

UNIVERSITY OF CAPE COAST

AN ASSESSMENT OF QUALITY IN EDUCATION OF PRIVATE SENIOR
HIGH SCHOOLS IN THE EAST AKIM MUNICIPALITY OF GHANA

BY

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of the requirements for award of Master of Philosophy degree in Educational
Administration

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

Name:

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature..... Date:

Name:

Co-Supervisor's Signature..... Date:

Name:

ABSTRACT

The study assessed the quality in education of private senior high schools in the East Akim municipality of Ghana. The research design used for the study was descriptive survey. A total sample of 207 including 9 headmasters, 98 teaching staff and 100 prefects, was selected for the study. All the 9 school heads and 100 students were purposively selected. The simple random sampling technique was used to select the teachers. The instrument used for gathering data was questionnaire. The results of the reliability test were $r = .799$ for the questionnaire for school heads, $r = .755$ for questionnaire for teachers and $r = .789$ for the questionnaire for prefects. The descriptive statistics such as frequencies and percentages were used where applicable to analyze data.

The main findings from the study were that headmasters do not involve teachers and students in the school administration. The schools do not have Board of Governors and the Parent Teachers Association is not functional. Teachers are demotivated and most students in the schools failed their Basic Education Certificate Examination. The schools have not created the right learning environment for academic work and ICT is not fully integrated into the curriculum of the schools.

The study recommends that the school owners should ensure that the right environment is created to promote effective teaching and learning in the various schools.

KEY WORDS

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Quality in Education

Learning Environment

Inclusive Environments

Computer School Selection and Placement System

Theory Y

Theory X

School Discipline

Information Communication Technologies

The Human Capital Theory

Modernization Theory

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DEDICATION

To my parents Mr. S.Y. Amankwah, Miss FaustinaAkomaa, Mrs. Grace

Amankwah and the entire family.

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LIST OF ABBREVIATIONS

NVTI National Vocational Training Institute

HND	Highest National Diploma
DBS	Diploma in Business Studies
BECE	Basic Education Certificate Examination
CSSPS	Computerized School Selection and Placement System

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CHAPTER ONE

INTRODUCTION

Background to the Study

Quality in education at all levels of schooling has emerged as one of the most desirable goals throughout the world and this according to Mirza (2003), makes it difficult to define due to the complex nature of teaching-learning and the large number of stakeholders involved in schooling. Ankomah, Koomson, Bosu and Oduro (2005) are of the view that the term has become decisive in Africa's strategic plans towards economic development in order to be at par with the advanced world. They continue that quality in education has become a determining factor in facilitating international support for Africa's educational expansion and developmental initiatives. Several researchers have therefore identified different indicators in their bid to defining quality education and as observed by Dare (2005), conceptualizing quality in terms of a particular aspects of education is very problematic since all elements associated with educational quality are interrelated, therefore a deficit in one component is likely to have a huge repercussion on quality education if they are to remain useful to the society.

UNICEF (2000) recognizes five dimensions of quality: the learners, the environments, content, processes and outcomes, founded on the rights of the whole child, and all children, to survival, protection, development and participation. The Ministry of Education, Ghana (2011) conceptualized quality education in Ghana and focuses on textbook development, availability and

utilization; teacher absenteeism; appropriate teaching methods; and teacher motivation and morale as important determinants to providing quality education in schools. In the view of Santos (2007), a traditional school quality model is characterized by test scores and various inputs, including a student's family background, school characteristics, teacher characteristics and student's innate ability. The indicators of educational quality identified by Thaug (2008) include learners, teachers, content, teaching-learning processes, learning environments, and outcomes. The above descriptions show that there is no one best way of defining quality education because the purpose of education as articulated by Ankumah, Koomson, Bosu, & Oduro, (2005) are culturally bound and value-laden. What is considered quality in one jurisdiction may differ in other jurisdiction. Education can be considered quality when the educational system and the programmes it offers is able to link up to the socio-economic and political development of the society and the country as a whole. Providing quality Senior High School (SHS) education in the country therefore requires strong and consented efforts from all stakeholders - government, parents, teachers', religious leaders, opinion and traditional leaders.

In Ghana, four levels of pre-tertiary education exist. They included two years of kindergarten education, six years of primary education, three years of junior high school education and three years senior high school education. The senior high school is therefore one of the critical levels of education in the country as it is expected to provide courses that will propel students for tertiary education where they will acquire skills which would make them functionally

literate and productive in the society. Quist (2003) added that secondary education is recognized as critical to the country's quest to develop at a faster rate because it is the most accessible form of higher education with a greater potential of sustaining higher levels of literacy, increasing political awareness, strengthening democracy and producing a pool of middle-level manpower crucial to national development. In terms of sponsorship, two forms of SHSs operate in the country - public SHS and private SHS. The latter is the focus of this study.

Article 25 (1b) of the 1992 constitution of Ghana provides the legal basis for SHS education in the country by stating that Senior High School education in its different forms, including technical and vocational education, shall be made generally accessible and quality making it gradually universal and also progressively free. It is in line with this that successive governments in the country over the years have made efforts to devise strategies for improving quality delivery of education through policy formulation and implementation better still constituting committees to review or reform the educational system in the country to give it a face lift (Ankomah et al, 2005).

Some of the recent initiatives at the governmental level included the 'model school' system in the year 2009 where the government introduced a policy to upgrade one Senior Secondary School in each district in the country. In 2014 the government began the construction of two hundred Community Day Senior High Schools (SHS) throughout the country. During the ground breaking ceremony for the construction of the schools, the president, John Dramani Mahama stated that each school is expected to have twenty four

classrooms, four well-equipped laboratories, two libraries, eight offices for heads of departments, internet facilities among other facilities. Successive government over the years have provided free textbooks, teaching aids, library facilities, and give scholarships to deserving students at the various Senior High schools. The president further intimated that under the Secondary Education Improvement Project (SEIP) that is being supported by the World Bank existing SHSs in the country are going to be rehabilitated and expanded of their facilities in order to improve the quality of teaching and learning. All these initiatives are geared towards promoting quality SHS education in the country.

It is however unfortunate that all these governmental support do not take into cognizance Private Senior High Schools and how they survive. Private SHSs though not many as compared to the public ones have made significant strides in the provision of secondary education to a section of the population in the country. The establishment of private SHS in the country is on the ascendancy because it has received continuous patronage over the years. The Ministry of Education, Ghana (2014) put the number at two hundred and ninety - three (293) by the end of the 2012/13 academic year. Though many people see these private institutions as a mere profit making entities, their partnership with the government in the provision of Senior High education has received various recommendations worldwide due to their contributions to educational delivery in a country.

Heyneman and Stern (2013) in their study cited insufficient supply of public school spaces, as one important reason that calls for private sector participation in providing education in a country. In Ghana, constraints on public

resources and recurrent economic conditions have reduced governments' ability to provide adequate funding for further expansion of the educational system, especially at the public SHS. The Education Sector Performance, Ghana (2013) reported that there are 535 public or government senior high schools as against 239 private SHS as at the end of the 2012/13 academic year.. This makes the public SHS inadequate to absorb all qualified Junior High School graduates, hence, the need for private sector participation of private SHS to complement the governments' effort. Lubienski&Tooley (2009) in Akaguri (2011) articulate that:

Private education provision could improve quality and efficiency in service delivery, including several mechanisms of choice and competition, which in turn, some argue, may make schools innovative and responsive and more significantly, could improve the academic achievement of pupils (p. 1).

It is imperative that private participation in the provision of schools would provide several opportunities of schools for parents and guardians to choose for their wards. They also provide competition to the public institutions in the provision of quality education as parents have several options as to their preferred choice of school for their wards. Most private schools are also tailored to make it easily accessible to the community and users in terms of proximity.

Private participation in the provision of schools can produce several real benefits and such benefits, according to Patrinos, Barrera - Osorio, and Guaqueta may include competition in the market for education; autonomy in school

management; improved standards through contracts; and risk-sharing between government and providers (2009, p.6).

There are ways in which the public and private sectors can come together to complement each other's strengths in providing educational services, helping countries to meet their educational goals and to improve learning outcomes (Patrinose et al. 2012). As individuals commit a lot of resources in establishing these private schools, they remain committed in maintaining high standards in terms of academic and managerial competencies so as to attract quality students annually in their schools.

The study area, East Akim Municipality in the Eastern region of Ghana has witnessed the establishment of private SHS over the past three decades producing dozens of SHS graduates. Anecdotal reports from some parents cited weak passes in the BECE for their children as reasons why they opted private schools for their wards since their results cannot grant them admission to the public SHS. They are therefore grateful to the owners of these institutions for enabling their children to acquire SHS education. These students could have had their education terminated after Junior High School. Some parents argue that since the distance from the school to their homes were just a stone-throw, it is quite expedient to enroll their children in such schools so that they can come back home after school to assist in domestic chores.

The study has the intent of enabling parents and guardians have value for their investment in their child's education. The study will thoroughly examine the

individual private senior high schools in the municipality to ascertain if their policies are able to enhance quality education.

Statement of the Problem

UNESCO (2000) indicated that in the 21st century, the investment in education is not only to increase access but to ensure quality since quality is the heart of Education for All. Consequently, Goal 6 of the World Education Forum in Dakar (2000) commits countries to improve all aspects of quality of education in all levels of schooling. In response to the world declarations, many studies have been conducted in the country by individuals and institutions of learning to find out how the issue of quality in education is been implemented or can be implemented at all levels of education. Bawa (2011) concluded in his study that the realization of Ghana's policy goals of quality education in the senior high schools is challenged by shortage of professional teachers, teaching and learning materials, low motivation of teachers, the unpopularity of guidance and counseling coordinating units and lack of intensive supervision. Bawa's study fails to look at what the private senior high schools in the country have put in place to ensuring that quality education is promoted in the schools. How the schools respond to issue such as quality teachers, quality learning environment, quality of students and many more are all unanswered questions about private SHS's in the country. Evidence has also been suggested that, in terms of examination results, the perception and reality is that the private basic schools in the urban and semi-urban areas in the country tend to perform well than their counterpart at the second cycle level. The report mentioned that this is due to the

fact that the private basic schools display a lot of quality in terms of supervision, discipline, teacher motivation, and most importantly contain children from better socio-economic background, than their counterpart at the second cycle level(MOESS, 2006; GSS, 2005a). This study thus sought to use East Akim Municipality as a prototype to assess quality in education of private senior high schools.

Purpose of the Study

The main purpose of the study was to assess the level of quality in education exhibited in private Senior High Schools in the East Akim Municipality of Ghana. Specifically, the study assessed the leadership and managerial strategies used in running the various schools. The study also assessed measures put in place to ensure quality teaching at the various private SHS in the Municipality. The study took a critical look at the admission process of the various schools as well as the measures adopted to promote quality learning environment in the schools. Finally, the study assessed how the schools have integrated ICT in the teaching-learning process.

Research Questions

The following questions guided the research:

1. How has the leadership strategies used in managing private senior high schools in the East Akim municipality help in promoting quality education?
2. How has the quality of teaching being promoted in the Private Senior High Schools in the East Akim Municipality of Ghana?

3. How has the private senior high schools in the East Akim municipality ensured that quality students are admitted into their schools?
4. How has the right environment been created to promote teaching and learning in private senior high schools in the East Akim Municipality of Ghana?
5. How has ICT been integrated into the teaching and learning process in the private senior high schools in the municipality?

Significance of the Study

A study of this nature is significant for a number of reasons. Firstly, the study, which aimed at assessing the quality in education of private SHS in East Akim Municipality, will inform school owners to motivate the teaching staff to boost academic work in the school. The study also aims at enlightening school owners on the need to fully adopt modern managerial practices to help promote quality education in their schools. The study has the potential of educating school managers to create the needed environment that would make their schools academically competitive. It is envisaged that the findings of the study will provide a wake-up call for the owners of private senior high school to resuscitate their computer laboratories in order for the students to benefit from basic computer literacy, which is key in quality education. The study will inform District Education Directorate as regards the operations of private SHS's in the district so as to make an inform policies about them.

Copies of the findings of the study will be sent to the District Education Directorate. It will also be publish on the internet.

Delimitation

The research assessed private SHS in the East Akim Municipality of Ghana. Specifically, the research is limited to assessing five key quality education indicators such as leadership and managerial quality, quality of teachers, quality of students', quality learning environment, quality students, and integration of ICT. Quality in private SHS is the focus of the study because the researcher in turn wants to find out why people preferred public SHS to the private SHS.

East Akim was chosen as the study area because there seems to be the excessive drive in people establishing private SHS within the recent years to the extent that within the past decade, ten private SHSs already exist with one being closed down. The views of school administrators, some selected teachers, and main prefects of the respective schools in the municipality would be critical for this study. Moreover, the study covers all the nine private SHS in the municipality.

Limitations

One major limitation of this study was that, documents which were to be used for some aspects of the research, such as students BECE result slip, admission form and teachers' appointment letters were not released to the researcher because they were deemed confidential. Due to this, the researcher was not able to ascertain in reality the academic background of both the teachers and students in the school. What the headmasters'/headmistress preferred was questionnaires instead. This affected the research because if those documents were used, the researcher would have gotten information which may have been

original and that would have enriched the findings. Questionnaires have their weaknesses which include bias and ambiguities. For instance, some facilities or conditions which are not in the school and were confirmed to by the teachers, the prefects and my own observation, the school's head gave responses which suggest that their schools have them.

Definition of Terms

In the context of this study, the following terms are explained for easy understanding:

Quality of teachers: refers to teachers with at least a first university degree, have some professional experience, work under good working conditions and have opportunities for professional development (Wechsler & Shields, 2008)

Qualified students’: refers to students who passed their Basic Education Certificate Examination with grade ranges of aggregate six (6) and thirty-six (36).

Private schools: also known as non-government schools are schools which are not administered or sponsored in any way by local, state or national government, but by individuals, religious bodies or co-operate bodies.

School Heads: For the purpose of this study school heads refers to people in administrative positions as Principals, Headmaster / Headmistress, Assistant Headmasters, Proprietors/Proprietress and Administrators.

Quality in Education: quality education used in this study means:

1. Schools that employ the services of teachers with the minimum academic and professional qualification of a first degree in any relevant subject area as stipulates by Ghana Education Service (Sekyere, 2012); and give

support systems and incentive packages for to their teachers (UNICEF, 2000).

2. Schools that create the right environment for teaching and learning by providing physical, psychosocial and service delivery (UNICEF, 2000).
3. Schools with leadership that involve all stakeholders (staff, students, PTA, community) in taking decisions about the school.
4. Schools that admit students who passed the Basic Education Certificate Examination as stipulates by the Ghana Education Service, thus grade point between aggregate six and thirty-six
5. Schools which have fully integrated ICT into its curriculum.

Information Communication Technology (ICT): in this study refers to the computer and internet connections used to handle and communicate information for teaching, learning and administrative purposes in schools.

Organization of the Study

The study is organized into five main chapters. The first chapter highlights the introduction of the study, a statement of the problem, purpose of the study, research questions, and significance of the study. The chapter also deals with the delimitations of the study, limitations, and definition of terms.

Chapter two reviews related literature on the topic. The third chapter describes the Method used for the study. It covers the research design, population, sample and sampling techniques, research instrument, data collection procedure and data analysis plan.

The fourth chapter presents the results and discussions from the research questions. The findings are also interpreted in this chapter. The final chapter deals with the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature is reviewed under the following sub-headings as related to the study:

1. Theoretical Framework of Quality Education;
2. Leadership and management of SHS in Ghana;
3. Quality of teachers at the Private SHS;
4. Admission of students into SHS;
5. Quality Learning Environment;
6. Integration of ICT into teaching-learning process; and
7. Conceptual Analytical Framework

Theoretical Framework of Quality Education

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

Human Capital Theory

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

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

Emphasizing the significance of improved education and its quality, Babalola (2003) agrees with the advocates of Human Capital Theory that, in every surviving nation or society accumulated knowledge should be transferred into the new generation who must be taught how it could be applied in developing new products, introducing new processes and production methods as well as producing social services. In view of this governments world over commit about five (5) to six (6) percent of their Gross Domestic Products (GDP) to formal education for human resource development. The non-governmental organizations

as well spend their hard earned scarce resources training and sponsoring workers to upgrade their education and to some extent educating themselves. The assumption is that, through improved and quality education, the labour force of a country is thought better ways of doing old things and acquiring new knowledge to enhance their capacity and capability (Commission of the European Communities 1996). Private providers of secondary education therefore ought to make the right investment in their schools in order to ensure that students will come out not only with academic excellence but also become productive to their society and the country as a whole.

Modernization Theory

According to Bawa (2011) the adherents of this theory associate the causes of mass poverty in the newly independent countries after the Second World War to the backwardness of their economy. They asserted that, people in this world are poor not only because of their dependence on subsistence agriculture, application of traditional method and primitive technology but also they are conservative in outlook and naturally apathetic. They also argued that massive capital investment in industries, the application of modern technology, skills and the spirit of competitiveness and enterprise can promote economic growth and reduce poverty. The application of technological skills in knowledge acquisition features prominently in Ghana's policy on quality education. Many policy prescriptive based on this theory that have been formulated have recognized the need for social, institutional and attitudinal changes.

Mangesi (2007) postulates that the government of Ghana placed a strong emphasis on the role of ICT in contributing to the country's economy. It is based on this that country's medium-term development plan captured in the Ghana Poverty Reduction Strategy Paper (GPRS I&II) and the Education Strategic Plan 2003-2015 all suggest the use of ICT as a means of reaching out to the poor in Ghana. Private senior high schools in the East Akim municipality cannot be left out in this global technology. Integrating ICT into the curriculum as a means of providing quality education will go a long way to make the student competitive in the job market.

Leadership and Management of SHS in Ghana

Schools need a competent individual or group of individuals who can provide direction, guidance, and support in the school's journey toward achieving its goals (Newmann&Wehlage, 1995). Leadership provides a unifying focus, the impulse to work toward school goals, and a locus for decision making along the way. In quality schools, an individual or group of individuals takes responsibility to provide school leadership, assemble a faculty with skills to achieve school goals, provide direct support for those teachers, and make teaching and learning a main preoccupation around which everything else revolves. A school without a leader is a collection of independent classrooms with individual goal and unconnected beliefs about what is important and how to achieve it (Mayer, Mullens & Moore, 2000).

