UNIVERSITY OF CAPE COAST

PERCEPTION OF TUTORS AND STUDENTS OF NORTHERN TEACHER TRAINING COLLEGES ABOUT THE TEACHER EDUCATION ACCESS COURSE

FADILATA SEIDU

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BY

FADILATA SEIDU

Thesis submitted to the Institute for Educational Planning and Administration, of the Faculty of Education, University of Cape Coast in partial fulfillment of the requirements for the award of Master of Philosophy Degree in Educational Administration

APRIL 2010

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part 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

Although there is equal access to education for all, at all the level of education in Ghana, there is still low female enrolment in the higher levels Ghanaian teacher-training institutions. In order to increase the number of females in these institutions, the Teacher Education Division of the Ghana Education Service introduced the access course. However, there is no information on how tutors and students of the Northern Training Colleges perceive this access course. The objective of this study was therefore to find out how tutors and students, including those admitted through the access course perceive the access course.

The descriptive survey design was adopted for the study. All seven colleges in Northern Ghana were used. Purposive and random sampling techniques were used to select the sub-samples from each college. Three sets of questionnaire were used to collect data from the three categories of respondents. The data was computed in frequencies and percentages. A two-tailed independent sample t-test was used to compare means of different categories of respondents.

The study showed that tutors and direct entry students had a positive opinion towards the objective of the access course and the access entry students. They were also satisfied with the course content. The access students themselves had a positive self-perception. Even though they faced settling-in challenges in their first year at the college, they were able to adjust later.

The study recommends that in order to reduce settling in problems faced by access students, the teacher education authorities should ensure that the access students report to college at the same time with their direct entry colleagues.

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DEDICATION

To my husband and kids, my mother and my mother-in-law.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Historically, much importance has been attached to the education of the female by the Christian missionaries, the colonial governments and post independent governments of Ghana. From the onset of formal education in Gold and before the Christian Basel Missionaries established a school for girls in 1877, one had already been opened by the European merchants in 1821. Graham (1976) reported that, the girls in the school were highly motivated. He wrote that, "in 1822 the girls were supplied with six dozens straw bonnets, twelve dozens pairs of shoes of different sizes, twelve dozens pairs of socks and six dozens pieces of pocket-handkerchiefs" (pp 73). The British colonial masters of the Gold Coast equally attached so much importance to female education in the country. For example, Sir Gordon Guggisberg, one of the Governors of the Gold Coast, having made his plans for education with assistance from bodies like the Phelps-Stokes commission, was able to announce it to the Legislative Council in the form of his sixteen principles. The second and the fourth principles touched on the education of the female. The second principle reads, "The provision of secondary schools with an educational standard that will fit young men and women to enter a university", and the fourth principle reads "equal opportunity to those given the boys

should be provided for the education of girls" (McWilliams & Kwamena-Poh, 1975) (pp 57).

The Accelerated Development Plan (ADP) for education in 1951 and the subsequent promulgation of the Education Act of 1961 to give the ADP a legal backing broadened access of all children of school going age, regardless of their sex to formal education.

Despite these early attempts by subsequent governments of Ghana at educating females in the country, the problem of gender disparity in education still persists. Apusigah (2003) noted that although the grave gender gaps were acknowledged, the proposed democratization process did not include explicit statements on gender issues, and concluded that gender issues were not deemed critical by those who drew the policies but were considered peripheral. Perhaps, this is the reason why gaps still exist between boys and girls in admission, enrolment and retention rates in Ghana. This is even worse in the northern sector of Ghana, especially in Moslem communities. Also as one goes up successive grades and levels of education, the gap between boys and girls widens. It is in view of this that the government of Ghana saw the need to pay special attention to the problem of girls' education (Government of Ghana, 1994).

The 1987 Education Reform Programme followed by the introduction and implementation of the free Compulsory and Universal Basic Education (fCUBE) in 1996 has made education a birth right for every Ghanaian child. These reform programmes in education require a large number of trained

teachers to implement the curriculum. However, it is difficult to get this large number of teachers because of the high level of teacher attrition, inability of the basic teacher training institutions to turn out a substantial number of teachers and failure of some of the training institutions to attract qualified students for training (Anamuah-Mensah, 2002). For example, the Anamuah-Mensah Committee reported that the vacancies for teachers at the basic level in 2000/2001 academic year were 19,141, and with the drive towards universal basic education, there was the need to train more teachers. The Committee further reported that, about 33,000 additional teachers would be needed for basic schools but only 19,686 pre-service teachers were receiving training in the 42 initial teacher-training colleges with an annual teacher output of 6,000 in the 2001/2002 academic year.

It is common knowledge that females in the Ghana form a little over 50% of the nation's population. Yet they are under-represented in education mostly due to the fact that numerous barriers affect their participation and retention in education. These barriers affect even their performance in the Secondary School Certificate Examination (SSCE). The unimpressive performance goes further to affect their entry into institutions of higher learning including teacher training colleges in Ghana. The need to increase female participation in teacher education brought about the establishment of 'female only' teacher-training colleges both by Government and by Christian missionaries. However, some of these colleges have been converted into 'mixed' teacher training colleges. The Tamale Women's Teacher Training

College was the only female only teacher training college in Northern Ghana. The conversion of this college from a female only teacher training college to a mixed one has defeated the initial objective of setting up this college; that is to provide opportunities for female participation in teacher training institutions in Northern Ghana.

In the march towards Education For All (EFA), the significance of role modeling and mentorship for female students have been recognized. Therefore, gender reforms have been instituted to increase female teachers in the education system. The Girls' Education Unit (GEU) (2000) revealed that in 1991/92 female teachers formed only 36.8% and 21.5% of the number of teachers in primary and junior secondary schools respectively. The Anamuah-Mensah committee (2002) also established the imbalance in the sex ratio of teachers in country, with the males outweighing the females. The Committee further stated that between 1995/1996 and 2001/2002 academic years, the male and female ratio of the total enrolment in teacher training colleges for the period stood at an average of 3:2. The committee further reported that, this percentage of total enrolment dropped to as low as 27% from 36% in 2001.Therefore, it shows that there was the general under enrolment of females in the teacher training institutions.

In identifying the imbalance in the sex ratio of teachers and the inability of most females to gain entry into the teacher training institutions, the Anamuah-Mensah Committee (2002), recommended to the Ministry of Education (MOE), the Ghana Education Service (GES), and the teaching

Universities of Education in Ghana namely, the University of Cape Coast (UCC) and University College of Education, Winneba (UCEW), to ensure that, females are attracted into teacher training institutions and the teaching profession. The provision of strategies such as the access course and similar remedial programmes were what they suggested should be introduced. These suggestions were upheld by a Government White Paper issued on the Committee's report in 2004. However, the white paper was silent on the issue of limiting the access programme to only females.

Gender issues are considered one of the major elements of pre-service teacher education in Ghana (GES, 2004). The GES intended to bridge the gap between males and females in the teacher training institutions in Ghana. It projected that by the year 2010 the male and female ratio of teacher trainees will be 50:50.

As part of the pre-service teacher preparation programme, candidates available for sponsorship by a district who do not have the requisite academic requirement for admission into the teacher training institutions can take part in an access course that will be organized to assist such students or candidates to acquire the necessary academic requirement. The access course is the code name for a remedial programme for candidates who did not have the requisite academic entry qualification of aggregate 24 to enter into initial teacher training institutions, but were interested in enrolling in teacher training institutions. The access course is aimed at increasing enrolment in these

teacher training institutions. The course favoured girls because of non-availability of female qualified candidates from the senior secondary schools.

The access course was initially organized solely for females in 2002/2003 academic years. Not all females interested in teacher-education without the requisite requirement were qualified to participate in the course. According to the guidelines for admissions, the access course requirement was aggregate 25 in five subjects; with at least two core subjects comprising Mathematics, English or Science, two electives and a pass in Life Skills, Ghanaian Language or social studies (TED, 2002). Teachers were selected from the training colleges to teach the students at various centers in the country for six weeks, after which an examination was conducted. Those candidates who passed in the examination gained automatic entry into the training college of their choice. The course was not run in 2003/2004 academic year; this was because Teacher Education Division was able to fill all vacancies with qualified candidates. The course was run for the second time in the year 2004/2005 academic year. This time the aggregate was reduced to 24 instead of 25 in five subjects (TED, 2004). Due to public outcry that males should be considered in the course, males were given concession. Those male candidates who had an aggregate of 24 in five subjects but failed in science and who had a pass in French were given the opportunity to take part in the programme for the first time. In the 2004/2005 academic year, the basic teacher training programme was raised to a Diploma, this altered the requirement for the access course, instead of aggregate 24 in five subjects, it has become aggregate 24 in

six subjects and a candidate must have a credit in English Language (grade D). Through a petition by the Principals Conference (PRINCOF), the course is now open to both sexes. However, the aggregate for males is 24 in six subjects while that for females is 25 in six subjects. For those who wish to pursue French at this level, the males should have an aggregate of 24 and the females 27 and must have done French as an elective subject in the senior secondary school. Forms for this course are sold and purchased after application for the direct entry is closed. In the same way, the course is usually run after the selection interview for the candidates with the requisite entry requirements has been conducted. Therefore, the students who gain admission through the access course report late to the college, sometime up to three weeks after reopening.

