know the importance of enrolling in school will motivate them to come to school.

For this reason, interview participant "G" emphasized:

It is important for staff development, teacher education and training, and professional development of planners, managers and staff at all levels. Again

increasing of non-salary budget for provision of conducive educational environment will encourage teachers to do their best during lessons.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter sums up the findings from the study, draws conclusions arising from the study and makes relevant recommendations based on the findings and conclusions.

5.2 General Overview of the Study

A major trend in education in developing economies in general, and Ghana in particular, is that school enrolments and attainment are relatively low. It is an open secret within the educational sector that enrolment faces major challenges, especially in Ghana. With this background, the study sought to find out challenges of enrolment in Ghanaian schools, with specific attention to Tano South District within the Brong Ahafo Region. Further to this, the following specific objectives were set to help achieve the main objective: identify the extent to which the policies and practices of basic education affect enrolment into basic education, examine the key challenges that inhibit growth in enrolment of schools, identify the implication of primary enrolment trends over an extended period a time and find out the solution to the problems of enrolment in Catholic Primary School in the Tano South District.

In order to achieve the objectives of the study, seven Roman Catholic primary schools were selected. In all, eighty three (83) teachers were selected from the seven sampled primary schools. The main instruments employed in this study were the questionnaire and interviews. Apart from the socio-demographic characteristics of the respondents, all the other sections of the questionnaire consisted of Likert scale

questions on the following scale: 5=strongly agree; 4=agree; 3=neutral; 2=disagree and 1=strongly disagree. In addition to this, an interview schedule was administered on selected headmasters/headmistress to solicit their views on the subject under study.

Data collected with the questionnaires were screened, edited and computed into the SPSS for analysis. Tables and bar graphs were used to give a pictorial impression of the results. The data was analysed manually by grouping them into major themes that emerged. It should be noted that all data were analysed and presented based on the research objectives.

5.3 Summary of Key Findings

A number of findings were made after a discussion of the responses. They are summarized as below;

5.3.1 Policies and practices of basic education affecting school enrolment

The study revealed that School Feeding Programme (SFP), Free Compulsory Basic Education (FCUBE) strengthen primary education and Free School Uniform (FSU) exercise are the main policies and practices that encourage pupils interest in coming to school

5.3.2 Challenges that inhibit growth in enrolment of schools

It appeared from the study that child labour like farming, pastoral activities and lack of interest in attending school and negative attitude towards education were the main cultural factors that posed a challenge to the growth in school enrolment.

The study confirmed that family hardships, precarious situations, poor environment conducive to learning and hunger/drought were the environmental factors that posed a challenge to the growth in school enrolment.

The study indicated that overcrowded and under-resourced classrooms, school not offering School Feeding Programme (SFP) and dilapidated school buildings were the main government factors that inhibited growth in school enrolment.

The study found out that death of parents and lack of support from relatives, lack of financial support, peer influence and lack of clothing to wear to attend classes were the main socio economic factors that inhibited growth in enrolment.

5.3.3 Implication of primary school low enrolment trends

The study found that low enrolment trend undermined the attitude and behaviour of students as well as the acquisition of knowledge and skills. It also affected effectiveness and efficiency of teaching and learning in the classroom. Finally, it encouraged school drop-out and social vices in the community.

5.3.4 Ways of improving enrolment in Catholic Primary School in Tano South District

The participant suggested that adequate provision of facilities and socio-economic amenities, paying more attention to infrastructural development, making teachers more effective, making appropriate textbooks and other learning materials available were the ways of improving enrolment in school.

It further appeared from the study that allocating reasonable amount of funds for improving the situation of primary education and effective day-to-day monitoring, evaluation, and accountability of the system were the main ways of improving enrolment problem at Roman Catholic Primary School (R/C) in Tano South District.

The results emanated from the interview indicated that extending School Feeding Programme (SFP) at the various Roman Catholic primary schools can improve enrolment trend in the Roman Catholic primary schools in the Tano South District.

5.4 Conclusions

The study concluded that family hardships, poor environment conducive to learning and hunger/drought affects enrolment trend in Roman Catholic (R/C) schools in Tano South District. It can expediently concluded that enrolment of Roman Catholic schools in Tano South District can be improved by providing adequate facilities and socio-economic amenities, paying more attention to infrastructural development, making teachers more effective, making appropriate textbooks and other learning materials available.

The study revealed that low enrolment trend undermined knowledge, skills, attitudes and behaviour of pupils, affects effectiveness and efficiency of teaching and learning in the classroom, encourages social vices in the community and encourages school drop-out.

5.5 Recommendations

Based on the findings of the study and conclusions drawn from them, the following recommendations are being made to eradicate low enrolment of pupil in Roman Catholic primary schools in Tano South District.

1. A more influential awareness campaign may be run by NGOs, governmental agencies for the parents and other stakeholders of the society to encourage pupils to attend school.