Theoreticians have used case studies to investigate where school leadership is located. King, Louis, Marks & Peterson(1996)call it "power

continuum”. At one extreme, power is consolidated in the principal, district personnel, or a small group of teachers. At the other extreme, decision making is shared and participants have equal access and voice. In the middle are schools where power is dispersed in small groups and communication is neither highly valued nor implemented (balkanized schools) and schools where teachers have high levels of individual autonomy but act on disparate goals (laissez-faire schools). Classifying schools into these categories and relating the categories to student learning might meaningfully distinguish between leadership styles and highlight variation in student learning related to those styles. King et al. (1996) suggested that schools attain a high-level learning when power was shared among the participants.

Louis, Kruse and Marks (1996) also emphasized that leader in schools with high student achievement “worked effectively to stimulate professional discussion, relay information and to create the networks of conversation that tied the various departments together around common issues of instruction and teaching” (p.194). In that case, they say, principals “delegated authority, developed collaborative decision-making processes, and stepped back from being the central problem solver” (p.193), regardless of the formal definition of their role.

In Ghana Education Service (GES) there is the standard organizational structure for every SHS as to how power is shared among the various participants in the school. An example of figure showing a typical SHS organizational structure popularly known as Organogram is shown in Appendix D.

Appendix D shows how a typical Senior High School is structured in such a way that power is not over-concentrated at the leadership on the top of the continuum. Appropriate organizational design, or structure, is seen as essential for efficient and effective management as many deem it a necessary element for decision-making in organizations. Mullins (2010) describes an organizational structure as the division of work among members of the organization, and the coordination of their activities so they are directed towards the goals and objectives of the organization. The structure makes possible the application of the process of management and creates a framework of order and command through which the activities of the organization can be planned, organized, directed and controlled. The structure defines tasks and responsibilities, work roles and relationships, and channels of communication. Headmasters/Headmistresses, teachers and students have their clearly defined roles to ensure the realization of the goals of the school.

The Headmasters are often considered the Chief Executive Officer of the various schools and though they occupy such position, they are supposed to consult the Board of Governors. At the school level the school heads liaise with their assistants, teaching, non-teaching staff as well as students for effective decentralization practice in the school. This is how private SHS are expected to operate.

However, the leadership and management of private SHS in the country tend to be different from the public schools. In most private schools in the country, and most especially in the East Akim municipality, the school heads or owners of the schools run the school with little or no involvement of the major stakeholders.

They take all decisions by themselves without consulting other workers in the school. They act as administrators, accountants, senior Housemaster and so on. This situation according to Sekyere (2012) contravenes the GES policy on the establishment of private SHS that the schools should have a governing body which consist of:

1. Board of Governance to direct the general policy of the school and assist the head of the institution to provide quality education in the schools
2. A Parent-Teacher Association, a body consisting of the parents, the head and teachers of the school.

Students, through the student representative council also ensured that the interest of students is protected. Students are therefore an essential part with regards to decision making in the school. Aggarwal (2004) contends that while student representatives may not participate in matters relating to the conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support student participation in decision making, it however, confines student involvement in decision making in specific areas of school life. Magadla (2007) however, is of the view that students should fully participate in decision making. This view is supported by Njozela (1998) who points out that principals and other stakeholders should not underestimate the contributions of students, especially if they are given the opportunity to develop their skills and their level of maturity. In support, Huddleston (2007) feels that students should be involved in all areas of school life. He adds that

the range of activities that make up the work of a school can be categorized in a number of different ways, but, however, it is categorized, one should expect students to have opportunities for involvement in each major area – in particular in a school's: ethos and climate – including rules, rewards and sanctions, curriculum, teaching and learning, management and development planning.

Teaching staff also need to be actively involved in the administration of the school. Such situation boosts their morale which in turn affects quality academic work in the school because they feel they are not part of the institution. As opined by Mullins (2005) many people believed that staff participation in decision making in the school leads to higher performance and which is necessary for survival in an increasingly competitive world. Ndu and Anogbo (2007) also reiterated that when teachers are not involved in governance, it results in teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best; do not have a full sense of commitment and dedication to the school which in turn affects academic work.

Quality of Teachers

Teachers play very significant role in education delivery all over the world. They are the pivot upon which the success of every educational reform rest. Many advance countries, thus spent so much resources in ensuring that teachers are well trained, resourced and motivated enough for them to provide quality tuition to help train quality human resource for the country.

Hallak (2007) opines that the quality of educational system depends on the quality of teaching staff. It is therefore prudent that qualified teachers are employed to help impart knowledge and shape the future of the children. The most important factor in improving students' academic achievement is by employing seasoned qualified teachers in all schools (Abe&Adu, 2013). Academically qualified teachers refer to those who have academic training as a result of enrollment in an educational institution and obtained qualifications such as HND, B. Sc, B. A, and M.A.; while professionally qualified teachers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education (Edu&Kalu, 2012). They hold degrees like, B.Ed., B.Sc., B.A. Ed, and M.Ed.

Salman cited in Abe (2014) stressed that teachers' characteristics such as certification status and degree in area of specialization are very significant and positively correlated with students learning outcomes. This is because such training would enable the teachers acquiring the pedagogical skills necessary for classroom delivery. Abe and Adu (2013) and Wiki (2013) further opined that, a teaching qualification or teacher qualification is one of a number of academic and professional degrees that enables a person to become a registered teacher in primary or secondary school. In Ghana Education Service, the minimum academic qualification for SHS teachers is a first degree in any relevant subject area (Sekyere, 2012); as it is believed that the kind of experiences acquired would be enough to give quality tuition to the students. Adieze cited in Abe (2014) buttressed this by saying that non-qualified and non-professional teachers in the

teaching profession are killing the profession because they are not really teachers. He regarded them as “bird” of passage that create unnecessary vacuum whenever they see a greener pasture and better prospect in the profession they are originally trained for. The appraisal of students’ academic accomplishment based on teachers’ credentials becomes necessary in order to know if formal teaching methods have any significant influence on students’ performance.

Adequate and quality number of teachers is also necessary for guaranteeing quality of education in the schools. It is a truism that the process of recruitment and selection of senior secondary school tutors, their placement and induction services conducted for them invariably determines the quality of instruction given in the institution. Anthony and Kacmar (1999) explained that, every organization needs to recruit in order to grow and to replace those who leave. This will enhance continuity of roles. Alan (2004) explains that recruitment of employees is a routine exercise, but if it falls short in the qualities and quantities required, there can be no achievement of the institution’s objectives. Stoner and Freeman (2009) indicated that recruitment is concerned with developing a pool of job candidates in line with the organization’s human resource plan. They observed that the candidates are usually located through newspapers and professional journals, advertisements, employment agencies, word of mouth and visit to colleges and university campuses. The purpose of this is to provide a group of candidates large enough for the organization to select the qualified employees it needs. Private senior high schools in Ghana, unlike their public counterparts, which get their teaching staff posted directly from the GES,

follow this procedure to attract teachers to work with. The private schools advertise vacancies in their respective schools, the media and other means to attract prospective

Konadu (2010) observed that most private senior high schools rely on part time teachers. They are usually teachers teaching in the neighbouring public senior high schools and other tertiary institutions. The public school teachers refer to this type of teaching as 'galamsey', which is a term used to describe public school teachers teaching in any private school on a part-time basis. This agrees to the view of Varghese (2006) that such institutions tend to have very few permanent staff and thus rely on a large number of part time teachers. This may be an indication that private providers of education rely mostly on the public sector of education for teachers at all levels. Depending on teachers from the famous schools in the vicinity is one of the credible ways of getting quality teachers and cutting down expenditure. They tend to employ these part time teachers probably because the private schools cannot pay for their full services. Certain expenses that are made on full time teachers would not be made on part timers. It may also be due to the fact that enough qualified teachers are not available in the system.

The country may not have a pool of trained and qualified human resources to handle both public and private senior high schools. This makes the private schools most often operate with limited numbers of staff. This situation leads people to argue that most of the teachers in private schools are not qualified since the private schools would rely on teachers who have not received higher

education. The Ministry of Education (2014) confirms this assertion by stipulating that the percentage of teachers who are trained in public SHS at the end of the 2012 academic year is 86.9% as compared to 55.0% in the private schools. The unfortunate aspect is that most of these part-time teachers do not translate the same commitment they exhibit at their parent schools to the private schools. An informal discussions with some of the students in the school revealed that most of the teachers come to school late and sometimes absent themselves for days.

It is an administrative practice for every organization to develop the competencies of their staff to acquire current knowledge about their job. Training and development greatly contribute to organizational effectiveness and efficiency. Staff development is therefore a necessary ingredient for excellent job performance and that every organization should provide both human and financial resources to improve their workers' skills, competencies and knowledge. It is not possible for any employee to be on a job or enter a profession and remain in it for several years with his or her skills basically unchanged (Rebore, 2007). Private schools are therefore to design professional development supporting schemes for teachers in order to make them function effectively. Lassibille, Tan and Sumura (2000) are of the view that private providers of secondary education need to organize initial lengthy training for their teachers. They continue that where these trainings are expensive, alternative methods will have to be considered. In his research, Ankomah (2002) found out that regular in-service training of teachers helped to boost teacher quality and performance. He said regular in-service training enabled non-professionals to acquire skills and competencies that they could apply in their teaching for effectiveness. It can be deduced from the above

statement that, both pre-service and in-service training are essential for the quality professional development of the teacher.

From the foregoing discussion, Odedeyi and Onifade (2009) urge heads of institutions to give administrative support to their staff members to enhance their professional development. They suggest that staff should be encouraged to attend professional in-service training courses, seminars and workshops. Subject teachers' associations are an effective, viable means of sharpening the pedagogical skills of teachers in their various subject areas. Since the quality of education is determined mainly by the quality of teachers, the training and continuous development of our teachers is indispensable, the knowledge of the teachers must be constantly up-dated in their subject areas as well as in classroom management (Durosaro, 2010).

The private sector ought to make progress in enhancing the quality of teachers in their schools through various training programs. In the public sector, the state awards scholarship and study leave with or without pay, for teachers to pursue academic courses leading to the award of higher qualifications. The private actors can emulate this by providing opportunities to deserving teachers to advance their knowledge and skills, since the teachers in the private schools are equally important in the provision of quality education as their colleagues in the public ones. They also need to be trained and developed in their areas of specialization. Teachers could also be encouraged to attend refresher courses, in-service training, conferences, workshops, and seminars. These schemes would enable the staff to update their knowledge and teaching skills. Most of those who would undergo such exercises may acquire skills and competencies that they

would help apply in enhancing effective teaching. These staff supporting schemes could be provided for all categories of staff to enhance their professional know-how.

Workers tend to stay on the job for very long time when they realize that their career progression and professional development are fully assured. Ayiorwoth (2008) writes that adequate and regular recognition of teachers' achievements; provision of training and development opportunities and adequate provision of fringe benefits raise the retention rates in private secondary schools. On the other hand, attrition rate tends to be high when workers realize that they had limited opportunities for career and professional development. Varghese (2006) observes that facilities for staff development and research opportunities are rather limited in private educational institutions.

Most private schools encounter high teacher attrition rate due to a myriad of reasons. To Kuhanga (2006), private institutions usually do not have attractive conditions of service as compared to those in public institutions. Similarly, Foondun (2002) asserts that teachers in most private educational institutions in developing countries are badly paid. As enshrined in the United Nations Declaration on Human Right, it is the right of everyone who works to have a just and favourable remuneration that will ensure him and his family's existence (The United Nations, (1998). A study by Amankwah, Sakyiwah, Boateng and Opoku (2011) also suggests that salary is an important factor that affects teachers' job satisfaction. Obama (2015) re-echoed the issue of the teacher's salary when he praised South Korea's policy of paying their teachers as much as doctors. It is in

the few cases that we do have the private institutions paying better salaries to their employees than public institutions do. In this sector, payment of the meager salary delays which at times causes apprehension between the staff and the authorities. Inability to attract and retain highly qualified and full time teachers in the private senior high schools are a challenge that impacts negatively on the schools hence affecting academic work.

Admission of Students into SHS

The processes of enrolling students at private senior high schools in the country are not entirely different from that of the public SHS as students who pass their Basic Education Certificate Examination (BECE) are routinely selected for the schools. Prior to the Junior Secondary School (JSS) and the Basic Certificate Examination (BECE) as the entry assessment procedure for placement of qualified students in the second cycle institutions, the Common Entrance Examination (CEE) was the assessment medium for qualification into the second cycle schools (i.e. present day senior high schools). The Common Entrance Examination consisted of a four (4) battery subject examination papers which were written in one day. The examinable areas were; English Composition; English Comprehension, grammar and summary; Mathematics and General paper. The aggregation of scores in all the subjects will give the student 400 mark which is considered excellent. However, when students score 200 marks, it is considered that they have pass and can continue to secondary education. Notwithstanding the 200 pass mark, individual schools set their standard cut-off points for qualification and placement into such 'so-called' endowed schools. Some of such

cut off marks were as high as 300 and 350 out of a total of 400 marks. This created an inequitable access to secondary education.

The 1987 education reforms introduced, the Basic Education Certificate Examination (BECE) as the entry medium into second cycle institutions. As of 2013/14 academic year, the BECE involved examination in 9 subjects. These were taken over a period of five (5) days. The subjects included English, Mathematics, Integrated Science, Social Studies, Basic Design and Technology, Ghanaian Language, Religious and Moral Education, ICT and French. The entry requirement was based on aggregate scores of students. The scores were graded 1 to 9 with 1 being excellent and 9, a failure. However, only score, grade 1 to 6 is considered a pass mark and the student best six subjects are computed. Therefore, any student with grade aggregate 36 qualifies for admission to any senior high school in the country.

Ironically, though the cut-off point of BECE graduate for entry into senior high school is aggregate 36, the self-acclaimed endowed schools established their special qualification and placement standards which they use in admitting their students. It was from these schools that the terminology “six-ones”, “nine-ones” etc., emanated. This phenomenon again created anxiety among parents and unequal access to endow schools to the detriments of the less endowed schools, especially the Senior High Schools (SHSs) situated in the rural areas and less accessible areas.

The manual process associated with the Basic Education Certificate Examination (BECE) makes the selection and placement of students very

cumbersome and inefficient coupled with several challenges. CSSPS report (2006) identified the following problems associated with the manual system:

- a. Bribery and Corruption
- b. Delay in selection and placement of qualified students
- c. Loss of registration cards
- d. Frustration, desperation and pressures on parents to secure better schools for their wards.
- e. Wrong shading of names, code numbers and sex codes

Somuah (2007) described the manual system of selection and placement as being characterized by administrative, logistic, technical, social and psychological problems. She indicated that the selection was regionalized and cumbersome. The selection was based on aggregate scores of candidates. It also involves a large number of key players, namely, District Education Directors, Heads of Senior High Schools, Technical and Vocational Institutes, parents and politicians, thus making the selection and placement process laborious and cumbersome.

With all these problems unresolved, however, the public SHS headmasters usually met at a central point to make the selection, choosing mostly students who obtained from aggregate six to thirty-six. The heads of the private secondary schools, however, had to advertise their schools to attract 'left over' candidates who were probably not selected by the public secondary schools and who mostly had above aggregate 36.

Consequently, GES introduced a new system of admission into secondary school in 2005/2006 academic year, Computer School Selection and Placement

System (CSSPS), to perfect the admission system. As articulated by Nsowah (2005), “the aims of the Computerized System were to select and place candidates in schools and programmes on merit and more importantly, make admission to S.S.S. and Technical/Vocational Institutes transparent”. The main objectives for the introduction of the CSSPS were; to enhance efficiency in the school transition process (i.e. transition from JHS to SHS); increase transparency, fairness and cost-effectiveness. Added to these was to increase access and participation in secondary education and finally to ensure equity and speed in the selection and placement process (Ajayi, 2009).

However, the CSSPS seem not been fair to the private SHS in the country. The system allows JHS graduates to choose three schools that they want to be placed. Few private senior high schools are included in the list of schools that the pupils are supposed to choose. Thus, the system still excludes the majority of the private senior high schools from the list of schools that JHS students could choose from, hence leaving the private schools to rely on those who are not placed in any of the public schools. The result is that the private SHSs are increasingly becoming ‘dumping grounds’ for failed JHS graduates. This development tends to suggest that the private schools do not enroll qualified students since those ones are taken on by the public schools. Foondun (2002)suggested that private schools may be attended by pupils who are weak and have not obtained a place in the public system. It is just a handful of private SHS in the country which are highly resourced hence able to compete with the public schools for better qualified JHS graduates. To curtail some of these challenges, Konadu (2010) concluded in her

study that some of these institutions set up basic schools to serve as feeding schools for their SHS.

In the recently released senior high school certificate examination (WASCE) results 2012, 2013 and 2014 league table, by the Ministry of Education, the first fifty schools have successively been occupied by public SHS. One major factor for the abysmal performance of the private schools could be blamed on the quality of the students' admitted. As stated by Gyekye cited in Ankomah et al. (2005) the quality of the products input of an institution or a program often reflects in the quality of performance of the products. Undoubtedly, the quality of the inputs invested in any organization, corresponds with the quality of the product outputs. Hence, when JHS students with better academic credentials are admitted, it reflects in their performance at the SHS. This explains why some better placed public SHS in the country do not compromise on the sort of BECE grade point admitted to the schools.

Varghese (2006) stress that the academic profile of the students of private education is lower as compared to their counterparts in the public institutions. It is therefore a common feature to find students in some of these private institutions with BECE grade point of forty-five (45), fifty (50) and even some failing all the subjects in the BECE. Some of them cannot even write their own names and are expected to write the same senior secondary certificate examination with better placed public schools like the Ghana Senior High School, Wesley Girls' Senior High and the likes. How such students dramatically metamorphosed to excel as students in the well-endowed public SHS becomes mysteries. When the private

SHS admits students with good grades the likelihood of them obtaining good results in any examination is high. This is because it has been observed that children are self-motivated to continue schooling when they are academically good, but when it's the opposite, it kills their interest and caused them to drop out. These to a large extent explain why student drop-out rate in private SHS is usually more than their counterpart in the public schools.