It is laudable to strive to achieve a 50:50 overall male: female intake into basic teacher training institutions in the country by the year 2010. This intention is in line with the Education For All (EFA) Goal number 5, and the Millennium Development Goal number 3 aimed at eliminating gender disparity all levels of education by 2015. Simply increasing participation in teacher education and improving the female access to teacher training may be a necessary condition to achieve this objective. However, it may not be a sufficient condition or panacea for ensuring that trainees on the access course will be of the desired quality to successfully complete the teacher training course and to teach in Ghanaian basic schools. Discussions with some tutors and students of the northern training colleges appear to suggest that they have

mixed feelings about the access course and the performance of those students who were admitted via access course. The tutor's and student's feelings about the access course, and the fact that the way people perceive things in their environment tends to affect their attitude towards those things justify the need for a study to be conducted on how the tutors and students perceive the access course and its beneficiaries (access entry students). This is important because as implementers of the curriculum and colleagues of the access entry students, they form an immediate environment to the access course and its beneficiaries. The way the tutors and students perceive the access entry student can affect their performance in the college.

Statement of the Problem

Records of teachers in the GES show that Ghana needs to train more teachers in order to implement the Education Reform Programme which was to commence in the 2007/2008 academic year, and meet the challenges of the EFA declaration. The teacher attrition rate is about 2.000 teachers per annum and the number of teachers turned out every year by the initial teacher training colleges in Ghana cannot meet this demand for the next decade (Anamuah-Mensah, 2002). Even though some colleges have facilities to train more teachers, they are unable to get the required number of qualified candidates.

The failure to get qualified candidates and the imbalance in the male/female ratio in teacher education is even worse in Northern Ghana, where many factors affect the general academic performance of students in the secondary schools, especially the performance of the girl-child. The

introduction of the access course is meant to improve the chances of girls' admission into teacher training colleges especially with its focus to providing equal access for males and females in education but with different concessions to both sexes. However, the question is, to what extent do tutors and direct entry students agree that those who were admitted through the access course would be of the desired quality? This question arises because tutors and students who enter college with the requisite academic requirement appear to have different perceptions about the quality of the access course products. Another question is: If the access course was meant to improve female participation in teaching, why have males been given a concession to participate in the access course? No study has been done to find answers to these questions. Therefore, it is necessary to conduct a study to find out how tutors and students perceive the access course and its beneficiaries and also the reason for instituting the course.

Purpose of the Study

One purpose of the study was to find out how tutors and students of the northern training colleges in Ghana perceive the reason for instituting the access course as a way to enhance female participation in teacher education. Its objective of bridging the gender gap in male and female teacher ratio in Ghana. The study also aimed at finding out from tutors and students their views regarding the quality of the students who are admitted into the college via the access course. In particular, the study intended to seek from tutors of northern teacher training colleges, the direct entry students and the access entry students

of these colleges their views regarding the effectiveness of the course. Finally, it is to find out the challenges faced by the access entry student in the college and how they perceive themselves.

Research Questions

The following questions were posed to guide the study:

1. How differently do tutors and students perceive the access course?
2. How do tutors and direct entry students perceive the access entry students?
3. What in the opinion of tutors and direct entry students justifies the introduction of the access course in favour of the female?
4. What is the opinion of tutors and direct entry students about the inclusion of males in the access course which was exclusively for female?
5. What is the opinion of tutors and direct entry students about the differential admission requirements by gender?
6. What academic and social challenges do the access entry students face in the college?
7. How do the access entry students perceive themselves in terms of social relationship and academic performance?

Significance of the Study

The study will provide information on how tutors and students perceive the Teacher Education Division (TED) access programme and those students who are enrolled through it. The findings may be useful to TED and the

Institute of Education, University of Cape Coast because, the results would provide basis for amending the way the programme is implemented.

Also, the results of the study will constitute a foundation for further research on the recruitment of candidates for teacher training colleges in Ghana. Moreover, the outcome of the research will provide stakeholders who are interested in enhancing teacher education with information on how the tutors and the students perceive the access course. Thus, in their collaboration with government on the issue they will be in a better position to make informed recommendations for the improvement of the course.

Delimitations

The study was conducted in the three Northern Regions of Ghana, namely, Northern, Upper East and Upper West Regions of Ghana. The colleges included Bimbila Teacher Training College, Tamale Teacher Training College and Bagabaga Teacher Training College in the Northern Region; St John Boscos Teacher Training College and Gbewaa Teacher Training College in the Upper East Region; and Nusrat Jahan Teacher Training College and Tumu Teacher Training College in the Upper West Region.

Though many people are concerned with teacher education and the access course, the study was restricted to only the tutors and students of the teacher training colleges in Northern Ghana, and the findings can be generalized to only these people in these areas. Also, there are many issues about the Teacher Education Access Course, but this study was solely on tutors and students perception of the access course.

Limitations

The instrument used for the study was basically the questionnaire that had the likert type scale and close-ended questions in it. The instrument is therefore prone to the introduction of biases by the respondents. By the use of the liker type scale, the questionnaire also limited the respondents' response to the issues in the questions. However, the triangulation nature of the data is able to offset this limitation. Similarly as a tutor of a training college, the researcher might have been a source of bias which might affect the validity of the research findings. Therefore, the researcher looked at the study as if she was not a training college tutor to minimize the bias.

The third year students in the colleges who have been in the college for almost three years had gone for the "Out" component of the teacher training programme at the time of the research and were therefore not available to participate in the study. Because of their absence they were not sampled for the study. It is likely that information from these third year students would have enriched the study.

Also, certain items in the questionnaire were meant to find out the sex of the respondents. It was intended to use this data to find out differences in perception by gender. However, the females in all the categories of respondents were very insignificant and as such this data was not used in the study.

Operational Definition of Terms

Access course: A remedial programme for candidates without the requisite academic qualification to gain entry into the teacher training college.

Core subjects: Subjects that are compulsory for all students at the senior secondary level.

Direct Entry Students: teacher trainees who gained admission with the requisite academic requirement of aggregate 25 and 26.

Access Entry Students: Teacher trainees who gained admission through the Access Course.

Teacher trainees: Teacher training college students.

Pupil teachers: untrained teachers of basic schools.

Principals: heads of teacher training colleges

Broadsheet: a broad sheet of paper containing the names, registration numbers of students, the courses of study and their academic performance, usually presented to the colleges by the Institute of Education, University of Cape Coast.

List of Acronyms

AC - Access Course

AE - Access Entry

DE - Direct Entry

FCUBE- Free Compulsory Universal Basic Education

EFA - Education For All

GES - Ghana Education Service

GEU - Girls Education Unit

IEPA - Institute for Educational Planning and Administration

MDG - Millennium Development Goals

MOE - Ministry of Education

PC - Personal Computer

PRINCOF - Principals' Conference

TED – Teacher Education Division

TTC - Teacher Training College

S – Sample size

SPSS- Statistical Product for Services Solution

SSSCE- Senior Secondary School Certificate Examination

TP – Target Population

UNESCO – United Nation Education Scientific and Cultural Organization

Organization of the Content of the Thesis

Chapter one deals with the background of the study, statement of the problem, purpose of the study, research questions, and significance of the study, limitations and delimitations. Chapter two reviews and discusses studies of some authorities that are related to the area of study. Chapter three describes the research design, the population, sample and sampling procedure, the research instrument(s) for data collection, the validity and reliability of research instrument(s) and data collection and management procedures and data management and analysis. Chapter four deals with the analysis,

interpretation and discussion of the data collected. Finally, the chapter five contains the summary of the research process, summary of findings, conclusions, recommendations and suggestions for further studies

CHAPTER TWO

REVIEW FOR RELATED LITERATURE

This chapter reviewed literature on issues that are related to the teacher education access course. The literature was reviewed on sub themes such as access courses; selection of teacher trainees; the need for female education, modeling and mentoring; factors affecting female participation in education; the concept of perception and teacher perception of student characteristics; perception about teacher quality and quality teacher preparation; perceptions about gender difference in academic performance; perceptions about the effects of the teacher on the academic performance of the student; and perceptions about gender reforms in Ghana.

Access Courses

Diamond and Kearney (1987) identified four separate courses in their write up which is aimed at describing one model of providing Access to adult in Education. They identified the longest established access course which was initiated in 1979 with its main objective of facilitating entry to the diploma in higher education at Manchester Polytechnic. They also identified the Threshold course in 1982/83, which has the object of assisting people to gain entry directly to degree courses, (mainly in the Humanities and Social

Sciences), both locally and internationally. The third access course they identified is the vocational access introduced in 1983/4; this course was added to what is now known as the Access Unit. It has a more specialized goal, for it locates adult on social community work diploma and degree, according to them this fails to provide for a large group of adults in the community. The final one they identified is the Pathway Course also known as the community Access course. The objective of this course was to facilitate the re-entry of adults who are in their early stage of educational development. They identified this as a course which served as the first of the kind within the unit or as an end in itself.

In a report on the review of education in Ghana, the Anamuah-Mensah Committee (2002) identified the imbalance between male and female teacher trainees in the country. The committee therefore recommended that the Ghana Education Service and Universities of education such as the Universities of Cape Coast and Winneba should provide strategies such as the access course in order to attract more female teacher trainees. The Government of Ghana issued a white paper supporting the committee's' recommendation of increasing the number of teacher trainees in the colleges, even though it was not specific on restricting it to only females (Government of Ghana, 2004).