2. The feeding policy should be extended by the government to cover as many primary schools as possible in the District.
3. Communication between schools and families of pupils concerning attendance needs to increase by phone contact, email, school website, and home visits, etc.
4. Schools should revisit attendance policies annually ensuring that policies are strictly enforced. Additional measures should be put in place to ensure that schools are abiding by the attendance policy set forth by the district and state administration.
5. Schools need to provide professional development for teachers on building relationships with pupils and families. Team-building activities should be incorporated during Parent Teachers Association (PTA) meetings.
6. The authorities should provide meaningful activities to engage the pupils throughout their stay in school. This will help reduce low enrolment of pupils in school.
7. The school authorities should as much as possible provides places, equipments and facilities of interest in the school to keep their pupils. The school and classroom environment should be made very attractive through the provision of flowers, paintings, games and equipment to promote sustained interest in the school.

5.6 Suggestion for Further Studies

A further research could be conducted to compare the challenges of enrolment of pupils in rural areas and urban area in Ghanaian public schools. A similar study can also be conducted either in a different district in the Brong Region or an entirely different region since the current research was carried out in the Tano South District.

Finally, it is suggested that a further research be conducted to include the pupils on the factors that encourage them to attend school since the current study focused on only the teachers and challenges of low enrolment of students



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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

QUESTIONNAIRE FOR STUDY PARTICIPANTS (TEACHERS)

Preamble: The researcher, a student of the University of Education, Winneba, Kumasi Campus is seeking information relating to the topic **“Challenges of students enrolment in Catholic Primary Schools in the Tano South District within the Brong Ahafo Region”**. Please you have been selected to participate in the research. Kindly provide answers by ticking or completing the blank space. Your responses will be kept confidential.

Section A: Socio-demographic characteristics

1. What is your age (in years)?
a. 20-25 [] b. 26-30 [] c. 31-35 []
d. 36-40 [] e. 41 and above
2. Sex: a. Male [] b. Female []
3. Level of educational: a. Graduate [] b. Post graduate [] c. Other [] specify
6. Teaching experience: a. 1 – 5years [] b. 6-10 [] c. 11-15 years []
d. 16+ years []

Section B: Policies and practices of basic education affecting enrolment

7.0 Please rate your perception of the extent to which you agree or disagree to the statement "Policies and practices of basic education affecting enrolment". Note: Each of the statements is accompanied by a 5-point scale ranging from “Strongly Disagree” (=1) to “Strongly agree” (=5).

S/N	Item	Scale				
		1	2	3	4	5
1.	School Feeding Programme (SFP) improve students attendance in class	1	2	3	4	5
2.	Free School Uniform (FSU) exercise encourage pupils interest in coming to school	1	2	3	4	5
3.	Free Compulsory Basic Education (FCUBE) strengthen primary education	1	2	3	4	5
4.	Construction of classrooms, teachers' houses and school latrines affects students enrolment	1	2	3	4	5
5.	Free textbooks and exercise books enhances pupil attendance in school	1	2	3	4	5
6.	Decentralisation of primary school management has stimulated community involvement in school development plans thereby encouraging students enrolment	1	2	3	4	5

8.0 Has polices and plans of education pre-disposed children to conditions of formal schooling?

Yes () No () I don't know ()

9.0 Has policies and practices of basic education introduce children to basic hygiene and sanitation for healthy living?

Yes () No () I don't know ()

10.0 Has the policies and practices of basic education minimize gender barriers which seem to affect girls even before they enter primary school?

Yes () No () I don't know ()

Section C: Challenges that inhibit growth in enrolment of schools

11.0 In your opinion to what extent do you agree that the following challenges that inhibit growth in enrolment of schools in your school? Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represents disagree, 3 represents uncertain, 4 represents agree and 5 represents strongly agree. Please tick [√] the appropriate box.

S/N	Item	Scale				
Cultural Factors						
1.	Engagement in domestic work	1	2	3	4	5
2.	The pastoral culture i.e. grew up in rearing animals	1	2	3	4	5
3.	Lack of interest in attending school and negative attitude towards education e.g. Parents' negative attitude towards Roman Catholic Schools in Tano South District.	1	2	3	4	5
4.	Parents do not want their ward to go to school	1	2	3	4	5
5.	Children getting involved in early marriages	1	2	3	4	5
Environmental Factors						
6.	Hunger, /drought/	1	2	3	4	5
7.	Family hardships	1	2	3	4	5
8.	Precarious situations	1	2	3	4	5
9.	Poor Environment conducive to learning	1	2	3	4	5
Government factor						
10.	The school are not offering School Feeding Programme (SFP)	1	2	3	4	5
11.	School is very far away from home	1	2	3	4	5
12.	Irrelevant school curriculum to the immediate and economic needs of the society	1	2	3	4	5
13.	There are not enough teachers at school	1	2	3	4	5
14.	Dilapidated school buildings					
15.	Overcrowded and under-resourced classrooms					
Socio-economic factors						
14.	Lack of financial support	1	2	3	4	5
15.	Peer influence	1	2	3	4	5
16.	Lack of clothing to wear to attend classes	1	2	3	4	5
17.	Both parents dead and lacked support from relatives	1	2	3	4	5

- 12.0 In your opinion to what extent do you agree that the following implication affects primary enrolment trends over an extended period of time? Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represents disagree, 3 represents uncertain, 4 represents agree and 5 represents strongly agree. Please tick [] the appropriate box.