Quality Learning Environment in Schools

UNICEF (2000) posits that learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments with respect to this study are discussed under physical, psychosocial and service delivery elements.

Physical Elements

Quality of School Facilities

Physical learning environments or the places, in which formal learning occurs is very significant to any educational setting. A relatively modern and well-equipped buildings and open-air gathering places are always necessary for effective and efficient school. The school plants should be strong and healthy enough to protect life and property in the school. The quality of school facilities seems to have an intrinsic effect on teaching and learning as workers and students will be motivated under such conditions. Some authors argue that the condition of school buildings may not relate to higher student achievement (Fuller, 1999). A study in India, however, sampled 59 schools and found that of these only 49 had buildings and of these, 25 had a toilet, 20 had electricity, 10 had a school library

and four had a television (Carron and Chau, 1996). In this case, the quality of the learning environment was strongly correlated with pupils' achievement in Hindi and mathematics (Carron and Chau, 1996). In Latin America, a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, 2000). Schneider (2002) through the National Clearinghouse for Educational Facilities (NCEF) attested that clean air, good light, and a quiet, comfortable, and safe learning environment is important to academic achievement. Moore (2008) buttressed this assertion by testifying before the United States House of Representatives that "A quality school facility is but one component necessary for successful learning" (p. 5).

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. The availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. When pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (Miske & Dowd, 1998). Even when schools do have adequate infrastructure, parents may be reluctant to allow children (especially girls) to attend if they are located too far away from children's homes. In general,

parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation.

Class size

Many countries, including Ghana significantly expanded access to basic education during the 1990s and 2000s. This meant that the number of senior high schools have to increase in order to accommodate the numerous junior high school graduates. However, the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students. Do larger class sizes hurt the quality of education? Educators and researchers from diverse philosophical perspectives have debated the relationship between class size and student learning at length. Although many studies have found a relationship (e.g. Willms, 2000), class size has not consistently been linked to student achievement (Rutter, (2000) cited in Pennycuick, 2003). This may be due to the fact that many schools and classrooms have not yet adopted the more demanding, but higher quality student-centered learning practices.

Ghana Education Service recommends that an average Pupil-Teacher ratio for SHS (public or private) class is 40:1, i.e. forty students to a teacher (Sekyere, 2012). Adhering to this ratio according to Sekyere, would promote effective class control, enable the teacher to reach every pupil individually, promote pupil participation and finally enable the teacher to set adequate and regular exercises and mark them well. Ankomah, Koomson, Bosu, & Oduro (2005) also suggested

in their study that education quality is much higher when the pupil-teacher ratio is much lower and this improves students' achievement.

Though all these provisions seem perfect in books, the reality on the ground is somewhat uncertain. Do all private SHS managers conform to these standards? If not, what is the response from the appropriate authorities? People have taken the establishment of private schools as an avenue for making money and do not care about the individual components that would enhance the quality in education delivery. As most of these school owners are largely influenced by monetary gains, many unqualified students are admitted which tend to swell up the student population and thus create classroom congestions which affect effective academic work.

Teaching Period

Adequate contact hours with students in the classroom are vital to the attainment of educational goals. Time tables are therefore drawn in schools to ensure that all the subjects under study are properly allocated and also to guide teachers on how to plan their teaching to enhance academic work. On the average, GES recommend between 21 and 36 periods per week for the SHS teacher (Sekyere, 2012). The Ministry of Education teaching syllabus for senior high schools allocate many teaching periods for elective subjects than the core subjects. While the elective subjects have between seven and eight teaching periods a week, the core subjects has between five and seven periods allocated for them. However, comparatively there seem to be significant disparities between the public and private SHSs when it comes to the allocation of teaching period.

Whiles the public schools adhere strictly to GES standards the situation is not the same at the private schools. In some public SHS like OforiPanin SHS and A.M.E. Zion SHS, in the same municipality, they adhere strictly to what GES stipulates. Even the schools organize extra tuition to augment the original periods; hence instead of closing at 1:30 pm, they have extended their closing period to 4:00 pm. However, out of the nine schools under this study none of them has allocated even more than five (5) periods for the various subjects they offer. The average teaching periods in most of these schools range between three and four per week. This has resulted in the situation where teachers are not able to exhaust all the topics under the curriculum which in effect affect the quality of educational delivery in these schools.

Psychosocial Elements

Peaceful and Safe Environments

Within schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. Felling safe - socially, emotionally, intellectually and physically is a fundamental human need (Maslow cited in Thapa, Cohen, Higgins-D'Alessandro &Guffey, 2012). It is imperative that no effective academic work can take place when there is violence and chaos environment. Students may not feel secure enough to learn and the teaching and non - teaching staff will not be motivated enough to work. Feeling safe in school powerfully promotes student learning and healthy development (Devine & Cohen, 2007). Since the school is considered as a formal organization, there is the need to put down necessary measures that would ensure that students',

workers as well as school plants are secured enough. In most of the public SHS measures such as the provision of electricity, the walling of school land, provision of security guards, frequent weeding of the school environment, effective rules and regulations etc. are provided with the view to promoting a congenial atmosphere for teaching and learning.

However, there is a great deal of research that shows that many students do not feel physically and emotionally safe in schools, largely as a result breakdown in the interpersonal and contextual variables that define a school's climate. Schools without supportive norms, structures, and relationships, students are more likely to experience violence, peer-victimization, and punitive disciplinary actions, often accompanied by high levels of absenteeism, and reduced academic achievement (Astor, Guerra, & Van – Acker, 2010). Studies have also shown that students feel less safe in large schools and that bullying is more likely to occur at such schools (Lleras, 2008). Bullying is one main source of insecurity in most senior high schools in the country. The tendency where first year students are being assaulted in various forms by continuing students and even teachers bullying students are a common feature in many senior high schools.

Private senior high schools providers in the country have not institute measures that can help enhance the safety of the various participants in the school. Most of the schools operate a Day or Hostel system. As a result the students are made to feed, sleep and learn at their own peril without monitoring. The schools are not fenced and this exposes students and other workers to unscrupulous visitors

to the school at any given period. All these unsafe situations affect academic work in the school.

There is also a growing concern about teachers who create an unsafe environment for students. In some schools in Malawi, for example, it was realized that male teachers' sexually harassed girls (Miske & Dowd, 1998). When parents in Burkina Faso, Mali and Tanzania were asked about the reasons they might withdraw their children from schools, they most often cited a lack of discipline, violence by teachers towards pupils (corporal punishment), and the risk of pregnancy due to the male teachers' behaviour (Bergmann, 1996). A study in Ethiopia found that nearly 50 per cent of teachers interviewed reported using corporal punishment at least once a week, with 11 per cent saying they use it every day. Just over one third said they never use corporal punishment (Verwimp, 2009). Such phenomenon are not exclusive to some senior high schools in Ghana as it has been reported severally in the media about male and female teachers' sexually harassing students'. These teacher behaviours affect the quality of the learning environment since learning cannot take place when the basic needs of survival and self-protection are threatened.

Inclusive Environments

Reducing other forms of discrimination is also critical to quality improvement in learning environments. Most countries struggle with effective inclusion of students with special needs and disabilities. An examination of special education policies and practices in China, Indonesia, Japan, Malaysia, New Zealand, South Korea, Thailand and Viet Nam found that although most

educational policies include some philosophy of inclusion, significant gaps between policies and actual practices in schools and classrooms exist (Mitchell, 2005). Children of ethnic and language minorities, politically or geographically disfavoured groups, and groups at low socio-economic levels may also suffer from discriminatory policies and practices that hinder the advancement of quality education for all children. This can occur by excluding such children from school or by excluding their participation in school once they are attending. In general, continued restructuring of most learning environments needs to occur to improve learning opportunities for children of all abilities and backgrounds.

Motivation

Motivation is a key determinant to organizational success. It is observed that unlike their counterparts at the basic level, private SHS staffs are less motivated which contribute to less academic performance. Baafi-Frimpong (2013) went back to the 1950s and said that it was a fruitful period in the development of motivation concepts. According to Baafi-FrimpongMcGregor in 1960 proposed two distinct views of human beings which can motivate him or her to give off their best at the work place. One basically negative, labeled Theory X, and the other basically positive, labeled Theory Y, with Theory X assuming that employees dislike work, are lazy, dislike responsibility, and must be coerced to perform while Theory Y presuming that employees like work, are creative and responsible, and can exercise self-direction. From a Theory Y approach, McGregor proposed participation in decision making, responsible and challenging jobs, and good group relations as approaches that would maximize an employee's

job motivation. Motivating students and even teachers are one of the surest ways of maximizing academic attainments in schools.

Motivation continues to be a major topic of human resources management, because it is assumed it exerts an important influence on action and behavior in organizations. In the words of Gerber, Nell & Van - Dyk (2008 p. 256) ‘Often called “soft factors” (as opposed to so-called “hard factors” such as hardware, costs, and benefits), motivation constitutes hidden realities in organizations which cannot be measured in a direct, objective way. Research concerning these soft factors does not provide much evidence for a relationship between motivation and behaviour. Despite these discouraging results, motivation is regarded as a very important human resource variable in pursuing organizational success’. Osei (2006) for example, in a paper delivered at the University of Oxford reported the findings of a Ghanaian study about the situation of teachers there, stating that they were over-worked, under-motivated and mostly under-qualified. His recommendations were that teachers should be:

1. Trained to improve their knowledge of recent developments in their discipline areas and of contemporary educational theory and practice.
2. Much better paid and less stressed: if teachers are to become agents of change, teaching must become a financially rewarding profession and working hours and class sizes must be reduced.

3. Provided with more textbooks and teaching aids and given better laboratories, workshops and equipment (p.49).

These recommendations would be logical, but one needs analysis of why such training, pay and resources have not been made available, when they are so obviously needed. The question then is whether it is possible to motivate teachers in the absence of such inputs – which would have relevance to at least the public Senior High School system in Ghana. Perlmutter (2001) confirmed that the literature is replete with theories that offer different insights into what encourages people to be productive, creative, and achievements, to be and do their best on the job. His argument was that managerial supervisors must find ways to integrate understandable and comfortable approaches to the staff, and this integration should begin with the awareness that there are different theories about motivation. For him, the ‘Needs’ theories are based on the premise that identifying individual needs are the most powerful motivators that exist:

Managers must remember that just as no one theory represents all people; no supervisee’s needs could be satisfied by invoking a single theory, since theories usually deal with ideal types. Real people with real jobs are complex, requiring managerial supervisors to motivate their staff through a combination of approaches that best reflects their staff, and the resources of their departments and organizations (p. 150).

McClelland (1975) had proposed The Three Needs theory: Need for Achievement, Need for Power and Need for Affiliation. Goodman’s ideas in 1977

about the theories of motivation contain an element of this ‘self-in-relation-to-others’ perspective, which was picked up by Perlmutter (2001) that ‘equity theory is primarily based on individuals’ assessment of their own performance and subsequent rewards in comparison to those of others’ (p. 151).Of particular relevance to this study, however are the discussions of the role of managers of private schools in motivating their workers in enhancing quality education. From this mixture and variety of motivational and staff development theories, which ones, if any, are the private school managers using? Teachers and other administrative staff in some of these institutions are poorly remunerated. Khan (2004, p.26) stated that, ‘the medium level private school teachers complained that their pay is not enough to meet their expenditure. They are not offered any paid leave, hardly any training and comfortable working environments as in elite schools. The teachers also complained that they are not provided with incentives such as free transport to school and paid leave. Late payment of salaries is another major source of dissatisfaction’.As the teachers’ are less motivated they do not give their best which in effect affect academic performance of the students’.

Effective School Discipline

School discipline is an important component in school administration. This is because ensuring discipline in all aspects of the school does not only translate to academic successes but also ensure that the school is managed effectively. Apart from behavioural discipline on the part of students and other staff members sound financial discipline is also critical for quality educational delivery.

Cotton (1990) citing the American Heritage Dictionary of English Language, describe discipline as both prevention and remediation. According to Cotton discipline can be “training that is expected to produce a specified character or pattern of behavior” or “controlled behavior resulting from such training”; but it can also be “punishment intended to correct or train” (p.2). Jones (2007) says that “discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption” (p.26). The doctrine of school discipline, according to Nolte (2009) and Barrel (2002), is based on the concept of “*loco parentis*” which allows school authorities full responsibility for their children’s upbringing, the right of discipline and control. In effect school authorities have the right to punish students when they contravene school laws. School discipline refers to regulation of children and the maintenance of order (“rule”) in schools (Nakpodia, 2010). These rules according to Nakpodiamay, for example, define the standards of clothing, timekeeping, social behaviour and work ethics.

Well-managed discipline schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behaviour communicate a seriousness of purpose to students (Craig, Kraft & Plessis, 1998). It is important not to mistake small group co - operative learning for disorder, however; although noise levels may increase, task-orientation and focus on learning promotes effective practices. Policies are also needed on bullying, harassment, drug and

tobacco use, and anti-discrimination with regard to disabilities, HIV/AIDS and pregnancy (UNICEF, 2000). Effective disciplinary measures in the school can help curtail such incidence from happening, which would go a long way to promote quality learning environment.

Cotton (1990) has estimated that discipline occupies about half of classroom teacher's time, with the other half remaining for instruction and that in classroom management teachers identify their most urgent need for assistance in the area of dealing with student behavior and classroom management. Effective classroom disciplinary practice according to Cotton would increase the time available for instruction, reduce the stress level of teachers and students and ultimately translate to positive academic advancement. Cotton (1990) stated that when the unit of analysis is the entire school, researchers most often conducted comparative studies of well-disciplined and poorly disciplined schools to identify critical differences in discipline practices. From this research emerged a list of elements commonly found in safe, orderly, well-managed schools. The following components of preventive discipline as cited by Cotton are identified in the work of Duke, Wayson & Lasley (2010); Smedley & Willower (2001) and Stallings & Mohlman (2001):

1. Commitment on the part of all staff, to establishing and maintaining appropriate student behavior as an essential precondition of learning. Well-discipline schools tend to be those in which there is a school-wide emphasis on the importance of learning and intolerance of conditions which inhibit learning.

2. High behavioural expectations. In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate student behaviour.
3. Clear and broad-based rules. Rules, sanctions, and procedures are developed with input from students, are clearly specified, and are made known to everyone in the school. Researchers have found that student participation in developing and reviewing school discipline programs create a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures, moreover, assures that all students and staff understand what is and is not acceptable.
4. Warm school climate. A warm social climate, characterized by a concern for students as individuals, is typical of well-disciplined schools. Teachers and administrators take an interest in the personal goals, achievements, and problems of students and support them in their academic and extracurricular activities.
5. A visible supportive principal. Many poorly disciplined schools have principals who are visible only for “official” duties such as assemblies or when enforcing school discipline. In contrast, principals of well-disciplined schools tend to be very visible in the hallways and classrooms, talking informally with teachers and students, speaking to them by name, and expressing interest in their activities.
6. Delegation of disciplinary authority to teachers. Principals in well-disciplined schools take responsibility for dealing with serious infractions,

but they hold teachers responsible for handling routine classroom discipline problems. They assist teachers to improve their classroom management and discipline skills by arranging for staff development activities as needed.

7. Close ties with communities. Researchers have generally found that well-disciplined schools are those which have a high level of communication and partnership with the communities they serve. These schools have a higher-than-average incidence of parent involvement in school functions, and communities are kept informed of school goals and activities.

Disciplinary issues in most private SHS in the country leave much to be desired and these tend to affect their academic attainment. Bullying, students taking French leave from school without permission; dressing haphazardly and flouting school regulations with impunity are a common phenomenon in most of these schools. Most of the school run hostel system, hence do not regulate when and how the student eats, attends evening prep to study and even when to sleep. In effect, there are questions on these students' time management, which adversely affect them not only academically but in life as a whole.

Besides, teachers' in some of these private schools also have disciplinary problems. Absenteeism, lateness to class and absence of lesson notes preparation are common features among them. Some of the administrators in these schools also do not have proper record keeping on various activities in the school, charges unapproved fees, no account rendering, etc. It is in line

with these disciplinary challenges in most private SHS especially in the East Akim municipality of Ghana that have resulted in the schools producing bad academic results in the West African Senior Secondary School Examination over the years.

Service Delivery

Provision of Health Services

The school service environment can also contribute to learning in important ways. The health of the students, teachers and other staff in the school are paramount to quality education delivery. Provision of health services and education can contribute to learning first by reducing absenteeism and inattention. Sick children cannot attend school, and evidence from China, Guinea, India and Mexico shows that children's illness is a primary cause for absenteeism (Carron & Chau, 2006). Today, the potential of school-based health interventions in improving academic performance is becoming increasingly clear as problems of malnutrition, micronutrient deficiency disorders, helminthic infection and temporary hunger among children continue to plague developing countries (Levinger, 2002). School-based deworming programs in Guinea, for example, led to increased achievement outcomes - failing scores fell from 32 per cent to 23 per cent over three years while passing grades improved markedly (Williams & Leherr, 2008). Maximum benefit-cost ratios have been achieved when deworming is combined with sanitation, a clean water supply and health education (Lockheed & Vespoor, 1991). School-based health programmes that address other major health and nutrition problems that can decrease the cognitive

functioning, including deficiencies of iron, iodine and vitamin A have also been shown to be effective (Dolan, Drake, Maier, Brooker & Jukes, 2000). Guidance and counseling services, the provision of extra-curricular activities and the provision of school snacks are other examples of health service provision that contribute to quality school environments (UNICEF, 2000). High quality physical, psychosocial and service environments in schools set the stage for quality learning to occur.

Integrating ICT into Teaching and Learning Process

The world is a global village and Information Communication Technologies (ICTs) these days are influencing every aspect of human life as they connect people everywhere. They are playing salient roles in workplaces, business, education, and entertainment and many spheres of life. Moreover, many people recognize ICTs as catalysts for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information (Kaul, 2014). The direct link between ICT use and students' study habit and academic performance has been the focus of extensive literature during the last two decades.

In order to appreciate what is meant by ICT integration in education, it is important that we know the origin of ICT and what it really is. According to Adebisi-Caesar (2012) the use of computers became popular in the 1980's when personal computers became available to consumers. He continued that it is this global competition that has influenced governmental policies all over the world in ensuring that they keep pace with these technological advancements. These

policies motivated the mass production of computers for schools and researchers that ICT will be an important part of the education process for the next generation.