Selection of Teacher Trainees

There is an increasing concern about the quality of teachers in recent times; Doubts are being raised in many quarters and voices from many sources such as the government, teacher trainers, the practicing teachers and the

general public (Marsh & Peers, 1981). Many people, both groups and individuals now view the teaching profession as complicated. Teaching is no longer the mere passing on of simple skills, customs ritual and art, but an interrelated, sequential and complex pattern that confronts the highly specialized professionals of the present time. The careful screening of prospective teachers by the training institutions would be of value in guiding students in and out of the teaching profession, at a period in the student's lives, when such guidance is appropriate. Chandler, Powell and Hazard (1971) reasoned that it is an empirical fact that teaching is one of the professions where the best of candidates and only the brightest mind, the finest personalities and the most committed should be attracted. Eltis (1985) expressed his opinion on the selection of a teacher and the student teacher. In his view, the selection of applicants for teacher training and for the appointment of teachers to schools has two major complaints. The first is that, a more vigorous kind of selection criteria needs to be applied at the entry points. The second is that, the teaching profession is not getting qualified entrants; Eltis identified the cause of this to be the practice where entry requirements are not very stringently applied whenever qualified teachers available for appointment are in short supply. Eltis (1985) also identified a number of bottlenecks that affect the selection of teachers and pre-service teachers. They include the need for the employing agencies to exert an influence on the selection, because during the period of teacher shortage, it has been a common practice for incentives to be offered to prospective teachers

such as financial support on condition that they commit themselves to teaching at the end of the training. The second bottleneck is that governments have tended to assess their likely needs by including a desire mix in the profession, that is, Governments do not have one specific target when selecting pre-service teachers. For example, matters which need to be taken into consideration include the proportion of male female teacher ratio, the number of teachers, the number of mature-age teachers they will like to see coming into the profession and whether certain groups should receive positive discrimination given the needs of a particular school. For instance, the teachers needed to teach ethnic languages in the schools. In addition, adjustment to quotas should often be required so that specific supply problems can be overcome. It should however be noted that the resource pool from which these applicants are drawn affects the selection process. This is because the teacher training institutions have little or no influence on the number and quality of those in the pool. Carpenter, and Gress, cited in Eltis (1985) both affirmed that academic attainment had continued to be the most significant criteria in the selection of pre-service teachers. These writers conceded that the relevance of academic attainment as a predictor of teacher education course or of the performance of the teacher in the classroom has been challenged, but at the same time, its importance for the credibility of the teaching profession has been recognized. Reed, (cited in Eltis, 1985) think that a formula needs to be arrived at in the selection of students for teacher training programmes, to them it should be based on information from a number of sources such as going beyond the senior secondary school

performance to include High school ranking, personality ratings, verbal and quantitative scores and interviews. Eltis (1985) concluded that positive discrimination might sometimes be needed in favour of particular groups. For such groups he suggests that the entry requirement may be varied and provisional admission may be desirable taking into consideration their particular background. He however suggests that in granting admissions, academic background should still remain a consideration; he also suggested regular counseling for such teachers.

Magrath and Egbert (1987), in a study on the type of teachers, reported that most school official were not necessarily interested in prospective teachers with the best academic quality but wanted those with a certain amount of intelligence. They said further that the school officials expressed much interest in those teachers, who are able to relate to children and parents, have the ability to organize, to enforce discipline, to withstand pressure in the classroom and be able to involve in extra-curricular activities. They concluded that prospective teachers who were very bright were not necessarily what system officials actually needed.

Magrath and Egbert (1987), noted that in the selection of prospective teachers, evaluation of basic skills must be carried out by faculty specialist in writing, mathematic and oral communication, and that the most critical evaluation should be done in Art and Science, and student command of the subject to be taught.

The literature reviewed above is not decisive, because whilst others think that the teacher trainee should be selected based on academic achievements, others think that it should not be so, that no matter how good or dull a student is, he/she can always adjust with the guide of counselors. However, the literature suggests a positive discrimination for some groups of people where there is the need. Is the access course a positive discrimination for dull females and males who cannot pass senior secondary school examination? The views of the respondents in this research were expected to identify their position on the issue of selecting teacher trainees through access courses.

Need for Female Education, Modeling and Mentoring

King (1993) held the view that a better-educated mother has fewer and better-educated children and raises a healthier family because she knows how to apply approved hygienic and nutritional practices that can even replace the community health programmes by just informing women about it. To King therefore, an educated woman is more productive at home and at the work place, thus contributing to national development. It is therefore significant for females to be educated.

Herz, Subbaro, Habbib and Raney (1991) held a similar view with King and argue that, educated women raise their productivity in both the home and the work place whether in wage or self-employment. They also claimed that education increases the earnings of women. This view is shared by Hallack (1990) when he noted that the provision of education for mothers helps

improve their health, nutrition and socio-economic status as well as the people who are their immediate dependents, he mentioned further that the education of a woman serves as a key to population control and reduces infant mortality.

Dolphyne (1997) argued that the economic situation has compelled rural women, those living in poorer communities and in the urban centres to engage in some income generating activities for the up keep of their families. Therefore, the need to provide the females with knowledge and skills through education is imperative.

Haddad, Carnoy, Rineldi and Regal (1990) noted, in their writing on education and development an evidence of new priorities, that besides the fact that female education narrows the gap between males and females in all aspects of the life, it is also evident that when women receive low levels of education, economic development is hindered and social inequality is reinforced.

In examining the ways of improving women's productivity and education and consequences for development in Peru, Herz and Khanker (1991) found that women carry out the main responsibility for child-care which has a heavy influence on the family decisions on children's education. They also observed that the more educated parents become the more willing they are to educate their children. Therefore, improving the opportunity for women can be a means of fostering economic and social development.

In their report for gender matters and education in the Upper West Region of Ghana, Faanye, Katoule and Kpimbomi (1999) stated that the more educated a women is, the less inclined she is to give her daughters for early marriage and demand grandchildren or give their daughters out for housemaids and baby sitters. This practice is common in most communities in Ghana especially in the Northern part where a great proportion of the population is illiterate and does not know the relevance of education, and even worse the education of the girl child.

The government of Ghana and other stakeholders have recognized the significance of role modeling and mentorship for female students especially in communities where few girls are enrolled in formal education. In realizing the essence of educating the girl child, gender reforms in Ghana are required to increase the number of female teachers in the education system. Because of this, the training of female teachers is to be intensified and their retention in the system ensured. The Girls Education Unit (2000) revealed that, the total number of female teachers in 1991/1992 formed only 36.8% and 21.5% of the total number of teachers in primary and junior secondary schools respectively. It also mentioned that, the low rate of female teachers is a major setback to the role modeling and mentorship drive. In this regard, reform efforts are aimed at reaching a 50% target by accelerating the pace of the training of female teachers in the country. This is to be achieved through the expansion of the existing facilities to increase female admission rates into the teacher training

institutions. The District Assemblies are also entreated to sponsor indigenes, with females forming 50% of the total number of sponsored candidates.

Apusiga (2003) observed that non-governmental organizations have recognized the relevance of female role models to female students and have therefore supported the Ministry of Education and the Ghana Education Service to provide make-up courses for females resulting in the admission of qualifying ones to teacher training colleges. She cited the World Vision International and the Action Aid Ghana as some of the non-governmental organizations interested in this policy.

The Girls Education Unit (2000) further mentioned that, as part of the requirement to attract female teachers to the rural areas, where there is hardly any role model or mentor, conditions in these areas are being improved. It was mentioned that incentives such as accommodation and bicycles are being offered to entice teachers including female teachers to accept postings to stay, and teach in the rural communities. According to Apusiga (2003), "it is a policy requirement that 50% of such accommodation is set aside for female teachers" (pp. 132).

In a teacher education document, it was stated that concerted efforts would be made in order to increase enrolment in teacher training colleges, so that imbalance between male and female teacher trainees would be corrected. In this regard a 50:50 male to female ratio was intended to be achieved by 2010 (GES, 2004).

The views of researchers on the topic above have justified the fact that female education is imperative, since they can influence the education of children in the community. For girl-child education policy to succeed especially in northern Ghana, there is the need for female mentors and role modeling. Since the study is on a policy geared towards increasing female enrolment in teacher training colleges, it will find out the opinion of the respondents towards the encouragement of females in teacher education programmes.

Factors Affecting Female Participation in Education

Many researches have shown that several factors do affect female participation in education. Opong (1987) observed that the socialization of the female in Africa stresses marriage and motherhood as basic to life and therefore they receive little or no encouragement unlike their male counterparts to embark on higher education, and that the females are likely to be used as labour at home than males. She observed further that, the cause of such an attitude towards female education results from the African traditional view that "no matter the level of a woman's education, her office is still the kitchen". In a similar view, Atakpa (1995) noted that, the traditional role of the woman in the indigenous Ghanaian community is for her to become a wife and a mother to care for her children and husband. This is indeed one of the reasons for the espousal of girls into early marriage in some communities especially in the Northern part of Ghana. To him it is a major cause of not enrolling and not retaining girls in schools, therefore the low participation of females in

education in Ghana. Atakpa observed further in his study on "the factors affecting female participation in education in relation to the Northern scholarship scheme", that, it was customary for girls to be raised by their paternal aunts. According to him, such abiding tradition has a negative consequence for the education of the girl child in the northern regions of Ghana. He also noted that foster parenthood for the girl child which is prevalent in the northern part of Ghana is a practice that does not promote the enrolment of girls in schools since foster mothers desire to maintain daily contact with the girl child and supervise her activities, which compels her not to enroll the girls in school. He further observed that, in the communities dominated by moslems, girls are over protected and are taught to avoid interactions with the opposite sex. This affects the girl's enrolment and retention at school because she is bewildered by the appearance of the teacher who is invariably a man.