S/N	Item	Scale				
		1	2	3	4	5
1	It encourages school drop-out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Appropriate knowledge, skills, attitudes and behaviour of students are undermined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	It affects effectiveness and efficiency of teaching and learning in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	It encourages social vices in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	There is low achievement of prescribed learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Strategies for improving enrolment problems in Ghana

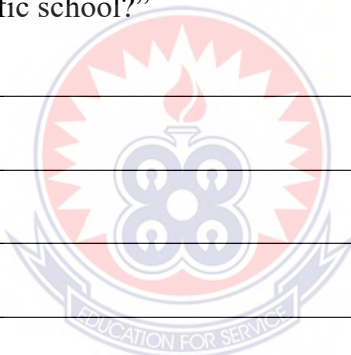
- 13.0 In your opinion to what extent do you agree that the following are strategies for improving enrolment problems in Ghana. Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represents disagree, 3 represents uncertain, 4 represents agree and 5 represents strongly agree. Please tick [] the appropriate box.

S/N	Item	Scale				
		1	2	3	4	5
1.	Government should pay more attention to infrastructural development to as to enable school enroll more pupil of school age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Making teachers more effective (including the improvement of teaching practices, learning conditions and support facilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	A reasonable amount of budget should be allocated for improving the situation of primary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Effective day-to-day monitoring, evaluation, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	accountability of the system by strengthening inspection and supervision					
5.	Routine sensitization campaign to raise community awareness about the value of education should be encouraged by government and school heads.	1	2	3	4	5
6.	Adequate provision of facilities and socio-economic amenities in order to encourage teaching and learning should not be compromised by government.	1	2	3	4	5
7.	Making appropriate textbooks and other learning materials available	1	2	3	4	5
8.	A more influential awareness campaign should be run for the parents and other stakeholders of the society	1	2	3	4	5

Section E: Additional comments

Write any positive and/or negative comments of your perception on enrolment improvement at your specific school?"



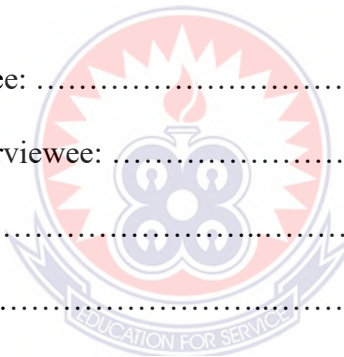
UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

INTERVIEW GUIDE FOR HEADMASTERS/HEADMISTRESS

**TOPIC: CHALLENGES OF STUDENTS ENROLMENT IN CATHOLIC PRIMARY
SCHOOLS IN THE TANO SOUTH DISTRICT**

This interview collects data on the challenges of students enrolment in primary schools. Your response is assured of utmost confidentiality since the result will be used only for academic purposes.

1. Name of interviewee:
2. Position of the interviewee:
3. Date of interview:
4. Time of interview:



Section A: Personal Details of Respondent

Name of School:.....

Location:.....

Age:

Years of Experience:.....

Educational Level:

SECTION B

How has basic education policies and practices affected enrolment in your school?

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What are the key challenges to expanding enrolment in the school?

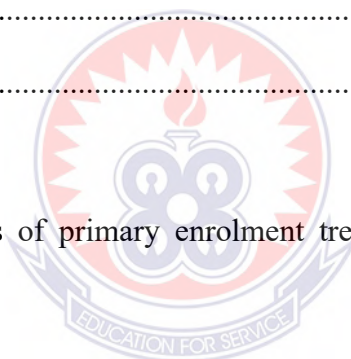
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What are the implications of primary enrolment trends over an extended period of time?



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What can be done to improve the enrolment in schools?

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SECTION C**What are the enrollment patterns of students' in your school?**

Year	Class	Gender		Total
		Boys	Girls	
2010	1			
	2			
	3			
	4			
	5			
	6			
2011	1			
	2			
	3			
	4			
	5			
	6			
2012	1			
	2			
	3			
	4			
	5			
	6			
2013	1			
	2			
	3			
	4			
	5			
	6			
2014	1			
	2			
	3			
	4			
	5			
	6			
2015	1			
	2			
	3			
	4			
	5			
	6			