According to Pelgrum & Law (2003) history has it that towards the end of the 1980's, the term 'information technology' began to replace the word 'computer'. The term information technology, therefore referred to computer's processing ability, indicating a shift from computing technology with the capacity to store and retrieve information. Pelgrum and Law (2003) again posited that the term ICT emerged, signaling the introduction of e-mail and electronic messaging with computer technology. Simply put ICT is an accepted acronym of the word information communication technology. Also Ayo (2001) defined ICT as the use of computer systems and telecommunications equipment in information processing. This means that ICT helps in the storage and management of information. Finally, ICT as described by Scott (2002) encompasses a range of applications, communications and technologies which aid information retrieval and research communication and administration. These include: Internet access, electronic mail, CD-ROMS, telephone, online databases, library services and fax machines.

The growing concern of governments all over the world is the provision of educational systems which would prepare students to adjust to and survive in this new technologically driven society. This meant preparing students for "lifelong learning in an information society" (Pelgrum and Law 2003, p. 20). Allied to this, early advocates of ICT integrated education, saw it as a catalyst for change,

fostering skills in problem solving and critical thinking, as well as the development of student centered learning (McGrail 2005, p.6).

According to Kozma (2008) there are three rationales for the introduction of ICT into education. The first one is the economic rationale which refers to the role it can play in preparing students as future workers and supporting economic development. The second is the social rationale where ICT investment aims to: increases knowledge sharing, encourage cultural creativity, increase civic participation, make government services more accessible and finally enhance social cohesion. The third and final rationale is the educational and pedagogical rationale where ICT can advance educational reform and improve education management structures.

Whereas Kozma (2008) posits that there are three rationales for the introduction of ICT into education, Hawkrige (1990) proposes four rationales for the utilization of computers in schools. He notes these as social, vocational, pedagogical and catalytically. The social and vocational rationales point to the increased use of ICT in all spheres of human activity. The pedagogical and catalytically rationales relate to the effects of technology on students and schools. According to Bigum (1997) arguments for using computers in schools stem from technological and social determined points of view. His standpoint is that the school systems, within which the computer is used, are driven by computers. He argues that a change occurs within the education system using the computer, and that change is as a result of the effect of technology. Belgium (1997) argues that the social context sees computers as neutral, technology-technical means of

achieving a defined purpose in education. Drent and Meelissen (2008), identify three objectives for the integration of ICT in education. They are: the use of ICT as a ‘discipline or profession’; ICT as a ‘teaching or learning medium’ and the use of ICT as an ‘object of study’ (Drent&Meelissen, 2008, p.187). It can be gleaned from these objectives that integration involves aiding the teaching and learning process (apart from the third objective which is a discipline in itself).

Leuven, Lindahl, Oosterbeek and Webbink, 2004(as cited in Mbah, 2010) stated that there is no evidence for a relationship between increased educational use of ICT and students’ performance. In fact, they find a consistently negative and marginally significant relationship between ICT use and some student achievement measures. In support of these, some students may use ICT to increase their leisure time and have less time to study. Online gaming and increased communication channels do not necessarily mean increased achievement. However, as suggested by Cohen et al.(2004)&Laubsch (2006) the use of technology in the learning environment has become an unstoppable force in recent years, hence successful integration of ICT in education can lead to a number of benefits.

Tinio (2002) advocates the potentials of ICTs in increasing access and improving relevance and quality of education in developing countries. In Watson’s (2001) description, ICTs has revolutionized the way people work today and are now transforming education systems. In view of this if educators continue to keep to the old ways acquiring skills and knowledge, it will be highly difficult to catch up with the 21st century world. Studies have also demonstrated that

computer use can result in effective literacy gains as there is empirical evidence that students, who are having difficulties with reading and other academic work, can, be motivated and engaged through the use of ICT (Lynch, Fawcett and Nicolson, 2000; Segers and Verhoeven, 2002). Hawkrige (1990) considering the relevance of computers in schools is of the opinion that computers have become catalysts for teaching, helping students to be less dependent on teachers and enhance collaborative learning. For such benefits to be realized there is the need for certain requirements to be instituted for a successful ICT integration in schools.

Nangue, 2011 (as cited in Maselesele, 2013) mentioned the curriculum as an important requirement for ICT integration in schools. The curriculum is seen as the content and processes of learning in schools as well as the outcome of learning. ICTs could be used in the curriculum in three major ways: learning about it, learning with it, or learning through ICT (Fluck, 2003). “Learning about it” refers to ICT as a subject of learning in the school curriculum, such as computer literacy, computer science and information literacy; “Learning with ICT” refers to the use of ICT, including multimedia, the internet or the Web as a medium to enhance instruction, “Learning through ICT” refers to the integration of ICT as an essential tool in a course/curriculum (Nangue, 2011).

Infrastructure is also considered as another important requirement for ICT integration Maselesele (2013). ICT infrastructure according to Maselesele refers to the provision of laboratory and hardware such as computer, data projector, scanner, television and radio; software such as and network connectivity. Here,

ICT is used not only to support “learning about ICT”, but also to support “learning with ICT” and “learning through ICT” (Nangue, 2011).

Maselesele (2013) continued that for a successful integration of ICT in schools there should be staff development and support. This refers to the role of teachers in the adoption and implementation of ICT in education since they are a catalyst in the learning process. Lack of ICT knowledge and skills for teachers is a major obstacle to ICT adoption and implementation which necessitates in-service ICT training for teachers for this to be possible (Nangue, 2011).

Dankwa(1997) points out that many secondary schools in Ghana can boast of a computer laboratory through which students are gaining basic computer literacy. A number of these schools have Internet facilities, enabling students to deepen their connection to the outside world (Adebi-Caesar, 2012). Although this is encouraging information, extensive review of documents of NGOs that are spearheading ICT implementation in Ghanaian schools reveals that most secondary schools now benefiting from ICT are either located in urban areas or are classified as premier secondary schools (Dankwa, 1997; Hawkins, 2002).

Students in the country’s private SHS’s are also expected to benefit from ICT education. In this 21st century, such schools should be abreast with a laboratory stocked with modern computers, internet facilities and other ICT facilities to enhance its teaching and learning. The school administrators need to ensure they employ qualified instructors to administer these laboratories. ICT has become a prerequisite to promoting quality education worldwide, therefore if students are denied such services, it inadvertently makes them play second fiddle to their

counterparts in the ICT resourced schools. Interestingly, most private schools in the country do not take ICT education seriously. The national policies on ICT do not even phantom the private schools in its implementation. No private SHS in the country have benefited from the government one child per laptop initiative. Some of the schools do not even have ICT on their teaching time table, no ICT laboratories. What exist in most of the schools are ‘computer rooms’, which are one or two rooms containing computers which are not only obsolete and inadequate but malfunctioned. This does not promote quality education and does not make their students competitive in the global market. ICT integration in education has also seen several challenges most especially in developing countries.

A study conducted by Organization for Economic Cooperation Development (OECD) in 2009 and cited in Rodden (2010) confirmed that there are a number of barriers or challenges that inhibit the use of ICT in education. These barriers included an inconsistent number of computers to students, a deficit in maintenance and technical assistance and finally, lack of time, a lack of computer skills and/or knowledge among teachers (OECD, 2009f). Jenson, Lewis and Smith (2002) classified these barriers as: limited equipment, inadequate skills, minimal support, time constraints and lack of interest or knowledge of teachers.

Conceptual Analytical Framework

The Human Capital and the Modernization theories was used in understanding the different variables of education quality. From the theories, the researcher proposes five variables where private senior high school owners should invest much in their bid to promoting quality SHS education. The variables also guided the way the research questions were addressed. The new model I propose is figuratively presented as follows:

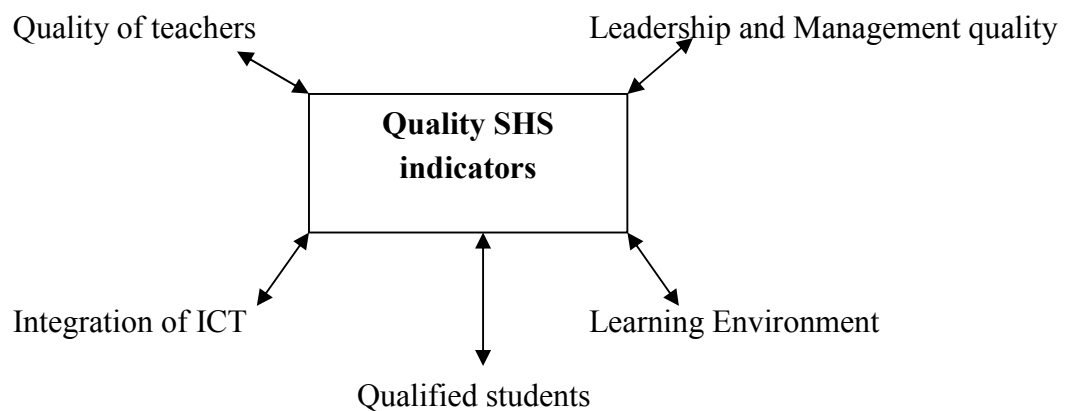


Figure 1: Quality SHS Indicators, Authors construct 2015.

Figure 1 demonstrates some important attributes that can enhance the quality of private senior high school education in the country. The ability of any educational institution in linking up to the tenets of the society depends on the kind of input being made. As a result of this the literature reviewed, clearly shows that the success of the senior high school education can be achieved when there is a competent leadership who is able to put the scarce human and material resources of their schools into judicious use for the benefit of all stakeholders – teachers, students, and the community. Such schools should be able to employ the services of qualified teachers as well as ensuring that these teachers are remunerated

enough to enhance performance. The integration of ICT into its curriculum as well as providing the right learning environment for academic work are key to the successes of these institutions. Finally, the schools should take into cognizance the qualification of the students who are admitted into the schools.

Questionnaire will be used as the main instrument in gathering data. Question items will therefore be designed to solicit for information on the variables necessary for quality education in private senior high schools. The data collected would be analyzed using SPSS and frequencies and percentages will be used.

Summary of Literature Review

Quality at all levels of schooling has become a non-negotiable right for all citizens of any civilized society in this 21st century. It is however unfortunate that African governments have not fully make the right form of investment in the realization of this educational right. Ghana is still battling with accessibility, and as a result the issue of quality has received minimal recognition. As echoed by Oduro (2009), no matter the quantum of investment we make in access expansion, if the educational provision and delivery processes lack quality, then such investment becomes worthless. Investment in access expansion should parallel investment in quality improvement. In this way the nation can produce a pool of human resource that can assist in diverse ways in fixing the country's socio-economic and political challenges.

The literature review thus focused on the situation of quality education on the country's private Senior High Schools. The Human Capital and the

Modernization theories were used as a theoretical framework for the study. The Human Capital Theory views development in terms of investment in human capital while the Modernization Theory focuses on investment, application of technology and skills to achieve growth and poverty reduction.

The issue of leadership and management of private SHS were extensively discussed. It became evident that in promoting quality education at the school level, there is the need for strong, effective and action oriented leadership and management who can utilize the meager resource judiciously for the upkeep of the schools. Such leaders are to delegate powers to subordinates in order to promote effective and efficient administration of their schools (Louis, Kruse & Marks, 1996). It was, however, noted in the literature that most private SHS head teachers run their schools on a 'one man' show, which runs contrary to Sekyere (2012) assertion that all SHS should be managed with a well constituted Board of Governors and a PTA to enhance quality education.

The literature also revealed that private SHSs students are not selected by the Computer School Selection and Placement System (CSSPS), rather they were manually selected. Most of these students did not obtain the required Basic Education Certificate Examination (BECE) grade to be admitted to the SHS. Since most of these students are not qualified, the likelihood of them performing well is limited, hence many parents preferring public SHS to private one (Gyekye, 2002). If they had passed the BECE they would have been placed by the CSSPS to a public SHS which display a lot of quality than the private SHS.

Quality learning environment as a conduit for quality education is also espoused in the literature review. Quality learning environments with respect to this study means the schools the physical, psychosocial and service delivery elements of the schools should be enhanced (UNICEF, 2000).

Regarding the quality of teachers, the literature revealed teacher quality as an indispensable determinant of quality education. From the literature, it is reviewed that private SHS have to hire qualified teachers (teachers with at least first degree), provide adequate staff and periodic in-service training for them, and give them good condition of work for them to give their best. This is because the quality of educational system depends on the quality of teaching staff (Hallak, 2007).

ICT has been found to be the drive for modern societies these days. Managers of private schools in the municipality are therefore encouraged to integrate ICT into its educational processes to facilitate students' academic work. From the literature such integration would facilitate teaching and learning processes and improve educational management processes (Ministry of Education Ghana, 2008).

Finally, the literature conceptualize quality education and came out with the fact that for country's private senior high schools to produce the best form of education, there is the need for investment in certain key variables. These variables included quality school leadership; quality teachers; quality learning environment; quality of students admitted and integration of ICT into the school curriculum.

CHAPTER THREE

METHODOLOGY

This section describes the research design, the population, sample and sampling techniques, the study instrument used, and how the data will be collected and analyzed in the study.

Research Design

A descriptive survey design involving quantitative data analysis procedure was used in this research. Descriptive studies concern itself with the present phenomenon in terms of conditions, practices, beliefs, processes, relationships or trends (Salaria, 2012). Therefore, the design would enable the researcher to have access to a thorough description of the phenomenon under study. Bell (2004) also stressed that the survey would enable the researcher to obtain information from a representative selection of the population and from that sample will then be able to present the findings as being representative of the population as a whole. In view of that those individuals outside the group under study cannot be assumed. Therefore, though the study is limited to the private Senior High School in East Akim municipality, the views of the respondents can be generalized as a true reflection of all private SHSs in the country. Hence, descriptive research surveys are meant to describe one group and that group only.

The data was collected on cross-sectional base on the respondents at one point in time. Therefore, data were collected to describe the current situation of the respondents once during the study.

Population

The population for the study was four hundred and two (402) consisting of all nine private SHS school heads, teachers, and school prefects in the East Akim municipality. The population was chosen because they are directly involved in the school operations and can therefore provide information about their school. The breakdown of the population is tabulated as follows:

Table 1

Population of respondents per schools in the Municipality

School	Heads	Teachers	Prefects
1. Akimcoco Tafo	1	17	16
2. AdontenscoTafo1		28	24
3. Christian Heritage 1		35	34
4. ChristekKukurantumi	1	25	26
5. Fransco Old Tafo	1	5	5
6. Savior SHS, Osiem1		35	32
7. BritscoKukurantumi	1	25	24
8. AdomscoKukurantumi1		5	5
9. Obstech Kukurantumi	1	27	25
Total	9	202	191

Field Survey, 2015.

Sample and Sampling Procedure

Sampling enabled a researcher study a relatively small number of units in place of the target population, as well as obtaining data that are representative of the target population (Sarantakos, 2007). Krejcie and Morgan (as cited in Sarantakos, 2007) table for determining sample size from a given population was used to draw samples from the population. According to the table, when a given population is within the range of four hundred (400) and four hundred and twenty (420), the minimum sample size could fall within the range of 196 and 201. This ensured true representation of the targeted population. In view of this 9 school heads, 98 teachers, and 100 students' prefects making the total of two hundred and seven (207) were drawn from the population paying attention to gender. The breakdown of the sample population is figuratively presented as below:

Table 2

Number of respondents per schools in the Municipalities

School	Heads	Teachers	Students' Prefects
1. Akim Commercial	1	89	
2. Adonteng SHS	1	13	12
3. Christian Heritage 1		18	15
4. Christian Institute for	1	12	15
5. Francis Ellis Memorial	1	5	5
6. Savior SHS, Osiem1		14	15
7. Bright Senior High1		11	12
8. Adomfie Vocational	1	5	5
9. Only Believe SHS,	1	12	12
Total	9	98	100

Field Survey, 2015.

All the nine private SHS in the municipality were purposively selected for the study. These schools were selected because they have similar characteristics in relation to years of establishment, population and popularity in the area. All the school heads were also purposively selected due to their position in the schools as they are involved in the day to day administrative operations of the school.

In the case of the teachers, stratified random sampling was used to select them. This is because the teacher population in each school was not the same. Sarantakos (2007) mentioned that in stratified random sampling the population is divided into a number of strata and a sample is drawn from each stratum. Accordingly, the teachers in each school were divided into a number of strata based on the programme of study in the school. A sample frame for the teachers and simple random sampling was then used to select the required number of teachers.

The prefects were purposively selected for the study. Only school prefects, assistant school prefects, house prefects and compound prefects for each school were used. Purposive sampling technique otherwise known as 'judgmental sampling' by Sarantakos (2007) would enable the researcher to "choose subjects who, in their opinion, are thought to be relevant to the research topic". In this case the judgment of the investigator is more important than obtaining a probability sample (p. 157). Since they are student leaders and are in administrative positions, their experience would be a useful reference point for the study as their opinions would represent that of the entire students. The prefects are also the mouthpiece of the student body and they co-ordinate the activities of their

colleagues hence better placed to describe every bit of information regarding their school.

Instrument

The researcher employed questionnaire to gather data. Questionnaire protocols were prepared and distributed to the school heads, selected teachers and the selected prefects in the nine selected private SHS in the East Akim Municipality. The items were structured to gather from respondents, information on how quality education is exhibited in the private SHS's under study as indicated on Appendix A, B and C. The researcher administered the questionnaire himself and allows them time to complete the questions at their own pace.

Respondents were asked to respond to both close-ended and open-ended questions. The close-ended questions were designed in both Likert-Scale and multiple choice forms. For the other part, respondents expressed their opinions on some open-ended questions with or without minimal assistance. The use of the open-ended questions enabled the respondents to express their explicit opinion on the subject matter without restrictions. Here, spaces were created for any question item for respondents to respond accordingly.

The questionnaire for the school heads at Appendix A, had 44 items, divided into 6 sections. Section A which contains 6 questions describes the biodata of respondents, Section B describes respondents' opinion on leadership and management of SHS and has 6 set of questions, Section C talks about quality of teachers and contains 11 set of questions, Section D contains 2 questions and describes school heads' views on admission process of students to their school,

Section E which has 13 questions describes heads opinion on the right environment that can promote teaching and learning whiles the final Section F which sought for respondents opinion on the integration of Information Communication Technology (ICT) in the teaching and learning process, contains 6 questions.