In their study of the influence of home environment on the academic performance of secondary school girls in Zanzibar, Agu and Hamad (2000) noted that the work habits of the family before and after school hours affect the schooling and academic performance of girls either negatively or positively. They observed further in their study that the life of the females of Zanzibar is not different from the lives of their female counterparts in other African countries. In a related study, Davidson and Kanyuka (1992) in a study on girls education in Malawi touched on how male and female students spend their after school time. They observed that the male had twice as much time as girls

for studying. According to them "girls spend 68% of their time on domestic chores, where as boys spend only 37.8% of their time on similar task" (pp. 454).

The above view is however opposed by Ankoma (1990), whose study on female participation in secondary education in the Brong Ahafo Region of Ghana revealed that, the time of girls is not overused by their parent to the extent which can have a negative consequence on their achievement in school and pursuit of higher education.

Agu and Hamad (2000) observed further that parents in Zanzibar know the essence of education and for that matter expect their wards to further their education after primary education; however, many of these parents in both the rural and urban areas prefer higher education for their wards who are males than those who are females.

The literature has confirmed that the female in Africa and for that matter Ghana is faced with many obstacles, which affect her enrolment in school and general academic performance. It is also clear from the literature that many females who may desire to become teachers fail to gain admission because these factors do affect their academic performance and subsequent entry into institutions of higher learning including teacher training college. The main interest of this study is how the respondents of the study perceive the introduction of the access course in favour of the female. The concession given to females in the programme, and their opinion about the inclusion of males in

the programme formally designed for females, since these factors affect mostly females.

The Concept of Perception and Teacher's Perception of Students

Babad (1983) claimed that, teacher perception about students is often biased. This they observed to be due to the teacher's personal background and personality characteristics, but not because of an educational ideology. Babad (1983) viewed this as a process in which there is the fulfillment of teacher's expectations of student. The phenomenon described is related to the theory by Rosenthal and Jacobson (1968) that, the prediction is self-fulfilling. According to Babad, not only is there a 'Pygmalion effect', that is where by students blossom to the degree to which teacher expects, there is also 'Golem of Prague' effect. According to him, the Golem of Prague is a phenomenon, where the teacher's belief is that, a student is academically weak because of his/her origin, socioeconomic status, outward appearance, or stereotyping which lead to lower expectations and diminished development.

As opposed to the above claims, Benyamini and Gilula (1983) and Benyamini and Limor (1995), maintain that, teachers construct an ideal image of students based on educational ideologies prevailing at any given time. This approach is concerned with the dimensions and factors of student image in the teacher's perception. Benyamini and Limor (1995) developed the Implicit Role Theory (IRT), which pertains to the nature of cognitive schemata held by people in certain social roles about those in complementary role categories.

They explained that the IRT stipulates a finite number of traits ordered in terms of relevance, and organized in a multifaceted structure. Therefore, teacher's notions present their expectations of their students. As noted, these expectations are believed to be influenced by formal pedagogical ideology and standards.

In other studies conducted by Benyamini and Gilula (1983) and Benyamini and Limor (1995), students' ideal traits, as the teachers perceived were categorized into cognitive-academic, social, and emotional-personal. Benyamini and his colleagues reported that there is difference in the teacher ranking of student traits, by their role at the school as a subject teacher, homeroom teacher, or preferred cognitive traits to social ones, while the least important were personal traits.

In a comparative study conducted by Miron and Maslovaty (1995), concerning the image of the ideal school student as perceived by prospective teachers in two universities, (a religious and a secular one), a considerable similarity was found in the ranking of student traits. The researchers however realized that, five traits relating to the social factor were ranked higher by prospective teachers of the religious university, as compared to the prospective teachers in secular university. They related this difference to the significance of the affective domain within the religious teaching context. In another research conducted by Iram and Maslovaty (1994), differences by teaching experience were also found to affect the perception of the ideal student traits. The traits they observed resulted in the six factors of study habits, sociability,

higher order thinking, interpersonal relations, and independence in learning and multidirectional thinking.

Like the study by Miron and Maslovaty (1995), Maslovaty and Siltton (1999) investigated the conception of the structure of ideal high school student's characteristics in two universities, (religious and secular). They found out from the study that the characteristics ranked highest referred to cognitive aspects, those in the middle were interpersonal relationship and social activities, and the lowest ranked items were religious and national characteristics.

Other studies similar to the above revealed variation in the perception of the goals by the teaching discipline. Almozlino (1996) reported that most teachers, both experienced and inexperienced, ranked academic traits higher than social and emotional-personal. The one exception to this was experienced teachers in the humanities, who ranked social and personal educational objectives higher than academic.

Worthman, Luftus and Marshall (1992) noted the importance of perception since it is one of the starting points for all other psychological processes. They explained that, perception supplies the data needed for learning and remembering, for thinking and problem solving, for communication with others for experiencing emotions and for being aware of oneself. Thus, they saw perception as the process that drives the human being in his or her actions and behavioural patterns and as a process by which we obtain knowledge about the world.

Atkinson, and Hilgard (1989) referred to the concept of perception as the mental processes derived from the Gestalt theory of stimuli organization and interpretation of patterns of stimuli by people in their environment. Gestalt psychologists conceptualized perception and behaviour from the standpoint of an organism's response to configurationally wholes. They placed emphasis on the identity of psychological events and rejected atomistic and elemental analysis of stimulus, precepts and response. Therefore they considered the organism's psychological environment as crucial to self-development. This view was supported by Roger (1959) when he opined that "the self" is a learned attribute. In his client-centered theory, the self is viewed as "I" or "me" and forms the person's picture of himself. It also indicated that someone existed or functioned and showed the idea of the person's perception.

Shertzer and Stone (1980) concluded that when the environment is seen as facet of an individual's lifestyle that greatly influences that individual's behaviour. Therefore the behaviour is attributed to the individual's sense of identity, world views and the interpretations of the relationship between the individual and the environment. They further mentioned that the client centered theory and the theory of individual psychology highlighted a good deal on the environment of the perceived object. Both theories indicated that in the concept of perception, subjectivity was the underlying factor, pointing out that much as certain individuals would experience reality differently, they could also perceive things differently. Therefore, they concluded that any analysis based on perception of individuals must necessarily be subjective.

Gibson, Ivancevich and Donnelly (2002) saw perception to be the organization of information from the environment so that it makes sense. To them, perception "helps individuals select, organize, store and interpret stimuli into a meaningful and coherent picture of the world". They held a similar view with Shertzer and Stone (1980) by asserting that individuals give their own meaning to stimuli and that different people see the same thing in different ways.

Perceptions about Teacher Quality and Quality Teacher Preparation

According to Magragh and Egbert (1987), the quality of education and the quality of teacher education are indispensable. They stated that the task of a teacher trainer is to work in a careful but determined ways to improve the teaching of teachers, which will lead to the quality of education in the nation's schools. The real task of the teacher trainer is therefore to work towards the improvement of the teaching of teachers and the quality of education.

Evertson, Hawley and Zlotnik (1985) cited in Darling-Hammond (2000), observed that among students who became teachers, those enrolled in formal pre-service preparation programmes were more likely to be effective than those who did not have such training.

Other studies point out the difference in the perceptions and practices of teachers with differing amounts and kinds of preparation. Some of the studies suggest that the typical problems of beginning teachers are lessened for those who have had adequate preparation prior to entry. Darling-Hammond (2000) cited the studies of Adams, Hutchinson and Martray (1980) involving

teachers that are admitted with less than full preparation, with no teacher preparation or through very short alternate routs. In these studies, it was found out that such recruits tended to be less satisfied with their own training. This was supported by a similar study conducted by Darling-Hammond, Hudson and Kirby (1989). According to them, this calibre of teachers tended to have difficulty in planning curriculum, class management, teaching and diagnosing student learning needs.

Doyle (1986) observed that a successful teacher tends to be the one who is able to use a range of teaching strategies and who used a range of interaction styles, rather than a single rigid approach. This is supported when they see an effective teacher as the one who can adjust her teaching to fit the needs of different students and the demands of different instructional goals, topics and methods.

Skipper and Quantz, cited in Darling-Hammond (2000) found that those teachers who have had formal preparation before the job itself are better able to use teaching strategies that respond to students' needs and learning styles and that these teachers also encourage higher order learning. Doyle (1986) hypothesized that since the novel task (teaching) required for problem solving is more difficult to manage than the routine tasks associated with rote learning, lack of knowledge about a teacher to manage an active inquiring-oriented classroom can lead teachers to turn to passive tactics "dumb down" the curriculum. This is supported by Cooper and Sherk (1989) when they say that lack of the specialized knowledge for effective teaching will busy students

with work books rather than complex task that require more skills to orchestrate.

Berry, Noblit and Hare (1985) in Magrath and Egbert, 1987) noted in their write up on America's education mentioned that, school system officials reported they were not necessarily interested in prospective teachers with the best academic qualities. That the school authorities demanded these prospective teachers with a certain amount of intelligence and more importantly those who will be able to relate to children and parents, organize, discipline, withstand pressure and be able to involve himself or herself in extra curricula activities.

Wayne (1977) suggested that a research should be done to examine the factors other than the personality of the teacher as a possible means of predicting teaching success. According to him the reason is that, results from both advanced and developing nations on the variety of personality traits indicate that, there is difficult in the establishment of the type of personality, which is best suited for achieving educational objectives.

Johnson and Prom-Jackson (1986) remarked that teachers are remembered based on their social and interpersonal skills, effective style and general temperament. These ones are perceived to foster the academic and personal growth of the pupils they teach. This therefore implies that personality measurement is an established means by which a teachers' performance is discovered.

Chandler, Powell and Hazard (1971) expressed the view that a good teacher should be prepared both academically and professionally. They stated that preparation of the teacher rests on a broad liberal education specialization in the subject or field that they intend to teach and then the acquisition of professional knowledge and skills. They however note that the emphasis that each of these areas should receive will depend so much on various educators.

Huberman (1973) expressed the view that the influence exerted on the future teacher by their programme of study is not simply a matter of the course they take. He believed that this was due to two reasons: First, the degree to which the programme of study is individualized, which implies that the programme of study for the teacher trainees emphasizes those aspects that could make the future teacher knowledgeable in the subject they are to teach, as well as the methodology they will use. Second, the intensity of the teacher trainees' contact with individual perceived to be professional models. To Huberman pre-service teacher should be exposed to practical teaching lessons and be encouraged to find out for themselves more about the profession of teaching, which should include the knowledge of the subject matter and pupils they are to teach, and new ways of handling situations in the classroom with much success.

Carron and Chau (1996) also contended that the quality of education depends on the quality of teachers, which is particularly true of primary education when children are not yet prepared to learn on their own. They noted further that it is even truer of developing countries, especially in rural

zones, where other factors are involved in the teaching process such as textbooks, which are often rare or quite simply non-existent. It is therefore not usual that the teacher is the only or one of the few learned persons. In writing about teacher characteristics, Myrow cited in Anderson (1985) opined that it is a fact that teachers are often said to belong to a professional group and that they are more altruistic than the population at large. This assertion according to him is usually based upon the fact that professions are occupational groups organized for service rather than profit. Since teachers are professionals, they must therefore be the kind of people who put service to others before personal gain.

Homer, cited in Chandler *et al* (1971) mentioned that, fundamental to successful teaching is a comprehensive knowledge of what is to be taught and the ability to present this knowledge for maximum student comprehension and understanding. They however conceded that though the statement was true, it was over-simplified because teaching is quite complex. They agreed that, apart from the mere acquisition of knowledge, successful teaching also results in an acquisition of understanding of that which has been learned, the ability to apply the knowledge, to engage in critical thinking and the ability to build values. Further, they recognized that the personality development of the student is one of good teaching. Moreover, they noted that the knowledge of subject matter alone does not guarantee effective teaching and that such knowledge should include the action system knowledge. The sequence of professional work including courses such as methodology, psychology,

sociology, evaluation studies, curriculum studies and practice teaching is recognized as essential to fulfilling certification requirements of state boards of education and also by school administrators.

A UNESCO report (1986) discusses initial teacher education and states that initial teacher training must be regarded as an investment that will pay in the end. The report continues to state that the success and development of any educational reform are bound up with the personnel concerned; therefore teacher training is the input.

Wilkins (1975) remarked, "A good teacher is born and made". Some teachers according to him quickly succeed in establishing easy friendly relationship with their pupils and this result in good order and learning. Others may take much trouble and time to study psychology and pedagogy and yet encounter endless problems when they leave the initial training to face the real classroom situation. In support of the above view, Michael Sadler's office of special inquiries in the Department of Education issued a report in 1986, that teaching is not a separate profession and that the teacher's power is gained by intuition not by study or training. According to the report, "the study of education is found to be of practical value by practical men". It further states that the theory of education as expounded in books is useless to students who have been trained and are not found to be more efficient than others. In addition, he pointed out that some often are mechanical in mind and in spirit, others are unpractical dreamers fed on theory. And that others are trained to test apparatus and methods without success in dealing with children.

Perceptions about Gender Difference in Academic Performance

Analysis of data previously collected on children in New-Zealand and United Kingdom, points out that a programme for International students Assessment study, which compared the achievement of 15 year-olds in 32 countries, found that in all countries, girls were more literate than boys, although the size of the gender gap varied.

Alkinson and Wilson of the Leverhulme Centre for market and public organization at Bristol University compared the results of pupils across England in key stage 3 test in 1997 with their achievement two years later at General Certificate School Examination (GCSE). It was found out that at key stage 3 boys out-performed girls in mathematics and science, with girls well ahead in English, and by the age of 16, girls achieved higher results is all three subjects and had a bigger overall lead than at key stage 3. The provisional key stage 3 results for 14 year-olds revealed that the girls were ahead of the boys in all three subjects.

Hoffer (1995) conducted a study on sex difference in mathematics in Canada, and concluded that male and female students achieved 48% and 47%, respectively in science, a difference that was not statistically significant.

Earlier studies however differed from Hoffer (1995). Astin (1979) observed that women in America were low achievers in science compared to men. According to him, the issue that women were under-represented in professional scientific communities was disturbing but that it was an undisputed fact that they were low achievers in science. In a similar view,

Linn, De Benedicts, Robertson, Harris and Stage (1987) in Germany, stated that there was a significant gender difference in physical science content relevant skills. They reported that boys score higher marks than girls on electricity and mechanics, and girls did better in making and interpreting observations, planning parts on an investigation and using graphs, tables and charts than the boys.

According to Lockheed and Komenan (1988), studies carried out in some African countries such as Kenya, Nigeria, Swaziland, and Mauritius indicated that boys outperformed girls in science subjects. In Ghana however, Anamuah-Mensah (1995) reported that girls performed better in General science, chemistry and physics than boys in the General Certificate Examination, O'Level examination from 1981 to 1991 and that boys seemed to have an edge over girls in biology. He however stated that the results of the General Certificate Examination, Advance level were entirely different from the Ordinary level results, because the boys performed better in general science, chemistry and physics than girls.

Concerning the performance of males and females in the English Language, Kagan, Stontag, Baker and Nelson (1978) concluded that girls are more verbal than boys at school going age and that girls tend to be better all-rounders especially in English while boys are better at the subjects they enjoy and spurn those that they do not.

Maccoby and Jacklin (1974) in a research conducted in Britain to compare the achievement of males and females in reading found out that

females on the average consistently outperformed boys on a variety of verbal performance measures.

Geldard (1983) asserted that in the elementary school, the girls made better grades on the average than boys. He stated further that at the high school, the level of superiority of the girls at first disappears and then the relation is reversed. At advanced secondary school, he stated that boys were likely to perform better than girls in almost all areas in English.

According to Lefton (1991), psychologists insist that gender differences exist in verbal ability with girls outperforming boys in almost all verbal tasks in the early school years. Secada (1996) held the same view as Lefton (1991) in verbal ability, with Vinacke (1986) insisting that females are always better. Hammen, Houston, Amado and Bee (1989) claimed that girls show faster language skills and spelling in school. To them girls perform better in speech from adolescence to adulthood than boys.

Good and Brophy (1986), posited that despite the lack of agreement on the cause of the problem, there is a consensus that girls read better than boys. They further attested that boys are more likely to face reading problems than girls are. Good and Brophy (1986) however reported that in Germany, boys outperformed girls in English Reading, Comprehension and speech. In studies on second, fourth and sixth graders reading performance in four countries namely, Canada, England, Nigeria and the United States, Maccoby and Jacklin (1974), supported Good and Brophy (1986), view that boys outperformed girls in reading comprehension and speech. A study by Professor Sally Shaywitz of

Yale University in the United States (1990) revealed that there was no significant difference in reading ability between 400 seven and eight-year-old boys and girls. She argued that schools were referring between two and four times as many boys than girls and suggested that the teachers were biased against the boys. To Professor Robert Goodman of the Institute of Psychiatry, the Shaywitz study has been very influential in making people feel that it is due to gender bias that teachers, schools, clinics find more boys than girls with reading difficulties. As a co-author of research on gender difference in literacy in the United States, he stated "our study has found teachers have been right all along and that there are more boys with difficulties"

Various researchers have conducted studies on the achievement of females and males in mathematics. They include Hudson (1976), who reported that the first international study of achievement in mathematics found out differences in favour of males in most of the twelve countries where the study was done. He stated that in the California a study that compared achievements of Grade Six and Grade Twelve students who studied the same mathematics courses revealed that girls did consistently better than boys in computations with whole numbers, fractions and decimals. However, the girls also outperformed boys in simple one-step word problems, recall and identification of geometric shapes and problems involving money. The boys achieved better than girls in word problems requiring reasoning ability and in multiple-step problems. They also scored higher than girls in problems involving spatial

relationships, in the skill of measurement, geometry application, statistics and probability.