Moreover, the questionnaire for the teachers on Appendix B, consists of 42 items divided into six (6) sections. Section A describes biodata of respondents and has 4 questions, Section B describes the respondents' opinion on leadership and management of SHS and contains 6 questions, Section C has 11 questions and talks about the quality of teachers, Section D describes teachers' views on admission of students to SHS and contains 2 questions, whiles Section E sought for teachers' opinion on the Learning Environment needed for quality education and contains 13 questions. The final section describes the integration of Information Communication Technology (ICT) in the teaching and learning process and has 6 questions.

Finally, the questionnaire for the prefects' on Appendix C, comprises 30 tests items. Section A describes biodata of respondents has 3 questions, Section B describes respondents' opinion on leadership and management of SHS and has 6 questions, Section C talks about quality of teachers and contains 1 question, Section D describes students' views on the admission process of students to their schools has 2 questions, whiles Section E sought for students' opinion on the learning environment needed for quality education and contains 13 questions, The final section describes these prefects opinion on the integration of Information

Communication Technology (ICT) as a catalyst for quality education and has 6 questions.

Questionnaire is used because all the respondents can read, write and understand. It also allowed respondents to feel comfortable and free to respond without any extraneous influence. The Questionnaire would also make it possible for the researcher to reach out to the respondents within a good frame of time and without worry about one respondent being influenced by another.

Pre-Testing of Instrument

The research instruments (questionnaires) were pre-tested in two private senior high schools within the Suhum municipality. The selected schools and municipality were chosen because they have comparable characteristics as the target population in terms of socio-economic development. Suhum is also situated in the Eastern Region, about 30 minutes' drive from Kibi, the capital of the East Akim municipality. In all 40 respondents were used. This number consisted of 2 headmasters, 20 teachers and 18 students. They were made to complete a prototype of the instrument so that problems which arose from their responses could be identified and dealt with. As a result of this the actual study was carried out without any serious typographical or grammatical impediments.

The researcher distributed the questionnaire to headteachers, teachers and students himself. This afforded the researcher opportunity to explain to them the purpose of the research. The pre-test was to check for the appropriateness of the data collection instrument and data procedures, since the questionnaire was newly

constructed. Moreover, the newly constructed text items were given to a research expert (preferably my lecturer who doubled as my supervisor at the IEPA department) to read through in order to make any informed input(s). This improves the validity of the test items.

To establish the reliability of the instrument, the Cronbach's alpha was used. According to Tavakol (2011) alpha provided a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1. The value of the alpha was determined using the SPSS (IBM SPSS version 20) software. In the end, when the reliability test was run the results indicated that the instruments were good and there was no need to change any of the items. The results of the reliability test were $r = .799$ for the questionnaire for school heads, $r = .755$ for questionnaire for teachers and $r = .789$ for the questionnaire for prefects. No changes were made to the items in the questionnaire with the exception of some few grammatical errors.

Ethical Considerations

The following are how some ethical issues were handled by the researcher.

1. I had a letter of introduction from my department to the heads of the various schools involved in the study to identify myself as a student of the department undertaking a research in such area for academic purpose.
2. Permission was sought from the authorities of the schools to use some teachers as well as student prefects for the study and was accordingly granted.

3. Any information that could lead to the identity of the respondents such as names were avoided. No photograph or visual image was taken of anybody.
4. Respondents were not coerced to answering the questionnaire; rather they voluntarily offered an assistant upon some persuasion.
5. Consent forms were given to the respondents to assent to before responding to the data.

Data Collection Procedure

Before going to the field to collect data, an introductory letter was obtained from the Institute for Educational Planning and Administration (IEPA), University of Cape Coast. On arrival in each of the schools, I introduced myself to the headmaster/headmistress and then handed over to him/her a copy of the introductory letter obtained from the IEPA. I then explained the purpose of my visit, including some briefing on the topic under study. The headmaster was persuaded upon to introduce me to the other respondents of which their confidentiality and anonymity was assured. An arrangement was made to meet the various respondents at their convenient time that will not interrupt academic work.

On the part of the headmasters, all of them agreed to respond to the questionnaire at their personal offices. Therefore, copies of the questionnaires were given to them accordingly. For the teachers the researcher persuaded them during the break period in the staff common room for them to respond to the questions. Some of the teachers gave me assistance in distributing the

questionnaire. Since most of the teachers were part-time teachers, I had to collect the phone numbers of some of them, call them to know their schedule in order to reach them. On the prefects' side, it was a bit hectic as several clarifications had to be made. An appeal was made to some of the teachers to help arrange one empty classroom during the afternoon break where I met the students for them to respond to the questionnaire. Accordingly, this privilege was granted during their afternoon break. After they sat down all the necessary explanation was made, including the need to do independent work. In all the schools visited the students used a little above thirty minutes to respond to the questionnaire.

As a result of these strategies employed in all the schools visited, the entire questionnaire distributed was obtained. I allowed them to answer the questionnaires at their own pace. A follow up visit was made to collect the questionnaire of those who were not able to answer on the day of visit, most especially on the part of the teachers and the headmasters. I had to collect the contact numbers of some of the teachers, called and meet them at a convenient place for the answered questionnaire.

Data Analysis

The responses to the various items in each section at the questionnaire were edited and coded to enhance easy identification and scored before feeding them into the computer. However, the responses from the respondents were not altered. Items in the Likert scale and multiple choices were rated 4-1, with 4 being the highest and 1 being the lowest. The data were then entered into the Statistical Package for Social Sciences (IBM SPSS version 20) which was the statistical tool

employed to analyze the data collected. All the questions were analyzed under the various research questions using tables, frequency and percentage.

CHAPTER FOUR

RESULTS AND DISCUSSION

The focus of this study was to assess the quality in education of private Senior High Schools in the East Akim Municipality of Ghana. The chapter therefore presents the results that emerged from the data collection process. The presentation of the results was done in two main parts. The first part is devoted to the biographical information of respondents and the second part presents the main research results. The results are presented and discussed in accordance with research questions.

Biographical Information of Respondents

Information on current position and the employment status of the headmasters were gathered. The employment status of teachers was also gathered. On the part of the prefects, their prefectural positions as well ascertained.

Respondents Employment Status

Responses on the employment status of both teachers and headmasters were elicited. The summary of the responses is presented in Table 3.

Table 3

Distribution of respondents by their employment status

Employment Status	Headmasters		Teachers	
	F	%	F	%
Permanent	8	88.9	15	16.8
Part Time	1	11.1	83	83.2
Total	9	100	98	100

Field data, 2015.

Note: *'Frequency' [F], 'Percentage' [%]*

Table 7 postulates that the majority (88.9%) of the school heads is permanent staff. It can therefore be inferred from the outcome that private SHS in the municipality employs permanent staff to head their schools.

On the part of the teachers, 60.2% teach on a part time basis. This means that majority of the teachers are part time staff hence, exonerating the view of Varghese (2006) that such institutions tend to have very few permanent staff and thus rely on a large number of part time teachers. The Ministry of Education, Ghana (2013) further gave an interesting picture as to why private SHS's rely on public SHS teachers by stipulating that the percentage of teachers who are trained in public SHS at the end of the 2012 academic year is 86.9% as compared to 55.0% in the private schools. However, some informal discussions with the students revealed that they prefer the permanent staff to the part time teachers since the permanent staff show much commitment with regards to punctuality and time discipline than the part time teachers.

Presentation of Research Results

The presentation of the main results is done according to the research questions that were used to elicit responses from respondents. In all there were Five research questions and that the presentation of the main data results is in five sections. What is done is that research questions are posed and their objectives stated; which shall be followed by the presentation of results that are done in tables followed by discussion with relevant literature support.

Research Question 1: How has the leadership strategies used in managing private senior high schools in the East Akim municipality help in promoting quality education?

This research question sought to find out the kind of leadership strategies adopted by the school managers to enhance effective academic work. Headmasters, teachers and prefects' responded to items with regards to this question. Table 8 presents the summary of the responses of the school heads, teachers and the prefects respectively, with respect to the leadership strategies that exist in the various schools.

Table 4

Leadership Strategies adopted by the school leadership

Strategies	Headmasters				Teachers				Prefects			
	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA
	N	N	N	N	N	N	N	N	N	N	N	N
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Allowing Staff/ student involvement in school administration	-	-	4 (44)	5 (56)	33 (34)	40 (41)	23 (23)	2 (2)	26 (26)	56 (56)	13 (13)	5 (5)
Headmasters delegating authority to teachers/students	-	-	6 (67)	3 (33)	25 (26)	56 (57)	16 (16)	1 (1)	57 (57)	22 (22)	11 (11)	9 (9)
Making the school Board functional	-	1 (11)	2 (22)	6 (67)	32 (33)	37 (38)	24 (25)	5 (5)	25 (25)	44 (44)	23 (23)	8 (8)
Making the PTA effective and supportive	-	1 (11)	6 (67)	2 (22)	30 (29)	45 (46)	15 (18)	8 (7)	28 (28)	50 (50)	13 (13)	9 (9)
Ensuring that Staff/ SRC meetings are organized frequently	-	-	4 (44)	5 (56)	31 (32)	44 (45)	21 (21)	2 (2)	23 (23)	56 (56)	12 (12)	9 (9)

Headmasters disseminate	-	-	2	7	31	44	18	4	29	46	23	2
information			(22)	(78)	(32)	(45)	(19)	(4)	(29)	(46)	(23)	(2)

Field Data, 2015.

Note: 'Frequency' [N], 'Percentage' [%], 'Strongly Disagree' [SD], 'Agree' [Disagree], 'Agree' [A], 'Strongly Agree' [SA].

Table 4 presents the summary of responses of headmasters, teachers and prefects on the leadership strategies adopted by the various school authorities to govern their schools. As observed from Table 8, 9 (100%) of the school heads agree that they involve their teaching staff in the school administration. On the part of the teachers 34% of them strongly disagree that they are involved in the school administration, 41% disagree, and 23% of them agree while 2% of them strongly agree of staff involvement in school administration. The data therefore means teachers of private SHS in the municipality disagree that the school authorities involve the staff in taking decisions in the school. When the students were made to respond to the issue, 26% of them strongly disagree, 56% of them disagree, 13% agree while 5% strongly agree. This suggests that the prefects disagree that students are not involved in the school administration.

From the discussions it is evident that the school heads do not involve the teachers and the school prefects in the school administration. This is because though the school heads agree that they involve their staff into administration, the teachers and the students who were supposed to be the beneficiaries disagree. Mullins (2005) is of the opinion that staff participation in decision making in the school leads to higher academic performance. However, as the findings from the study suggested otherwise, it can be concluded that the refusal of school heads to involve the staff in the school administration adversely affect the academic attainment in the school.

It is also observed from Table 4 that all the school heads agreed that they delegate authority to teachers. On their part while 26% of the teachers strongly

disagree with the headmasters' assertion, 57% of them disagree, 16% agree while 1% strongly agree. This means that the teachers in the schools disagree that school heads delegate authority to them. The responses from prefects also suggest that 57% of them strongly disagree, 22% disagree, 11 agree to the issue while 9% of them strongly agree that the school heads delegate authority to them. This means that the prefects also disagree that the school heads delegate authority to them.

The analyses from the teachers and the prefects therefore run at variance with that of the headmasters. It can be concluded that school heads do not delegate authority to neither the teachers nor the students. This is because the teachers and the prefects who are to benefit from such gesture disagree, a clear indication that school heads do not delegate authority to them. As teachers are not involved in the governance of their schools, Ndu&Anogbo (2007) stated that they turned to be strangers within the school environment, and this affects their teaching output. Mullins (2010) however, advised that such division of work among members of the organization, and the co-ordination of their activities are useful exercise towards achieving the goals and objectives of the organization.

Besides, 67% of the school heads agreed that they have made the Parent Teacher Association (PTA) effective and supportive of the school, 22% of them strongly agree, while 11% disagree. This suggested that the headmasters agree that their school and the PTA have cordial relationship with the schools. The teachers however disagree that the PTA is supportive in the sense that while 29% of them strongly disagree with the question items, 46% of them disagreed, 18% of

them agree and 7% strongly agreed. The responses from the prefects also buttressed the teachers' stance in that 28% of them strongly agree, 50% agreed, 13% disagree while 9% of them disagree that the PTA in their schools are effective and supportive.

Even though PTA is a GES policy and requirement for private SHS establishment in the country as suggested by Sekyere (2012) the findings from the study suggested that the PTA in the various schools are unsupportive and non-existing. However, it must be stated that in one of the schools under study, thus Saviour SHS, they really have a functioning and effective PTA. It is observed that the school is a faith-based institution; as a result, no single individual can claim total ownership over it. The church has therefore put down the necessary human and material resources for its operation, hence its well constituted management.

Moreover, all the school heads agree that one of the strategies they used in governing their schools is to ensure that staff meetings are organized frequently in their schools. On the part of the teachers, while 32% of the teachers strongly disagree that staff meetings are organized frequently, 45% disagree. While 21% agree with the issue, 2% of them strongly agreed. This shows that the teachers object to the fact that staff meetings are organized frequently to take collective decision(s) about the schools. The prefects' responses also suggested that while 23% of them strongly disagree that student representative council meetings are frequently held in their schools, while 56% of them disagree, 12% of them strongly agree and 9% agreed. It is evident from the analyses that the prefects disagree that SRC meetings are organized frequently to take decisions to protect

the students' interest. In order to ascertain the veracity of the situation on the ground, the researcher did some observations where the responses align with that of the teachers and the prefects. Some of the teachers claimed in the few instances of the staff meetings held, the issues discussed were not implemented. The students even rhetoric that they have no student representation in the school. It can therefore be concluded that staff and SRC meetings are not effective in the schools.

Results from Table 4 suggested that all the school heads agreed that they ensured that there is effective dissemination of information in their schools. On the part of the teachers, 32% of them strongly disagree that there is effective dissemination of information in their schools, while 45% of them disagree, 19% of them agree and 4% strongly agreed. The implication is that the teachers disagree that the school authorities relay information to them frequently. The responses from the prefects also show that 29% of the prefects strongly disagree that information dissemination is effective in their schools, 46% of them disagreed, 23% of them agree and 2% of the prefects strongly agree. This means that the prefects also disagree that there is no effective dissemination of information in their schools. It can therefore be concluded that information flow in the private senior high schools is limited. Louis, Kruse & Marks (1996) is of the view that leaders in schools with high student achievement worked effectively to stimulate professional discussion, relay information and to create the networks of conversation that tied the various departments together around common issues of instruction and teaching. However, as the findings from the

study prove otherwise, it can be deduced that the quality of student achievement is questionable.

From the foregoing discussions, it can be concluded from the study that the strategies adopted by the various school heads in governing their schools are not effective for quality education. This is because from the findings, the school heads do not involve other stakeholders (teachers, students, PTA and the Board of Governors) in the school administration. Since most of the headmasters are owners of the schools, they take all decisions by themselves without recourse to other opinions.

Research Question 2: How has the quality of teaching being promoted in the private senior high schools in the East Akim municipality of Ghana?

This research question sought to find out measures adopted by the school managers to promote quality teaching in the schools. In view of this the question address issues with regards to teachers' academic qualification, professional qualification, student-teacher ratio, motivation for teachers, and professional development systems instituted to ensure quality teaching in the various schools. Table 5 - 8 presents the responses of the school heads, teachers and the prefects respectively, with respect to the measures put in place to promote quality teaching in the various schools.

Quality of Teachers

Table 5

Academic Qualification of Teachers

Qualification	School heads Responses																	
	Akicoco		Adontensco		Christech		IPS		Fransco		Saviasco		Britsco		Adomsco		Obstech	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SSSCE/GCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NVTI	1	12.5	-	-	3	16.7	2	22.2	-	-	-	-	-	-	2	22.2	-	-
HND/DBS	2	25	2	15.4	6	33.3	2	22.2	-	-	-	-	3	33.3	-	-	4	33.3
BA/B.Sc.	5	62.5	11	84.6	9	50	8	55.6	5	100	14	100	8	66.7	3	77.8	8	66.7
Total	8	100.0	13	100.0	18	100.0	12	100.0	5	100.0	14	100.0	11	100.0	5	100.0	12	100.0

Notes: Number of teachers [N], 'Percentages' [%]

'Akimcoco' [Akim Commercial College], 'Adontensco' [Adonteng SHS], 'Christek' [Christian Heritage SH/T], 'IPS' [Christian Institute for Professional Studies], 'Fransco' [Francis Ellis Memorial SHS], 'Saviasco' [Savior SHS], 'Britsco' [Bright SH/T]

The Table 5 depicts the academic qualifications of teaching staff in the study schools as mentioned by the school heads. From the Table 5, 62.5% of teachers from Akim Commercial College, 84.6% of AdontengSHS, 77.8% from Adomfie SHS teachers, 100% from Francis Ellis SHS and Saviour SHS are degree holders (BA/B.Sc.). This means that teachers employed to teach in the private SHS in the municipality have the required academic qualification. The findings support the report by Sekyere (2012) that the minimum academic qualification for SHS teachers as recommended by GES is first degree in any relevant subject area. Abe and Adu (2013) added that the most important factor in improving students' academic achievement is by employing seasoned qualified teachers in all schools. Konadu (2010) however, explain that these teachers are usually teachers teaching in the nearby public senior high schools and other tertiary institutions.