According to Tjimmez and Lockheed (1989), eighth grade girls in single sex schools in Thailand in 1982 achieved higher than boys in mathematics, whereas boys performed better in a co-educational school environment. They observed that single sex schooling is generally beneficial for females than for males. Smith (1980) in a similar study within a mixed school in America found out that those girls who were separated into an all girls classroom achieved equally as boys in a mixed classroom. Nevertheless, girls in mixed classrooms achieved less than boys, even though they had been matched in ability at the beginning of the study.

Armstrong (1979) claimed that gender difference in mathematics occurred in high school. According to him, it was well established that by the end of high school, there were large sex differences in mathematics, aptitude and achievement. Armstrong however, did not state clearly, which gender group performed better. Eshun (1999), in his study on the pattern of mathematics achievement of secondary school students in Ghana in 1993 concluded that the achievement of males was higher than females. However, females in single sex schools achieved slightly higher than the males also in single sex schools and much higher than their female counterparts in mixed schools.

King (1985) stated that exposure to manual skills at school seemed to be gender specific and that during nursery and infant classes, the boys were

easily tracked into playing with constructional materials using toys to make simple boxes, cars and lorries whereas the girls found themselves anticipating to future domestic crafts like cooking, sewing and dressmaking. According to him these practices affect their performance especially when the females at the later stage in life opt to study mathematics and technical courses.

Gender bias in instructional materials is observed by researchers to be a cause of girls' prior performance in science and mathematics. Brush (1985) noted that it could be reasonably be assumed that girls derive some kind of message from the way women scientist were mentioned in textbooks and that this message has some effect on their aspirations. He noted further that in the few cases of women being mentioned, they were portrayed in ways that would not be considered models of success by female students reading the materials. In a similar view, Taylor, as cited by Brush (1985) observed that the three popular physics textbooks in Britain is a clear demonstration of bias towards the sexes. He finds that where as many references were made to males, there were few references to females and when girls and women were shown at all, they were not depicted in activities of a scientific nature. He noted that, throughout the textbooks he studied, the image of women was presented as a passive domestic being.

Linn and Hyde, cited in Secada (1996) reported that, males and females performed and participate equally in mathematics up to adolescence. Girls then tended to exhibit less confidence in their mathematical ability. Also, they observed differential enrollment patterns by the Algebra II level, when

participation in mathematics first becomes optional. Furthermore, they observed that performance differences favoured males on problem solving and higher level mathematical tasks being evident by the high schools age, although the differences were small and had declined over the last two decades.

Studies have been conducted on the reasons for gender gap in the academic achievement of males and females. Chipman, Brush and Wilson (1985) identified three sets of factors which affect female participation and performance in mathematics. These factors include: (a), External factors or barriers such as overt discrimination, social pressure from parents and peers; and (a), internal barriers such as negative attitudes towards mathematics. They observed that males more than females classified mathematics as a male domain. In addition, adolescent girls experiencing conflict between interests in mathematics and science and who desired for popularity might forego mathematics achievement to avoid male disapproval or think that a career would interfere with family responsibilities. Oakes (1990) observed that women who chose professional careers tended to be less traditional in view of sex roles than women who were in nonprofessional careers. Parental stereotyping of careers affected girls' perception of usefulness of mathematics for parents had lower expectations for daughters than sons and most often attributed their daughter's success in mathematics and science more to effort than ability (Chipman et al, 1985).

Research has also shown that the perception of the student herself affects her participation and performance in mathematics related subjects.' Writing on factors which inhibit women's performance in training programmes the International Labour Organization (ILO, 1990) noted that some attitudes of women lead to their limitation and under performance. The ILO report claimed, that majority of the women seeking work are motivated by the need. To earn quickly and that limits the possibility of them following a training programme. In a related study done by the ILO (1990) on women in technical trades in nine African countries including Ghana, it was realized that the level of participation and performance of girls in technical subjects at secondary school were limited by their poor background in mathematics and science. The report further noted that women's attitude about their own roles and capabilities influence their entry into field that are mathematics oriented.

Kane (1990) in his work on the fate of Ghanaian women in technical and vocational training observed that women tended to prefer work which is respected and valued by the community as women's work, most of which is an extension of female domestic activities. To her, girls lack a clean picture of how to achieve success in their occupational aspirations and do not have concrete and realistic ideas about the occupation they are likely to get and how to excel. These perusal perceptions, she noted affected and limited their aspirations in mathematics oriented objects.

Odugbesan (1990) observed that girls had preconceived ideas that mathematics and science were difficult subjects and therefore made little effort

to study them. Their avoidance of science and mathematics made it difficult for them to perform very well in other related subjects like technical courses that require some background knowledge in mathematics and science.

In the access programme, different concessions in the requirement are given to males and females. The question one is usually tempted to ask is whether there is a gender gap in academic performance. The literature reviewed here is not decisive, thus, it would be useful to see how the respondents of this study would view these different concessions.

Perceptions about the Effect of the Teacher on Students' Performance

For many years, educators and researches have debated which school variable influence student achievement. As policy makers become more involved in school reforms, this question takes on new importance since many initiatives rely on presumed relationships between various education-related factors and learning outcomes. Monsteller (1995) stated that, schools bring little influence to bear upon a child's achievement, which is independent of his background and general and social context. She maintained that factors like class size; teacher qualification, school size and other school variable may play important roles in what students learn.

As Ghana moves towards quality education for all, a new standard of learning has been set and greater attention given to teacher quality and its role in the child achievement (GES, 2004). The nation has enacted a legislation to improve teacher training, certification and professional development therefore

training the initial basic teacher training colleges from certificate awarding colleges to Diploma awarding institutions (Government White Paper, 2004). In Ghana, quality education is seen as a determinant of child's academic performance, thus the enactment of policies to enhance children's performance in schools.

Despite the conventional wisdom that school inputs make little difference in student learning, a growing body of knowledge from research suggests that schools can make a difference, and a substantial portion of that difference is attributable to teachers. Sanders and Rivers (1996) noted that differential teacher effectiveness is a strong determinant of differences in student learning rather than class size. Teacher effect appears to be additive and cumulative, and generally not compensatory. They further observed indications that African students are nearly twice likely to be assigned to the most ineffective teachers and half as likely to be assigned to the most effective teachers. These studies do not deviate from the case of Ghana where the rural pupil is deprived of teachers and more especially professionally trained teachers.

While studies done since the 1940s found positive correlations between teaching performance and measures of teachers' intelligences (usually measured by IQ) or general academic ability. Darling-Hammond (2000) observed from earlier studies that most of the relationships were small and statistically insignificant, and that there is little or no relationship between teachers's measured intelligence and their students' achievement.

To Vernon (1965), the lack of strong relationship between measures of IQ and teacher effectiveness is due to the lack of variability among teachers in this measure and its tenuous relationship to actual performance. However, Hanushek (1971) suggested that teachers' verbal ability was related to student achievement, this was supported by Summers and Wolfe (1975) when they mentioned that the relationship might be differentially strong for teachers of different types of students. Murnane (1985) in his work on verbal ability observed that, this hypothesis might be a more sensitive measure of teachers' ability in order to convey ideas in clear and convincing ways.

Other researchers have identified the subject matter knowledge as another variable that one might think could be related to teacher effectiveness and student achievement. For example, Byrne (1983) summarized the results of thirty studies relating to teachers' subject matter knowledge to student achievement. The teacher knowledge measures were either a subject knowledge test or number of college courses taken within the subject area. The results of these studies were mixed, with seventeen showing a positive relationship and fourteen showing no relationship. However, Byrne noted that many of the studies had so little variability in the teacher knowledge measure that insignificant findings were almost inevitable. Monk (1994) also found out that the teacher's content preparation as measured by course work in the subject field, is positively related to student achievement in mathematics and science, but that the relationship was curvilinear, with diminishing returns to

student achievement of teachers' subject matter courses above a threshold level.

Goldhaber and Brewer (1999) in a study of high school students' performance in mathematics and science, he found that fully certified teachers had a statistically significant positive impact on student test scores. This finding is relative to teachers who were not certified in their subject area, as did those who held a degree in mathematics or mathematics education.

Again, Sanders and Rivers (1996) argued that the single most important factor in students' achievement is the teacher. Moreover, they claimed that the effects of teachers on student achievement are both additive and cumulative.

The literature explains that teaching is involving and the quality of education of every nation depends so much on its teachers. However the literature is not decisive, because while the writers perceive the quality teacher to be the one who is intelligent, and have mastery of the subject matter, others see personality and others both. What calibre of teachers does Ghana need for the success of her reforms? Can the beneficiaries of the access course meet these standards? In this research the views of tutors and students were solicited in order to find answers to such questions.

Perception about Gender Reforms in Ghana

To address the numerous problems facing the Ghanaian education system such as participation, gender and curriculum dysfunction, a number of policies have been formulated and pursued since 1951. Hardly can a decade

pass without a review of the education system in Ghana; however, these efforts have not been successful (Apusigah, 2003).

In drawing a National Plan of Action on Girls Education for the Ministry of Education (MOE) Atakpa (1995) stated that in an attempt to universalize basic education, Ghana became a signatory to a number of conventions which seek gender equality in educational participation. Yet achieving the objectives has not been satisfactory in Ghana. He further stated in the same document that the 1992 Constitution of Ghana made provision for universalizing basic education upon recognizing the issue of equity in educational participation; this gave birth to the fCUBE programme. Atakpa however, stated that the general programmes aimed at the Universal Basic Education had not succeeded in solving the problem of gender disparity in educational participation in Ghana.

In a message mandating the newly constituted Education Commission in 1984 (The Anfom Commission) to draw up new proposals for educational reforms in Ghana, a former president of Ghana J.J. Rawlings stated that our children must grow up free from the stultifying influence of the educational oppression which has prevailed for long. He observed that the system of education which denies the majority of children equal opportunities, which values conformity before creativity and which encourages self-interest cannot be described as anything other than oppressive Fobih, Koomson & Godwyll, cited in Apusiga (2003).

The central focus of the Education Commission in 1986 report was on the democratization of education for the social transformation of the Ghanaian society. The report resulted from the review of the previous educational system. Even though the grave gender gap was acknowledged, the proposed demoralization processes did not include explicit statements on gender questions (Apusiga, 2003). Apusiga further observed that questions about gender before the 1990s were not central to the reforms and that important initiatives like the science, mathematics technology clinic (STME) for girls were isolated attempts and peripheral to education reform process.

The argument of Apusiga is supported by (Atakpa 1995) when he posited that in 1987, a programme to enhance female participation in science mathematics and technology related subjects was initiated, but that, these were isolated attempt rather than a comprehensive project of gender reform.

Apusiga (2003) however conceded that the fCUBE programme paved the way for tackling gender questions in education system more seriously in relation to previous initiatives. For the fCUBE the document states "special attention will be given to promoting access for girls, the poor and the rural children to basic education" (Government of Ghana, 1994).

Atakpa (1995) and Anamuah (1995) observed that the laws and policies for education in Ghana no way discriminated against the girl child and for that matter the woman. Yet there is gender disparity in educational participation. To them, the cause of the problem is yet to be perceived.

The views above suggest that most gender policies in Ghana are either minor ones or peripheral. They also suggest that the laws of education in Ghana do not discriminate against the girl child, yet they fail to enroll and remain in formal education. The reason for this is yet to be identified. The access course as a gender policy was initially introduced to enhance female participation in teacher education, but in recent times males are given the chance to take part in the course. Will this defeat the initial objective of the programme? What are the views of the tutors and students of teacher training colleges in northern Ghana on gender policies? The present study was designed to provide answers to these questions.

Summary

In this chapter, it has been observed from the works of other people that there is the need for females to be educated. Yet their participation in education has been very insignificant due to many hindrances. This has resulted in the low female participation in Basic Teacher Training programmes in Ghana. Writers have also noted that the effect of one's perception on the environment. They noted that males outperformed females in mathematics and science due to factors such as home and school factors, which inhibit the effective participation and performance of females in these subject areas, which are core for requirements for entry into the initial teacher training college.

With regard to the kind of teachers needed for quality basic education for all, the research of other people has revealed that the quality of teachers depends very much on the kind of preparation or training they receive in the college, and how certain inborn qualities of the teachers are combined with what is learnt at college.

Also, from the review it is also observed that though many factors contribute to the provision of quality education, the quality of the teacher is the most prominent and for that matter the teacher should be well trained. Views from researchers in Ghana showed that gender reforms in the country have not been successful over the years, but the cause of the failure of gender reforms is yet to be known.

The view that teacher trainees should be selected based on their academic qualification and also the concerns that females in Africa face a lot challenges that have affected their education negatively are issues that characterized the access course. The study was to find out tutors' and students' opinion as to whether the access course as a mode of selecting teacher trainees was a good practice. Also, whether the favourable concession given to females in the access course was in the right direction?

Other issues included the effect of the teacher on the learner. Thus, the question as to whether the access course graduates would be able to cope with the TTC course and whether they would be able to come out successfully as professional teachers was another concern for the study.

Finally, the literature raised concerns on how programmes geared towards gender reforms in Ghana were always put on the peripheral by different government. The access course is a similar programme intended to increase female enrolment in the teacher training colleges in Ghana. What therefore would be the future of the access course, if it is a worthwhile programme in the view of the respondents? The Teacher Education Division of the Ghana Education Service does not run the course every year, for instance, the course was not run after the first year of its commencement, (2003/2004 academic year), and it appears to have being stopped since the 2007/2008 academic year, for it has not been advertized.

CHAPTER THREE

METHODOLOGY

This chapter outlines and discusses the methods that were followed to conduct the study. It describes the research design, the population, the sample and sampling procedure, the instruments that were used to collect data the validity and reliability test and others were the procedures followed in the collection of the data, and the procedure followed in the analysis of the data.

The Research Design

For the purpose of this study the descriptive survey design was adopted because the researcher had no intention of manipulating the variables of the study, and it is the descriptive survey design which specifies the nature of a phenomenon and determines and reports the way things are. The present study involved the collection of data in order to answer research questions concerning the perception of tutors and student in training colleges in Northern Regions of Ghana about the access course. The study was designed to elicit information from a sample from the target population through the administration of the questionnaire to the subjects. The answers from the respondents were then analyzed and discussed on how the tutors and students

of the Northern Regions teacher training colleges perceive the access course, after which the results were generalized to the target population. In addition to the reason why the design was preferred, the descriptive survey was chosen because it allows for accurate description of activities and objects. (Gay, 1992) Therefore it was felt that it would provide a comprehensive picture of the study without altering the results, since it gives room for effective examination of the situation. Like any research design the descriptive survey design is susceptible to distortions through the introduction of biases in the measuring instrument by some respondents. To minimize these biases, the instructions regarding the answering of the questionnaire were made clear to the respondents, the researcher also pleaded with them to be fair in responding to the instruments. To ensure that, the difference between the invited sample and the data-producing sample would not be wide, it was planned that the instruments would be administered and retrieved personally by the researcher with assistance from not more than two research assistants in each of the selected colleges.

The Population

The population of a study is the aggregate of all cases to which the researcher wishes to generalize her findings, Jaccard (1983; in Key, 1997). In this study, the target population is all tutors, principals and students of teacher training institutions in the three Northern Regions of Ghana, namely the

Northern, Upper East and Upper West Regions. The study was particularly centered in this area because of the relatively poor enrolment of females in education in the area and for easy access to information. Having worked with tutors of these colleges, the researcher was able to get their maximum cooperation. The respondents selected for the study were put into three categories, which were:

(1) Tutors and principals of teacher training college who have taught in the TTC for three or more years

(2) Second year Direct entry students

(3) Second year Access entry students

These respondents were selected for the study because the access course is peculiar to the teacher training colleges in Ghana, for that matter there is no doubt that these categories of people who are either teachers or students of teacher training college are familiar with the course and the students who are admitted through it. Therefore, they will be in a better position to provide the required information or data necessary for the study. The accessible population for the study included all the principles, all tutors who have taught in any teacher training college for two or more years and all the second year students in all the selected colleges (both the access entry and direct entry students).

The Sample Sizes and Sampling Procedures

The sample size was determined by first making a reconnaissance survey which revealed that the target population was about 8000. In consulting the table for sample size determination from a given population by Krejcie and Morgan cited in Key (1997), the sample size for this population is 367.

Secondly, an independent sampling was done at each college in order to select each category of respondents. One third of each category of respondents was selected through the lottery method of sampling. The sampling was done independently at each college for each category of respondents. After that, the three sampled groups from the colleges were summed to make 419. This number is higher than the sample size determined by Krejcie and Morgan. However, the researcher maintained it because a large sample size would ensure a high degree of accuracy. If a high degree of accuracy is required then a large sample size need to be drawn (Sarantakos, 1998). The required sample size was selected from the target population. Table 1 contains a summary of the target population of each college, the categories of respondents and the samples that were drawn.

Table 1

The Target Population, Category of Respondents and Sample Sizes

College	Tutors		Direct entry students		Access entry students	
	TP	S	TP	S	TP	S
Bagabaga	31	10	161	57	36	13
Tamale	30	10	186	62	25	8
Gbewaa	19	6	114	38	22	7
Boscos	36	13	234	78	27	9
Tutco	19	6	93	31	28	9
NJA	22	7	135	45	31	10
Total	157	52	993	311	185	56

Table1: Target population (TP) and sample size (S) of respondents from their respective colleges.

The population of this study is all principals, all tutors, and all students of the teacher training colleges in Northern Ghana. Due to a number of constraints such as the large population size, it was extremely difficult to cover the entire population. Therefore, using the entire population was not feasible (Gay, 1992). In this direction, a cross-section of the population was sampled for the study. According to Amedahe (2002), sampling involves the process of selecting a portion of the population to represent the entire population. The sample therefore consists of a carefully selected unit that comprises all categories of the population. Apart from the large population size, sample is

also preferred in this study because the sampling provided a better option to the census since it addressed the survey population in a short period and produced comparable and equally valid results. The researcher was however aware of the fact that more representative data would have been obtained if she had chosen to use the census rather than the sample.