Quality of Teachers

Table 6

Professional Qualification of Teachers

Qualification	School heads Responses																	
	Akimcoco		Adontensco		Christek		IPS		Fransco		Saviasco		Britsco		Adomsco		Obstech	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cert 'A'	2	22.2	3	23.1	6	33.3	2	16.7	1	20	4	28.6	2	18.2	-	-	2	16.7
Dip.Ed.	2	22.2	2	15.4	-	-	2	16.7	-	-	2	14.3	-	-	-	-	-	-
B.Ed.	4	55.6	8	61.5	9	50.0	8	66.6	4	80	8	57.1	9	81.8	3	60	7	66.6
None	--		-	-	3	16.7	-	-	-	-	-	-	-	-	2	40	2	16.7
Total	8	100.0	13	100.0	18	100.0	12	100.0	5	100.0	14	100.0	11	100.0	5	100.0	12	100.0

Note: 'Number of Teachers' [N], 'Percentages' [%]

'Akimcoco' [Akim Commercial College], 'Adontensco' [Adonteng SHS], 'Christek' [Christian Heritage SH/T], 'IPS' [Christian Institute for Professional Studies], 'Fransco' [Francis Ellis Memorial SHS], 'Saviasco' [Savior SHS], 'Britsco' [Bright SH/T],

'Adomsco' [Adomfie Vocational Institute], 'Obstech' [Only Believe SHS]

As indicated in Table 6, the schools heads attest that the teachers employed to teach in the schools under the study are professional teachers. This means that they have undergone educational training to enabling them acquire the pedagogy in their field of specialization as teachers. The teachers have undergone courses leading to the award of certificates in Teachers cert 'A', Diploma in Education and Bachelor of Education in various subject areas. This significant membership came about because these teachers are from the nearby public senior high schools and are on a part time basis (Konadu, 2010).

It is also revealed from Table 6 that some (16.7% from Christian Heritage, 40% from Adomfie SHS and 16.7% of Only Believe SHS) teachers are non-professionals. In the schools, the teachers are on permanent bases and are not university graduates. Though these teachers are few, they are not qualified to teach at the SHS per GES standard as this affects the quality of teaching in the schools. Edu & Kalu (2012) assert that teachers who have professional training enable them acquire professional knowledge, skills, techniques, aptitudes which is different from the general education. Salman (2009) also stressed that, teachers' characteristics such as certification status and degree in area of specialization are very significant and positively correlated with students learning outcomes. However, as Adieze cited in Abe (2014) contended that these non-qualified and non-professional teachers in the teaching profession are killing the profession because they are not really teachers. He regarded them as "bird" of passage that create unnecessary vacuum whenever they see greener pasture and better prospect in the profession they are originally trained for.

Table 7 presents the summary of respondents' responses on the Teacher-student ratio, which can affect the quality of teaching in the schools.

Quality of teachers

Table 7

Teacher-Student Ratio

	H		T		P	
Teacher-Student ratio	N	%	N%	N	%	
Maximum of 40 students per a teacher	7	79	30	32	32	
Minimum of 41 students per a teacher	2	22	70	68	68	
Total	9100	98	100	100	100	

Field Data, 2015.

Note: 'Frequency' [F], 'Percentage' [F], 'Headmasters' [H], 'Teachers' [T], 'Prefects' [P]

From Table 7, 78% of the headmasters testify that teachers handle an average class population of maximum 40 students per a teacher, while 22% of them stated that the teachers handle more than 40 students in a class. This means that in most of the private schools in the municipality teachers handle class size of maximum 40 students.

The teachers' responses also suggest that 30% of teachers handle an average class size of maximum 40 students, while 67% of the teachers mentioned that their colleagues handle above 40 students in a class. On the part of the prefects, 32% of the students mentioned that the average class for all courses are a maximum 40 students per a teacher; while 68% of the students stated that

their teachers handle an average class population of minimum 41 students per a teacher. The findings from the teachers and students shows that the private senior high school teachers handles an average class size of a minimum 40 students per a teacher, resulting in an overcrowded classroom.

The analysis of the teachers and the prefects therefore is in contrast with the recommendation by GES as cited in Sekyere (2012) that the average Teacher-student ratio for SHS (public or private) class is 1:40, i.e. one teacher to forty students. Adhering to this ratio according to Sekyere, would promote effective class control, enable the teacher to reach every pupil individually, promote pupil participation and finally enable the teacher to set adequate and regular exercises and mark them well. Ankomah et al. (2005) also added that education quality is much higher when the pupil-teacher ratio is much lower and this improves students' achievement. However, as the finding from the study proves otherwise, the implication is that the quality of teaching in private schools in the municipality becomes adversely affected.

The next table describes the summary of respondents' opinion on the measures put in place to motivating private SHS teachers in the municipality.

Quality of Teachers

Table 8

Motivating Teachers

	Headmasters				Teachers			
	SD	D	A	SA	SD	D	A	SA
Motivating teachers	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Good salaries	-	-	5(56)	4(34)	19(19)	55(56)	19(19)	5(5)
Salaries are paid on time	-	-	4(44)	5(56)	19(19)	60(61)	15(15)	4(4)
Job security	-	-	3(33)	5(56)	31(32)	51(52)	11(11)	5(5)
Workshop and seminars	-	-	5(56)	4(44)	44(45)	37(38)	13(13)	4(4)
Orientation services	-	-	4(44)	5(56)	26(27)	57(58)	11(11)	4(4)
Study leave opportunities	3(33)	6(67)	-	-	28(29)	64(65)	3(3)	3(3)
Staff appraisal	-	-	7(78)	2(22)	31(32)	52(53)	13(13)	2(2)

Field Data, 2015

From Table 8, all the 9 school heads agree that their teachers pay good salaries. They claim that this motivates them to give off their best. On their part, the teachers disagree that they are being paid well because from the table 56% of the teachers strongly disagree with the test items, 19% of them disagree, while 19% of them agree and just 5% of the teachers strongly agreed to the issue.

A careful analysis of the teachers and headmasters responses on the salary issue shows that there is a varied opinion on the issue. While the schools head posits that their teachers are being paid good salaries and on time, the teachers who are the beneficiaries stated otherwise. An interaction with some of the teachers revealed that their salaries are nothing better to write home about. The attendance and payment books which also contain the salary of the teachers in some of the schools show that some of them receive as low as one hundred and fifty Ghana Cedi as monthly salaries. Even with this salary the teachers have to wait for a week after the end of the month or sometimes above before being paid as contained in the attendance and payment books where teachers sign against their name. It can therefore be concluded that teachers in private SHS are badly paid.

Osei (2006) has recommended that teachers should be better paid and less stressed and that if teachers are to become agents of change, teaching must become a financially rewarding profession. A study by Amankwah et al. (2011) has also suggested that salary is an important factor that affects teachers' job satisfaction. Obama (2015) re-echoed the issue of the teachers' salary when he praised South Korea's policy of paying their teachers as much as doctors as a

motivating factor for the country's educational success. However, Foondun (2002) asserts that teachers in most private educational institutions in developing countries are badly paid. Such situation is in contrast with the United Nations Declaration on Human Right that everyone worker should have a just and favourable remuneration that will ensure him and his family's existence (The United Nations, 1998). As the teachers are lowly paid they become demotivated and this adversely affects the quality of delivery.

As indicated from Table 8, the 9 school heads agree that job security is assured among the teachers in the municipality. On the part of the teachers, while 32% of them strongly disagree that their job is well secured, 52% of them disagree, and while 11% of them agree, 5% of them strongly agreed. This means that teachers in the municipality disagree that their job is well secured which is directly opposite to the headmasters' response. An inquiry made in some of the schools revealed that the head of the schools could easily relieve the teachers of their post at their own pace and with any flimsy excuses. Durosaro (2010) asserted that when the teacher feels secured quality of education is assured. However, judging from the evidence from the teachers, who are supposed to be the greatest beneficiary of such gesture, it can be induced that private senior high school teachers in the municipality lack job security.

The Table 8 further revealed that all the school heads agree that workshop and seminars are organized for staff in their schools. On the part of the teachers, while 45% of them strongly disagree, 38% of them disagree, and while 13% of them agree, 4% of them strongly agree that workshop and seminars are

periodically organized. This implies the teachers disagree that workshop and seminars are organized regularly for them to upgrade their teaching skills. The researcher also held an informal interaction with some of the teachers who are supposed to be the greatest beneficiaries of such venture, and most of them vehemently denied ever taking part in such programmes. It is only in two schools (Christian Heritage SHS and Savior SHS) that gave evidence of previous workshop for the teachers. Even the workshop was done to train teachers in Microsoft office, and not in their area of specialization. The other seven schools under study do not have such system in existence. Durosaro (2010) stated that if the quality of education is determined mainly by the quality of teachers, the training and continuous development of our teachers is indispensable, the knowledge of the teachers must be constantly up-dated in their subject areas as well as in classroom management. Odedeyi and Onifade (2009) also recommended to heads of institutions to give administrative support to their staff members to enhance their professional development. They emphasized that staff should be encouraged to attend professional in-service training courses, seminars and workshops.

However, as the workshops are rare in these schools, the quality of the teaching becomes affected.

The Table 8 finally indicates that all the school heads organized staff appraisals for teachers in their schools. This means that teachers are supervised to work diligently. The analyses also indicate that 32% of the teachers strongly disagree that there is a frequent staff appraisal in their schools, 53% of them

disagree, while 13% of them agree and 2% of them strongly agree with the issue. This implies the teachers disagree staff appraisals are done in their schools. There are variations between the responses from the headmasters and the teachers. An observation by the researcher in the schools also shows that there is no evidence of appraisal of staff performance in the schools. Based on the evidence from the teachers who are supposed to be the benefactors of such exercise and the researcher's observation, it can be concluded that staff appraisal is rare in the private senior high schools in the municipality. Even though Varghese (2006) observed that such facilities for such staff development are limited in private educational institutions, Osei (2006) advised that teachers should be trained to improve their knowledge of recent developments in their discipline areas and of contemporary educational theory and practice.

From the discussions, it has been revealed that the private senior high schools have not instituted the right measures that can enhance the quality of teachers in their schools. Teachers are demotivated and teach in overcrowded classrooms. However, even though majority of teachers employed have the requisite academic and professional background, there are teachers in schools such as Christian Heritage SHS/Technical, Adomfie SHS and Bright SHS/Technical who are unqualified.

Research Question 3: How has the private senior high schools in the East Akim municipality ensured that quality students are admitted into their schools?

The purpose of this question was to find out the mode of admission and the entry requirement for students in the schools under the study. As a result,

respondents were asked questions concerning the mode of admitting students into the school and the Basic Education Certificate Examination (BECE) grade point of students in the school. Table 9 presents the summary of the responses from respondents on the subject.

Table 9

Mode of Admission and Entry requirement of students

Admission process	Headmasters		Teachers		Prefects	
	A	D	A	D	A	D
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Mode of admission						
CSSPS	-	-	-	-	-	-
School-based selection	9(100)	-	98(100)	-	100(100)	100
Entry Requirement						
Aggregate 6 to 36	8(89)	1(11)	20(21)	78(79)	35(35)	65(65)
Aggregate 37+	1(11)	8(89)	78(79)	20(21)	65(65)	35(65)

Field Data, 2015.

Notes: 'Frequency' [N], 'Percentage' [%], 'Agree' [A], 'Disagree' [D]

From Table 9, all the respondents agreed that all their students were admitted based on the manual process. This means it is the individual schools that select their own students at the school level. The prefects explain that they bought admission form from the school, fill it and pay the necessary bill before enrolling as a student in the school. Somuah (2007) however described the manual system

of selection and placement as being characterized by administrative, logistic, technical, social and psychological problems.

Significantly, In Ghana, students who were not placed by the Computerized Schools Selection and Placement System (CSSPS) are those who did not fall within the cut-off point of grade 6 and 36 as set by the Ghana Education Service. It can therefore be concluded that the majority of students in the schools under this study failed their BECE hence could not be placed in public senior high schools which is a preferred choice for most parents. This confirms Foondun(2002), studies in Cambodia that revealed that private schools may be attended by pupils who are weak and have not obtained a place in the public system.

The Table 9 further presents the analysis of respondents' responses on the BECE grade point of the students in the schools. It was shown that 89% of the school heads affirmed that the students in the school fall within the BECE aggregate range of 6 and 36, while only one school head mentioned that the school admit student with any grade. This means that the school heads agree that the majority of the students in the schools passed their BECE which is being fixed at grade 36 by the Ghana Education Service. On their part, the whiles 21% of the teachers in schools uphold that the BECE grade point of the students in the school fall within the range of 6 to 36, 79% of them disagreed. This means that the teachers disagree that students in their schools did not pass the BECE, hence are not qualified to the senior high school. It is also revealed from the table that 35% of the prefects stated that their colleagues obtained a BECE aggregate range

between 6 and 36, while 65% of them hold that students in the school obtained grade 37 and above. The prefects therefore agree that their colleagues in the private SHS do not have good passes in the BECE.

Judging from the above discussions, it is evident that the headmasters' responses contradict that of the teachers and students. The request by the researcher to have access to the students BECE results slip in order to ascertain the authenticity of the information was also declined by the school authorities. I therefore held an informal interaction with some of the students where the responses confirm the analyses of the teachers and prefects as presented in the table. It can therefore be concluded that most of the students admitted into the private SHS in the municipality failed their BECE. Varghese (2006) therefore affirms this by pointing out in the study that the academic profile of the students of private education is lower as compared to their counterparts in the public institutions. Per the tenets of the CSSPS in Ghana, only students who obtain BECE aggregate between the range of 6 and 36 is considered a pass mark, and these students are mostly sent to the public senior high schools. The public SHSs in Ghana therefore receive better students with good grades, which translate to academic performance as compared to their counterpart at the private schools. Gyekye cited by Ankomah et al. (2005) affirm this assertion by stating that the quality of the product input of an institution or a program often reflects in the quality of performance of the products.

It can therefore be deduced from the above discussions that students of private senior high schools in the municipality were school-based selected as they

have to buy admission forms from the schools and fill them. They are mostly students who are not qualified to be placed by the CSSPS to the public senior high school per the tenets of Ghana Education Service. These students are usually considered as having failed their BECE. Hence, it can be said that most students of private SHS have weak academic entry requirement.

Research Question 4: What measures are put in place to ensure that the right environment is created to promote teaching and learning in private senior high schools in the municipality?

This research question sought to find out the kind of learning environment created by the school managers to enhance effective academic work in the various schools. Headmasters, teachers and student prefects' were made to respond to some items with regards to this question. Table 10 presents the responses with respect to the quality learning environment conditions that exist in the various schools.

Quality Learning Environment

Table 10

Conditions that Enhances Quality Learning Environment

Conditions	Headmasters				Teachers				Prefects			
	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA
	N	N	N	N	N	N	N	N	N	N	N	N
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Well-resourced classroom	-	-	4 (44)	5 (56)	25 (26)	49 (50)	8 (8)	16 (16)	23 (23)	52 (52)	14 (14)	11 (11)
Safe and healthy school plant	-	-	4 (44)	5 (56)	24 (25)	49 (50)	15 (15)	10 (10)	31 (31)	45 (45)	13 (13)	11 (11)
Safe for disabled children	-	-	3 (33)	6 (67)	28 (29)	44 (45)	8 (8)	18 (18)	15 (15)	49 (49)	17 (17)	19 (19)
Free from sexual harassment	-	-	6 (67)	3 (33)	10 (10)	10 (10)	38 (39)	40 (41)	-	15 (15)	35 (35)	50 (50)

Effective school rules and regulations	-	-	4 (44)	5 (56)	54 (55)	28 (29)	14 (14)	2 (2)	23 (23)	56 (56)	12 (12)	9 (9)
School-based health programmes	-	-	2 (22)	7 (78)	49 (50)	27 (28)	13 (13)	9 (9)	51 (51)	18 (18)	13 (13)	18 (18)
School - community partnership in ensuring discipline	-	1 (11)	3 (33)	5 (56)	56 (57)	21 (21)	16 (16)	5 (5)	20 (20)	55 (55)	13 (13)	12 (12)
Provision of security	-	-	4 (44)	5 (56)	3 (3)	20 (20)	57 (58)	18 (18)	27 (27)	40 (40)	19 (19)	14 (14)
Minimum of 8 periods a week for elective subjects	-	-	6 (67)	3 (33)	21 (21)	56 (57)	10 (10)	11 (11)	20 (20)	62 (62)	5 (5)	13 (13)
Minimum of 6 periods a week for core subjects	-	-	5 (56)	4 (44)	26 (27)	49 (50)	16 (16)	7 (7)	57 (57)	21 (21)	15 (15)	7 (7)

Field Data, 2015

Note: 'Frequency' [N], 'Percentage' [%], 'Strongly Disagree' [SD], 'Agree' [Disagree], 'Agree' [A], 'Strongly Agree' [SA].

Table 10 presents the summary of the responses of headmasters, teachers and prefects on measures put in place by the school authorities to promote quality learning environment in their schools. From the table, all the school heads agree that their various classrooms of private SHS in the municipality are well resourced. The school heads claim their classrooms are stocked with adequate tables and chairs, good ventilation, visible writing board and learning aids critical for academic work. On the part of the teachers, 26% of them strongly disagree, 50% of them disagree, 8% of them agree and 16% of them strongly agree that they have well-resourced classrooms. Per the analyses the teachers disagree that their classrooms are well-resourced. On their part the prefects also disagree that their classrooms are well-resourced. This is because 23% of them strongly disagree, 52% of them disagree, 14% agree and 11% of the prefects strongly agree.

The responses from the school heads are therefore inconsistent with the responses from the teachers and the prefects. It can therefore be deduced that most classrooms of private SHS in the municipality are not resourced. However, it must be stated that as compared to the other seven schools, the Savior and Christian Heritage senior high schools have well established classrooms as each student have their own seat, well-spaced out with good ventilation.

Table 10 also shows that all the school heads agree that their school plants are safe enough to protect human life and property on campus. However, the responses from the teachers' shows that they disagree, they have a safe and healthy school plant necessary for academic work. This is because as the table

shows 24% of them strongly disagree to the issue, 45% of them disagree, 13% of the teachers agree while 11% of them strongly agree. The responses from the prefects also show that 31% of them strongly disagree with the issue that they have a safe environment, 45% of them disagree, and 13% of them agree while 11% of them strongly agree. The implication is that the prefects disagree that they have a safe and healthy school plant necessary for academic work.

It is observed from the analyses that there is inconsistency in the responses given by the respondents. While the school heads agree that their schools have a healthy school plant, the responses of the teachers and prefects show otherwise. An observation made by the researcher during the period of the study in the schools also aligns with the teachers and prefects responses. The conditions of most buildings on the campuses of these schools are not desirable and this puts the life of students and other workers at a risk. It can therefore be concluded that the private senior high schools in the municipality do not have safe and healthy buildings. Schneider (2002) and Fuller (1999) contend that safe learning environment is important to academic achievement. Moore (2008) also attested to this analysis by testifying before the United States House of Representatives that “A quality school facility is but one component necessary for successful learning” (p.5). However, as these school facilities are unsafe, it puts the lives of the students and other participants at risk which in turn affect the quality of academic work.

It is also evident from Table 10 that all the headmasters agree that rules and regulations are effective and are highly enforced in their school. The teachers on

their part disagree that the rules and regulations in their schools are effective and enforced. This is because 54% of them strongly disagree with the issue, 28% of them disagree, 14% of them agree and 2% of them strongly agree. The prefects in responding to the same test items also disagree that the rules and regulations in their schools are effective as 23 % of them strongly disagreeing, 56% of them disagree, while 12% of them agree and 9% of them strongly agree.

An informal interactions by the researcher with most of the teachers revealed that when the students flouts the school rules, they are most at times left unpunished with the fear that they will leave the school to another school. The teachers are therefore restrained from prescribing certain punishment to deviant students unless the headmasters accent to. It can be deduced that rules really exist in the schools, but its enforcement and implementation is questionable. Ineffective enforcement of school rules breeds indiscipline among students, which result in poor academic performance, therefore debunking Jones, (2007) assertion that enforcing simple school rules promote discipline which in turn facilitates learning and minimize disruption. In the view of Nakpodia (2010) regulations of children maintain order (“rule”) in schools, however, per the analysis, it is evident the rate of indiscipline in the private senior high schools is on the ascendency. Cotton (1990) gave suggestion to the analysis by citing the works of Duke; Wayson & Lasley (2010); Short (2008); Smedley & Willower (2001) and Stallings & Mohlman (2001) that one component of maintaining discipline is through clearly specified rules, sanctions, and procedures which can be developed with input from students, and which are made known to everyone in the school.

They added that student participation in developing and reviewing school discipline programs create a sense of ownership and belongingness and which in turn promote academic work.

Moreover, the table shows that all the school heads are in agreement that health programmes are organized in their schools regularly. The teachers on their part disagree that health programmes are organized to take care of the health needs of the participants in the school. This is because while 50% of them strongly disagree with the test items, 28% of them disagree and while 13% of them agree, 18% of them strongly agreed. On their part, 51% of the prefects strongly disagree, 18% of them disagree, and while 13% of them agree, 18% of them strongly agree that health programmes are organized for students in the schools. The prefects therefore disagree that health related programmes are organized to ensure that students are healthy.

Aside the analyses from the respondents, the researcher had some informal interactions with some section of the students and the teachers and their responses confirm the teachers and the prefects' assertion as indicated in the Table 10. Going by this analysis, it can be concluded that the schools under study do not provide health related programmes to their students, since the students who are the ultimate beneficiary of such program gave a negative response to the issue. UNICEF (2000) recommended health services such as guidance and counseling services, the provision of extra-curricular activities and the provision of school snacks as a contributory factor in quality school environment. Carron and Chau (2006) also added that the health needs of both the students and staff in the school

are detrimental to the academic success of the school. Sick children cannot attend school, and evidence from China, Guinea, India and Mexico shows that children's illness is a primary cause for absenteeism. Levinger (2002) buttressed that school-based health interventions have the potential in improving academic performance. On the contrary, these literatures do not support the facts from the study, hence it can be deduced that the absence of health services in the schools has the potential of affecting the academic success of the students.

It is evidently revealed from Table 10 that all the school heads agree that security is provided on their campuses to protect life and property. The teachers in the municipality also agree that security guard is provided on their campuses to protect life and property. This provides the right environment for academic work. The prefects however, stated that they disagree security guard is provided on their campuses to protect life and property. This is because from Table 10, 27% of them strongly disagree, 40% of them disagree as against 19% of them who agreed to the issue. An informal discussion with some of the students revealed that the said security on their campuses is porous that most often thieves break into their hostels and classrooms and do away with their belongings. They acknowledged the presence of security guards on their campuses, however; they claim they are insufficient and not professional enough for their job. This insecurity does not provide the right environment for academic work.

From Table 10 the school heads of private SHS in the municipality agree that they allocate eight periods a week for the elective subjects. The teachers however, disagree that the school has allocated six periods a week for core subjects in

theschools. This is because from Table 10, 21% of them strongly disagree with the issue, 57% of them disagree, while 10% of them agree and 11% strongly agree. This, according to the teachers does not help them complete all the topics in the syllabus. The prefects on their part also disagree that they do eight periods a week for elective subjects. This is because evidence from the table shows that 20% of them strongly disagree with the issue, 62% of them disagree, 5 % agree and 13% of them strongly disagree. Table 10 further shows that the headmasters agree that they have allocated six periods a week for core subjects in the school. The teachers on their part disagree that the schools have allocated six periods a week for core subjects in the school. The prefects also disagree that the schools have allocated six periods a week for core subjects in the school.

Meanwhile, the school heads responses from Table 10 suggested that they have allocated appropriate teaching periods for all the subjects taught in the schools. The teachers who teach in the schools, the students as well as the researcher's personal interactions with some of the teachers and students as well as the official school teaching time table lay credence to the fact that the teaching periods allocated for all the subjects are inappropriate. The teachers' rhetoric that the school heads deliberately reduced the teaching periods in order to cut down expenses as teachers are paid per teaching period (ranging between 3 cedis and 5 cedis per period). It is only in two out of the nine schools (Christian Heritage SHS and Savior SHS) under study that give a flat rate as salaries for all subject teachers. According to Sekyere (2012) GES on the average recommend between 21 and 36 periods per week for the SHS teacher. While the elective subjects

have between seven and eight periods a week, the core subjects have between five and seven periods allocated for them. The nearby government senior high schools such as Ofori Panin SHS and AME Zion SHS adhere to the GES directive, but per the analyses the private schools do not. This adversely affects the quality of teaching because teachers are not able to complete all the topics in the syllabus.

Based on the analyses it can be concluded that the private senior high schools in the municipality do not provide the right environment necessary for academic work.

Research Question 5: How has ICT been integrated into the teaching and learning process of the private senior high schools in the municipality?

The purpose of this question was to find out the measures put in place by school authorities to promote effective ICT teaching and learning in the various schools. To this effect, the headmasters, teachers and prefects were made to respond to some test items. Table 11 presents the responses with respect to how the schools have integrated ICT in its curriculum.

Integration of ICT

Table 11

Measures put in place to promote ICT in Schools

Facilities	Headmasters				Teachers				Prefects			
	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA
	N	N	N	N	N	N	N	N	N	N	N	N
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Availability of computer laboratory	-	-	6	3	4	28	45	21	10	23	37	30
			(67)	(33)	(4)	(29)	(46)	(21)	(10)	(23)	(37)	(30)
Adequate modern computers	-	-	6	3	21	56	15	6	15	56	18	11
			(67)	(33)	(21)	(57)	(15)	(6)	(15)	(56)	(18)	(11)
Provision of audio-visual materials in classroom	-	-	3	6	32	51	10	5	32	54	9	5
			(33)	(67)	(33)	(52)	(10)	(5)	(32)	(54)	(9)	(5)
ICT on teaching time table	-	-	6	3	29	46	21	2	35	43	13	7
			(67)	(33)	(30)	(47)	(21)	(2)	(35)	(44)	(14)	(7)

Availability of professional ICT instructors	-	-	4 (44)	5 (56)	28 (29)	46 (47)	16 (17)	8 (8)	26 (26)	46 (46)	16 (16)	12 (12)
Availability of internet facilities	2 (22)	7 (78)	-	-	37 (38)	61 (62)	-	-	29 (30)	69 (70)	-	-

Field Data, 2015

Note: 'Frequency' [N], 'Percentage' [%], 'Strongly Disagree' [SD], 'Agree' [Disagree], 'Agree' [A], 'Strongly Agree' [SA].

Table 11 presents summary of headmasters responses on conditions put in place by the various school authorities to promote ICT in the schools. From the table all the headmasters' agree that computer laboratory exists in their schools. On the part of the teachers 46% of them agree that there is a computer laboratory in their schools, 21% of them strongly agrees, 29% of them disagree and 4% of them strongly disagree. This means that the teachers also agree that computer laboratory is available in their schools. On their part whiles 37% of the prefects agree 30% of them strongly agree, 23% of them disagree and 10% strongly disagree. The prefects, therefore, acknowledge that they have a computer laboratory in their schools.

In order to ascertain the authenticity of the information provided, the researcher decided to visit some of these laboratories in the schools. It was observed that what actually exist in most of these schools are not computer laboratory rather computer rooms. It is just a small room stocked with few obsolete and malfunctioned computers, which have been closed down for some years. Even an interactions with some section of the students revealed that they have never visited the place since they enter the school. It can therefore be inferred that computer laboratory does not exist in the schools. I must say that the situation in Christian Heritage SHS and Savior SHS are a bit different in that they actually have a well spacious room stocked with about twenty network computers which they use as their laboratory. Some of the students and the teachers I spoke to confirmed that they visit the place twice every week for basic computer literacy lessons. With the exception of these two schools, the situation is different in the

other seven schools. The analyses therefore do not support Dankwa (1997) assertion that many secondary schools in Ghana can boast of a computer laboratory through which students are gaining basic computer literacy. Maselesele (2013) has stated that Infrastructure is considered as another important requirement for ICT integration in schools. ICT infrastructure according to Maselesele refers to the provision of laboratory and hardware such as computer, data projector, scanner, television and radio; software such as and network connectivity. Here, ICT is used not only to support “learning about ICT”, but also to support “learning with ICT” and “learning through ICT” (Nangue, 2011). However, as these facilities are not found in the computer rooms in the various schools, the implication is that no meaningful computer literacy lesson takes place in the schools.

It is also evident from Table 11 that all the school heads agree that there is the availability of adequate and modern computers in their computer laboratory. The Table 11 also shows that 21% of the teachers strongly disagree that the computer laboratory in their schools is stocked with adequate and modern computers, 56% of them disagree, and whiles 15% of them agree and 6% of them strongly agreed. The analysis means that the private school teachers disagree that their computer laboratory is stocked with adequate and modern computers. The prefects in the schools echoed the teachers’ stance by disagreeing that they have adequate modern computers in their laboratory. This is because whiles 15% of the prefects strongly disagree to the issue, 56% of them disagree, and whiles 18% of them agree 11% of them strongly agreed. Since the teachers and students are

directly involved in the teaching-learning process, their responses reflect the reality on the grounds. An interaction with some of the students and even the teachers shows that the computer laboratory is just a 'white elephant', in the sense that it serves no purpose in the schools. Most of them are faulty and obsolete. In view of this it can be concluded that the computers in the laboratory in most of the schools are of no use.

The analyses concur with the study by the Organization for Economic Cooperation Development (OECD) in 2009 and cited in Rodden (2010) that there are a number of barriers or challenges that inhibit the use of ICT in education, and one of such barriers included an inconsistent number of computers to students. Hawkrige (1990) stated that computers in schools have become catalysts for teaching, helping students to be less dependent on teachers and enhance collaborative learning. However, since the facts from the table do not support Hawkrige assertion, students in these schools are cut off from the basic computer literacy.

Table 11 further revealed that all the school heads agree that they have made provision for ICT on their teaching time table. This suggests that ICT is taught in all the schools. On the other hand, 30% of the teachers strongly disagree that ICT is on their teaching time table, 47% of them disagree, and while 21% of them agree, 2% strongly agree. The analysis therefore means that the teachers in the schools disagree that ICT is on the teaching time table. The prefects' responses also indicate that 35% of them strongly disagree that ICT is on their teaching time table, 47% of them disagree, and while 14% of them agree with the

issue, 7% of them strongly agreed. This shows that the prefects disagree with the fact that ICT is on their teaching time table. The analyses from the teachers and the students' responses also suggest that ICT is not taught in their schools. The teaching timetable on the school notice-board also has no ICT on it. An interaction with some of the teachers revealed that since ICT is not examined externally by the West African Examination Council, the school authorities do not see the need to spend resources employing teachers to handle it. It can therefore be inferred that most of the schools under study do not provide computer literacy for their students.

Finally, it is apparent from Table 11 that there is a consensus among the three respondents that their school has no internet facilities as all of them disagree with the question items. The findings therefore do not support the study by Adebisi-Caesar (2012) that a number of secondary schools in Ghana have Internet facilities, and this enables students to deepen their connection to the outside world. With the absence of internet facility in the schools the students would not be "learning with ICT" (Fluck, 2003). Absence of the internet would also impede students and teachers from research work.

From the foregoing discussions, it be concluded that private senior high schools in the municipality have not fully integrated ICT into their curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The concluding chapter, contain the summary of the study, conclusions drawn and recommendations made. In addition, the chapter offers suggestions for further research.

Summary

Overview of the Study

In the background of the study, quality education was extensively defined from different authors' perspectives. After that there was a highlight on how senior high schools operate in the country as well as the contributions of private SHS towards education in the country. Some initiatives in retrospective by successive governments to promote quality education at the country's senior high schools were also discussed.

The primary purpose of the study was to assess the quality in education of private senior high schools in the East Akim Municipality of Ghana. The research questions for which this study sought to find answers to were stated and they included leadership strategies are used to manage private senior high schools in the municipality, the process and entry qualifications of students admitted to the schools, measures that exist to promote quality learning environment, measures are used to promote quality teaching and how ICT has been integrated in the teaching and learning process in the schools. The research questions were

followed by the significance of the study, the delimitation and limitation of the study, and finalthe definition of terms.

Related literature on the study was subsequently reviewed. The Human Capital and the Modernization theories were used for the study. Quality education was also conceptualized. The literature was categorized into various themes that sought to review several studies conducted on the research topic. The literature review covered all the five areas presented in the research questions stated in the background.

Chapter two was followed by the methodology. The design used for the study was the descriptive survey. The target population was on private senior high schools in the East Akim Municipality, and in these schools, school heads, teachers, and prefects were made to respond to questions which were intended to answer the research questions. NineSchool heads were used of which all responded. 98 teachers out of the 202 targeted responded while 100 students out of the 191 targeted responded. In all, 207 respondents out of the targeted 402 responded to the various questionnaires?.

All the nine private SHS headmasters in the municipality were as well as the prefects were purposively selected for the study. In the case of the teachers, simple random sampling technique was used to select them.

Questionnaire was employed to gather data from the respondents. During the visits to these schools the researcher made some important observations about the availability of resources mentioned in the questionnaires.The research

instruments (questionnaires) were pre-tested at in two private senior high schools within the Suhum municipality.

The data collected were processed using the SPSS program software for statistical analysis. Tables, frequencies and percentages were generated from the responses to the questionnaires. Descriptions and explanations were given to the data.

Key Findings

From the study, a number of findings were made. Key among which were the following:

1. It was revealed from the study that the leadership strategies used in governing the private senior high schools is not effective for quality education. This is because from the findings, the school heads do not involve other stakeholders (teachers, students, PTA and the Board of Governors) in the school administration. Since most of the school heads are owners of the schools, they take all decisions by themselves without recourse to other opinions.
2. Private senior high schools have not instituted the right measure that can enhance the quality of teachers in their schools which is relevant to quality education. Teachers are demotivated as they are lowly paid; the salaries are not paid on time and teach in overcrowded classrooms. Even though the teachers have qualified academic and professional credentials there exist in the schools that run the vocational and technical teachers with HND and NVTI certificates. Staff appraisal is rare in the private senior high schools.

3. Private senior high schools do not admit students with the required academic qualification which is fundamental to quality education. The students were school-based selected as they have to buy admission forms from the schools and fill them. The students obtained BECE grade of 36 and above, hence do not fall within the cut-off point stipulated by the Ghana Education Service to be placed on the CSSPS.
4. Private senior high schools in the East Akim municipality have not provided the right environment necessary for academic work. The classrooms are not well resourced, the school buildings and other structures are not safe and healthy, indiscipline is on the ascendency as rules and regulations in the schools are not effective and properly enforced. Health programmes are rare in these schools and security is porous in most of these schools. Teaching periods are also reduced in order to cut down expenses which in turn affect academic work.
5. Private senior high schools in the East Akim municipality have not fully integrated ICT into their curriculum. Computer laboratory is absent in the schools. The computer rooms in these schools are stocked with inadequate, obsolete and malfunctioned computers. Audio-visual materials are not provided in the various classrooms, and ICT as a subject is no longer taught in the private schools. There are no internet facilities as well as ICT teachers in the private senior high schools.

Conclusions

The study has shown that the realization of quality education at the private senior high schools in the East Akim municipality is limited by a number of factors. The owners of the school who doubles as the school heads run the schools without adequate involvement of stakeholders such as the Board of governors, Parent-Teacher Association, teachers and the student leaders. This make the stakeholders feel alienated from the school and refuse to provide the needed support needed for the promotion of quality academic work in the schools.

Even though private senior high schools employ teachers with the required academic and professional qualification, these teachers are demotivated. The teachers are lowly paid, teach in overcrowded classrooms and support systems such as orientation services, job security, workshops and seminars and staff appraisal are not provided in the schools. Quality of teaching at the private senior high schools particularly in the East Akim municipality is susceptible. This is because the condition necessary for teachers to teach at their best are rare in the schools.

The academic entry qualification of students in the private senior high schools is poor. The grade obtained by students of the private SHS in the BECE could not qualify them to be placed on the Computer School Selection and Placement System into the government SHS. The admission of unqualified students affects quality education in the private SHSs because they compromise on the Ghana Education Service standard for entry requirement to senior high schools in the country.

The absence of the right environment vital for the promotion of academic work in the private senior high schools in the East Akim municipality is an indictment on quality education. The schools operate in an unsafe environment; the school buildings are not healthy enough; the classrooms are poorly resourced; the buildings are not suitable for disable students; indiscipline on the part of students is on ascendency; and there are security concern as the schools do not employ the services of professional security guards to protect life and property in the schools. The setting in the schools is not conducive for any meaningful academic work.

Information and Communication Technology have not been fully integrated into the teaching and learning process in the schools. ICT facilities such as modern computers, audio-visual materials, ICT instructors and internet facilities are not provided in the schools. The students are therefore cut off from ICT education which can affect their academic output. ICT education would facilitate teachers-student classroom interaction as well as research work, thereby enhancing quality teaching and learning in the schools.

Recommendations

Private senior high school owners and heads should ensure that other stakeholders in school system such as teachers, students, the PTA and the school Board are involved in administering the schools. Teachers can be involved when there are frequent staff meetings to discuss issues bothering them, the Student Representative Council system should be allowed to operate and their views taking into consideration. Issues discussed in such gatherings should be

implemented. PTA meetings should be organized at least twice every term to discuss issues regarding the progress of the schools. Board of Governors would also help the school heads in taking major policies for the schools.

Authorities of private senior high schools in the East Akim municipality should motivate their teachers by increasing their salaries to the minimum daily wage level set up by the government. More classroom blocks as well as teachers should be provided to curtail the overcrowded issues in the schools. On the issue of job security, teachers should insist on written appointment letter to make their job more secured. Orientation service should be provided for newly recruited teachers to make them acquaint to their new environment. The school authorities should organize or sponsor their teachers to attend workshops and seminar to upgrade their knowledge on the new trends in education. All these factors if properly managed would motivate teachers to provide quality teaching in the schools.

The private senior high school authorities in the East Akim municipality should partner the Ministry of Education so that the schools would be placed on the CSSPS. This would enable them to get sizeable student population as well as students with a better BECE grade in their schools. The schools can set up lower basic schools to serve as feeding schools for the senior high schools. The authorities should intensify their advertisement on their school in order to attract better students.

Teaching and learning environment of private senior high schools in the East Akim municipality can improved when basic classroom requirements such as

table and chair per a student, chalkboards and windows for good ventilation are provided by the school authorities. There should be the provision of safe and adequate classroom blocks as well as many teachers to curb the menace of overcrowding in the classroom. School buildings should be designed to be friendly to disabled students in the school. To improve discipline among the students' housemasters and housemistress should be appointed and remunerated to administer the various hostels and to help train the moral upbringing of the students. School rules and regulations should also be strictly enforced and the opinion leaders in the community should be encouraged to help discipline the students by reporting those found in town without permission during class hours. To be able to complete all topics under the curriculum, adequate time should be allocated for the subjects. At least seven periods a week for the elective subjects and six periods a week for the core subjects would be appropriate.

ICT has become a drive for modern societies. Private senior high school authorities should make provision for adequate and modern computers at the computer laboratory to ensure at least one computer per student. Professional ICT instructors should be employed to provide tuition to the students. In order to keep in touch with the outside world and improve research work, internet facilities should be provided in the schools. The PTA can be contacted and sponsorship can also be sought from non-governmental organizations for the purchase of some of these ICT gadgets.

Suggestions for Further Research

1. The Inspectorate division of the Regional and Municipal Education Directorate should intensify their supervisory role in the private schools in order to ensure that the schools conform to standards with regards to the GES model of operando. Any school, which operates below standards with regards to qualify teachers, safe school plan, healthy school environment and others should be close down as stated in the Ministry of Education Ghana,(2009).
2. I encourage further study into the disciplinary issues among private Senior High Schools in the East Akim Municipality.
3. Factors that influence the high rate of examination malpractice among senior high school students in West African Senior Certificate Examination (WASCE) in the East Akim municipality.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

An Assessment of Quality in Education of Private Senior High

Schools in the East Akim municipality of Ghana

QUESTIONNAIRE PROTOCOL FOR SCHOOL HEADS

INTRODUCTION

Please, I am a post graduate student at the Institute for Educational Planning and Administration, University of Cape Coast. You have been identified as an important person who can provide useful information on the above topic. For academic purposes, I would appreciate it if you provide me with what you know about the above mentioned topic. Your confidentiality is assured.

Instruction:

Please, tick [] your choice among the alternative responses to the items. Where there are no such alternatives, kindly provide your own responses in the space provided.

SECTION A: BIODATA

1. Name of School.....
2. Current position in the school
 - a) Proprietor/Proprietress []
 - b) Headmaster/Headmistress []
 - c) Assistant Headmaster/Assistant Headmistress []

d) Administrator []

3. Employment status

a) Permanent [] Part-time []

SECTION B: LEADERSHIP AND MANAGEMENT OF SHS

The following strategies adopted by leadership of the schools promote effective academic work. Tick [√] the one which apply to your school by: Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD).

Strategies adopted by school leadership	SA	A	D	SD
4. Allowing Staff involvement in school administration				
5. Headmasters delegating authority to teachers				
6. Making the school Board functional				
7. Making the PTA effective and supportive				
8. Ensuring that Staff meetings are organized frequently				
9. Headmasters disseminate information				

SECTION C: QUALITY OF TEACHERS

Tick [√] those that apply to your school with regards to measures put in place to ensure quality teaching in your school.

10. Academic qualification of teachers employed in your school?

a. SSSCE/WASCE/GCE []

b. NVTI []

- c. Diploma/ Higher National Diploma []
- d. BA/BSc and above []

11. Professional qualification of teachers employed in the school.

- a. Cert 'A' []
- b. Diploma in Education []
- c. B.Ed. []
- d. None []

12. What is the student-teacher ratio in your school?

- a. Maximum of 40 students per a teacher []
- b. Minimum of 41 students per a teacher []

13. Mode of staff recruitment

- a) Oral appointment []
- b) Posted by GES []
- c) Through selection and recruitment process []
- d) Others, specify

Motivating Teachers

Below are possible measures which can motivate teachers to give quality teaching. Please, indicate by ticking [√] those that apply to your school by: Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD).

The factors that motivate teachers	SA	A	D	SA
14. Good salaries				
15. Salaries paid on time				
16. Job security				
17. Orientation services				

18. Workshops and seminars				
19. Study leave opportunities				
20. Staff appraisal				

SECTION D: ADMISSION OF STUDENTS

Mode of admission and Entry requirement of students

Tick [] appropriately those that apply to your school.

21. Admission of fresh students to the school is based on...

a. CSSPS Agree [] Disagree []

b. School-based selection Agree [] Disagree []

22. BECE aggregate point of students in the school

a. 6 to 36 Agree [] Disagree []

b. 37 upwards Agree [] Disagree []

SECTION E: LEARNING ENVIRONMENT

Conditions that enhances quality Learning Environment

The following conditions can ensure the right learning environment for academic work. Tick [] the appropriately those that apply to your school by: Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD).

Conditions	SA	A	D	SD
23. Well-equipped classroom				
24. Safe and healthy school plant				
25. Availability of lavatories				
26. Availability of clean water				

27. Non-discriminatory environment				
28. Free from sexual harassment				
29. Safe for disabled children				
30. School-based health programmes				
31. Clear cut school rules and regulations				
32. Delegation of disciplinary authority to teachers				
33. School-community partnership in ensuring discipline				
Allocation of teaching periods				
34. 8 periods a week for elective subjects				
35. 6 periods a week for core subjects				

SECTION F: INTEGRATION OF ICT

Measures that promote ICT in schools

The following measures promote ICT education in the school. Tick [√] appropriately those that exist in your school by: Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD).

Measures	SA	A	D	SD
36. Availability of computer laboratory				
37. Adequate modern computers				
38. Provision of audio-visual materials in classrooms				

39. ICT on teaching time table				
40. Availability of professional ICT instructors				
41. Availability of internet facilities				

APPENDIX B

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

An Assessment of Quality in Education of Private Senior High

Schools in the East Akim municipality of Ghana

QUESTIONNAIRE PROTOCOLS FOR TEACHERS

Please, I am a post graduate student at the Institute for Educational Planning and Administration, University of Cape Coast. You have been identified as an important person who can provide useful information on the above topic. For academic purposes, I would appreciate it if you provide me with what you know about the above mentioned topic. Your confidentiality is assured.

Instruction: Please, tick [] your choice among the alternative responses to the items. Where there are no such alternatives, kindly provide your own responses in the space provided.

SECTION A: BIODATA

1. Name of School.....
2. Subject area
 - a) Core []
 - b) Elective []
3. Employment status
 - a. Permanent []
 - b. Part-time []

SECTION B: LEADERSHIP AND MANAGEMENT OF SHS

Strategies adopted by school leadership

The following strategies adopted by the leadership of the schools promote effective academic work. Tick [√] the one which apply to your school by: Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD).

Strategies	SA	A	D	SD
4. Allowing Staff involvement in school administration				
5. Headmasters delegating authority to teachers				
6. Making the school Board functional				
7. Making the PTA effective and supportive				
8. Ensuring that Staff meetings are organized frequently				
9. Headmasters disseminate information				

SECTION C: TEACHER QUALITY

Tick [√] those that apply to your school with regards to measures put in place to ensure quality teaching in your school.

10. Academic qualification of teacher

a) HND/DBS []

c) MA/MSc []

b) BSC/BA []

d) others,specify

11. Professional qualification of teacher

a) Teachers' Cert 'A' []

c) B. Ed. []

- b) Dip. Ed f) M.ED

12. What is the student-teacher ratio in your school?

- a. Maximum of 40 students per a teacher
 b. Minimum of 40 students per a teacher

13. Mode of staff recruitment

- e) Oral appointment
 f) Posted by GES
 g) Through selection and recruitment process
 h) Others, specify.....

Motivating Teachers

Below are possible measures which motivate teachers' to teach at their best. Please, indicate by ticking [] those that apply to your school by: Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD).

The factors that motivate teachers	SA	A	D	SA
14. Good salaries				
15. Salaries paid on time				
16. Job security				
17. Orientation services				
18. Workshops and seminars				
19. Study leave opportunities				
20. Staff appraisal				

30. School-based health programmes				
31. Clear cut school rules and regulations				
32. Delegation of disciplinary authority of teachers				
33. School-community partnership in ensuring discipline				
Allocation of teaching periods				
34. 8 periods a week for elective subjects				
35. 6 periods a week for core subjects				

SECTION F: INTEGRATION OF ICT

Measures that promote ICT in schools

The following measures promote ICT education in the school. Tick [$\sqrt{\quad}$] appropriately those that exist in your school by: Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD).

Measures	SA	A	D	SD
36. Availability of computer laboratory				
37. Adequate modern computers				
38. Provision of audio-visual materials in classrooms				
39. ICT on teaching time table				
40. Availability of professional ICT instructors				
41. Availability of internet facilities				

APPENDIX C

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

An Assessment of Quality in Education of Private Senior High

Schools in the East Akim municipality of Ghana

QUESTIONNAIRES FOR PREFECTS'

Please, I am a post graduate student at the Institute for Educational Planning and Administration, University of Cape Coast. You have been identified as an important person who can provide useful information on the above topic. For academic purposes, I would appreciate it if you provide me with what you know about the above mentioned topic. Your confidentiality is assured.

Instruction:

Please, tick [] your choice among the alternative responses to the items. Where there are no such alternatives, kindly provide your own responses in the space provided.

SECTION A: BIODATA

1. Name of school
2. Prefectural position

SECTION B: LEADERSHIP AND MANAGEMENT OF SHS

The following strategies adopted by the leadership of the schools promote effective academic work. Tick [] the one which apply to your school by: Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD).

Strategies adopted by school leadership	SA	A	D	SD
3. Allowing Student involvement in school administration				
4. Headmasters delegating authority to students				
5. Making the school Board functional				
6. Making the PTA effective and supportive				
7. Ensuring that SRC meetings are organized frequently				
8. Headmasters disseminate information				

SECTION C: TEACHER QUALITY

Teacher-student ratio

Tick [] those that apply to your school with regards to teacher-student ratio in your school.

9. What is the student-teacher ratio in your school?
 - a. Maximum of 40 students per a teacher [
 - b. Minimum of 41 students per a teacher [

SECTION D: ADMISSION OF STUDENTS

Mode of admission and Entry requirement of students

Tick [√] appropriately those that apply to your school.

10. Admission of fresh students to the school is based on...

a. CSSPS Agree [] Disagree []

b. School-based selection Agree [] Disagree []

11. BECE aggregate point of students in the school

a. 6 to 36 Agree [] Disagree []

b. 37 upwards Agree [] Disagree []

SECTION E: LEARNING ENVIRONMENT

Conditions that enhances quality Learning Environment

The following conditions can ensure the right learning environment for academic work. Tick [√] the appropriately those that apply to your school by:

Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD).

Conditions	SA	A	D	SD
12. Well-equipped classroom				
13. Safe and healthy school plant				
14. Availability of lavatories				
15. Availability of clean water				
16. Non-discriminatory environment				
17. Free from sexual harassment				
18. Safe for disabled children				

19. School-based health programmes				
20. Clear cut school rules and regulations				
21. Delegation of disciplinary authority of teachers				
22. School-community partnership in ensuring discipline				
Allocation of teaching periods				
23. 8 periods a week for elective subjects				
24. 6 periods a week for core subjects				

SECTION F: INTEGRATION OF ICT

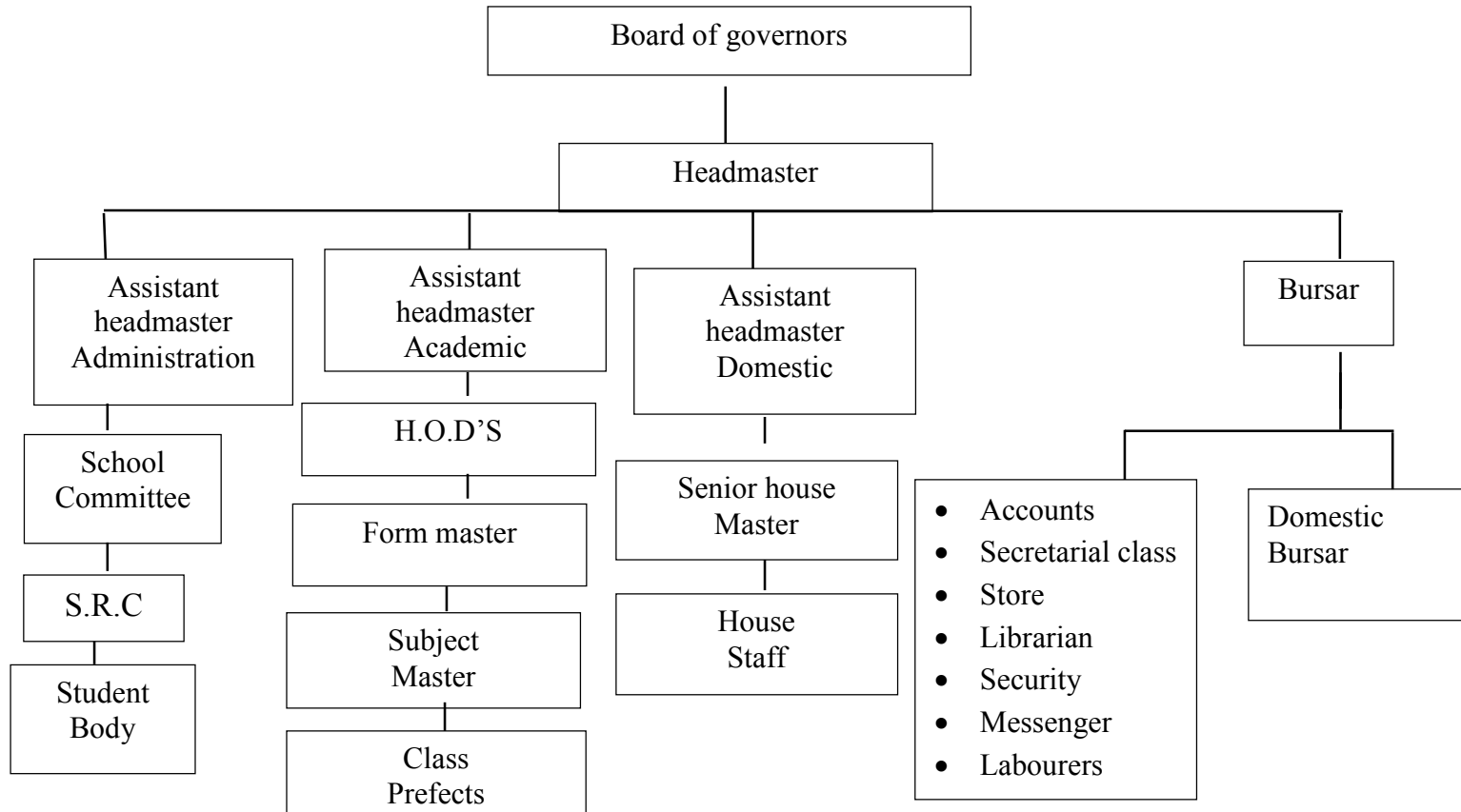
Measures that promote ICT in schools

The following measures promote ICT education in the school. Tick [√] appropriately those that exist in your school by: Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD).

Measures	SA	A	D	SD
25. Availability of computer laboratory				
26. Adequate modern computers				
27. Provision of audio-visual materials in classrooms				
28. ICT on teaching time table				
29. Availability of professional ICT instructors				
30. Availability of internet facilities				

APPENDIX D

Organizational chart for senior high schools in Ghana



Source: *Organizational chart of OforiPanin SHS, Kukurantumi (2015).*

APPENDIX E

Participant's Consent Form

1. I have read the introductory notice and the invitation letter to participate in this study and have had details of the study explained to me.
2. My questions about the study have been answered to my satisfaction, and I understand that I can ask further questions at any time.
3. I have been assured of whom my difficulties of this study should be addressed to.
4. I also understand that I am free to withdraw from the study at any time, or to decline to answer any particular question in the study.
5. I have agreed to provide information to the researcher purely for academic purpose and under the conditions of confidentiality and identity protection.
6. I have agreed on the date, time and materials to be used for the study.
7. I wish to participate in this study under the research topic and thematic areas provided by the researcher.
8. I consent/do not consent to the information collected for the purpose of this research study to be used for any other research purposes.

Participant's Name.....

Participant's Signature.....

Date:

Researcher's Name: Ernest BoatengAmankwah

Researcher's Signature

APPENDIX F

SAMPLED SCHOOLS

1. Akim Commercial College, New Tafo (Akimcoco)
2. Adonteng Senior High School, Kukurantumi (Adontensco)
3. ChritaianHerritage Senior High/Technical School, Kukurantumi
(Christech)
4. Christain Institute for Professional Studies, Kukurantumi (IPS)
5. Francis Allis Memorial Senior High School, New Tafo (Fransco)
6. Saviour Senior High School, Osiem (Saviasco)
7. Bright Senior High/Technical School, Kukurantumi (Britsco)
8. Adomfie Vocational Institute, Kukurantumi (Adomsco)
9. Only Believe Senior High/Technical School, Kukurantumi (Obstech)