The purposive and random sampling techniques were used to arrive at the required sample size. Six teacher-training colleges were selected using the purposive sampling technique. Two training colleges from each of the three Regions in Northern Ghana were purposefully selected. The remaining one (Bimbila Training College) college in the Northern Region, where there are three training colleges, was used for pre-testing the instrument for the study. The selected colleges are as follows:

A. **Upper-West Region:**

(1) Tumu Teacher Training College (Sisaala District)

(2) NJA Teacher Training College (Wa Municipal)

B. **Upper-East Region:**

(1) St. John Boscos Teacher Training College (Kasena Nankana District)

(2) Gbewaa Teacher Training College (Bawku-East District)

C. **Northern Region**:

(1) Bagabaga Teacher Training College (Tamale Metropolis)

(2) Tamale Teacher Training College (Tamale Metropolis)

The purposive sampling technique was used to select the sampling frame for each category of respondents. It included the principals and the tutors who have taught in the colleges for three or more years, and then all second year students (direct entry students and access entry students) of the selected teacher training colleges in the Northern regions of Ghana.

The sampling frame for teachers specifically included those teacher training college tutors who taught in such institutions for three or more years continuously. This category of tutors was selected because they have been in the system since the introduction of the access course and have taught, assessed and interacted with the beneficiaries of the access programme. The findings were however, generalized to all tutors of the selected training colleges because they form part of the target population. The sampling was done purposively by collecting the necessary information from the school authorities. From this category of tutors, simple random sampling was used to select the required number from each college independently, precisely the lottery method. The same process was followed for all second year direct entry students and access entry students. This year group was purposefully selected because they have experienced life in the college for more than one year and have written the first year promotion or semester examination. The first-year students were not used because it was assumed that they were still trying to adjust to their new environment. And with the third-year students, at the time of the study, they were on internship programme (out component of the **In-In Out** programme) therefore; they could not have been used for the study. The

students were put into two categories, namely; those students who gained admission to the training college with the requisite academic qualification (direct entry students), and those students who gained admission into college through the access course (access entry students). The sampling was done independently for each category of students at each training college.

Even though the target was all students, the accessible comprised only the second year students who were purposefully sampled and the required sample size was randomly selected from second year group for the study, after which the results were generalized to the whole student population of the selected colleges because they form part of the target population. According to Van Dalen, (1979) random sampling is often seen as chances or a haphazard method of assignment, but that in reality it is a carefully controlled process. Precisely, the lottery method was used in all simple random sampling in this study, because it gives all the units of the target population an equal opportunity of being selected. According to Amedahe (2002), there is a particular procedure that should be followed when using the lottery method to choose respondents. In this regard, the sampling frame was first identified; this was done by preparing the list of the unit of the sample frame. Secondly, the names listed in the sample frame were written on chips of paper and were put into a basket. Thirdly, the chips of paper with the names were put into a basket, mixed up very well, and were removed one at a time until the required number was obtained. Then finally, the names on the chips selected were compiled on a sheet of paper.

Instrumentation

This involves the kind of instruments the researcher chose in order to obtain the relevant information to answer the research questions set in chapter one of this report. Since the study is a descriptive survey, the researcher had the opportunity to choose from among many other techniques of data collection. In this study, the instrument that was adopted was basically the written questionnaire. According to Amedahe (2002), the questionnaire is the most commonly used instrument in social science and educational research. The questionnaire was preferred over the other instrument because of the large sample size for the study, since it provided the opportunity for a wider coverage because, the researcher would have found it difficult to approach all the respondents more easily. It is also stable and consistent, it provides a uniform measure without variation, and offers a greater assurance of anonymity. However, respondents were not given the opportunity in this instrument to react to issues verbally; therefore, no opportunity was provided for the researcher to collect additional information on the issue.

Three sets of questionnaire were designed by the researcher for the three categories of respondents, namely the tutors, the direct entry students and the access entry students. All the three sets of questionnaire were developed by the researcher based on the research questions of the study. The items on the three sets of questionnaire included statements on a four point Likert-type scale from strongly agree, agree, disagree and strongly disagree, with a few closed and open ended questions. For comparative purposes, similar items or

statements were designed on some research questions for all the three sets of questionnaire. The questionnaire for the tutors and the direct entry students were put into six segments, each related to at least one of the research questions. The segments included the following:

- Section A contained biographic data of the respondents.
- Section B was used to elicit information on their perception of the access programme.
- Section C elicited information on their perception of the Access entry student.
- Section D included statements that sought their opinion on the different concessions given to male and female applicants of the access course.
- Section E contained statements that concerned the need to increase female enrolment in teacher training colleges.
- Section F found out their views about the inclusion of males in the access course.

The questionnaire for the access entry students was put into four segments. The first was on their demographic data, the second was on their perception of the access course, and the statements on this particular section are similar to the section B of the tutors and direct entry students. The third was their views about how they perceive themselves as students who did not qualify to enroll directly into the college and as pre-service teachers who were about to go and teach in the Ghanaian Basic schools. The fourth was on the challenges they face in college as access entry students.

Validity and Reliability of Instruments

The content validity of the instrument was determined by people who are knowledgeable in teacher training and the access course. They included a lecturer at the Institute for Educational Planning and Administration, University of Cape Coast, (IEPA), two training college tutors and a principal of a training college. These people judged the extent to which the questions are applicable to the access course, the research itself and the population of the study.

The instruments were pre-tested because they were developed by the researcher and have never been used for any research before. The pre-test was conducted at Bimbila teacher training college in Northern Region. This college was used for the pre-test because it has similar characteristics as the other colleges used for the main study and the fact that, among the three colleges in Northern Region this college is far away from the others in the Region. The distance between Bimbila training college and the others prevented the subjects of study from getting prior knowledge of what was involved in the study. The pre-test was conducted in the first week of April 2006. It involved 20 tutors, 25 direct entry students and 25 access entry students. The reliability coefficients were computed using the Cronbach's Alpha to ensure the internal validity of the instruments. The reliability results of the instruments are as follow: Tutors questionnaire is .627 on 41 items, direct entry students questionnaire is .633 on 39 items and .627 alpha levels for access entry

students' questionnaire on 32 items. These Alpha values are acceptable ranges for measuring internal consistency of instruments (Sarantakos, 1998).

After the pre-test, poorly worded statements, questions, and those that were not clear enough for the respondents were revised. For example, one of the common statements in all the three sets of questionnaire like "TED should increase the number of students in the training colleges", was revised. The revised version of this statement is, "there is the need to increase enrolment in teacher training college". The results enabled the researcher to elicit enough and reliable information needed for the study.

Data Collection and Management Procedures

The questionnaire were administered and retrieved by the researcher herself in most of the colleges, except in the colleges where the population was quiet large. In these colleges the researcher was assisted by one tutor of these colleges. At Tamale teacher training college, Bagabaga teacher training college and St John Boscos teacher training college one tutor were briefed on the questionnaire and procedure of administering them after which they aided the researcher to administer and retrieved the questionnaire on behalf of the researcher. Four weeks were used to collect the data, precisely the last two weeks in June and the first and second weeks of July, 2006.

In every college, protocol was observed by meeting the principal of each college, before the administration of the questionnaire. The protocol was observed by presenting a letter of introduction from the researchers department at the University of Cape Coast, Institute for Educational Planning and

Administration (IEPA) to the principals of the colleges. This letter explained the purpose of the study; six letters were presented personally to the principals of the selected colleges. Usually the researcher was directed to the vice-principal academic of each college by the principal for the needed support in order to get the required and appropriate data from the colleges. In every college, the Vice principal academic consulted the registers and broadsheets of the colleges which contained the list of second year students which enabled the researcher to sample the required number of and calibre of respondents needed for the study. The sampling was done at each college independently, so that the appropriate sample for each college was obtained. After getting the list of tutors, the required number was sampled after which they were met at the staff common room, and with the aid of a tutor the researcher was able to identify them, introduced herself and the purpose for which she was there to them before administering the questionnaire. After the direct entry students and access entry students were identified, they were put in separate classrooms, where the instructions were first read to them and the purpose of the exercise before they completed the questionnaire. They were also given time to ask questions on parts of the questionnaire which they might not understand. Before each respondent responded to the items on the questionnaire, they were assured of confidentiality and anonymity to allay their fears of publicity. This was written in the questionnaire and was said verbally when the researcher met with respondents.

Data Management and Analysis Plan

According to Glass and Hopkins cited in Key (1997), descriptive statistics involves tabulating, depicting and describing data. Therefore, it describes data in terms of central tendency and measures of spread (dispersion).

The completed questionnaire were collected and edited by checking, correcting mistakes and deciding whether to delete some of the data collected already, this was done to ensure validity, then it was organized to provide answers to the research questions. The completed questionnaires were coded before the actual analysis, the open-ended questions were read several times to find out similar responses, and after which they were categorized.

The codes of the questionnaire were first inputted into a personal computer before the responses were entered. Using the descriptive survey design, the main descriptive statistics were computation and calculation of averages, percentages and frequencies. Since the respondents in the institutions were independently random sampled, an independent sample *t*-test was used to compare the means of the different category of respondents such as the tutors and direct entry students, the tutors and access entry students and the direct entry students and access entry students on how they perceive the access course. All computations were done on a personal computer (PC) using the Statistical Product for Services Solution (SPSS) Software.

The items in the questionnaire that elicited data for answering Research Question 1 were uniform in all three sets of questionnaire. These items were

coded separately and entered separately into the PC, and with the aid of the SPSS software, the data was separately analysed. The computations were done in frequencies and percentages. The results were then summarized in a percentage and frequency table, which aided the discussion the data. To find out whether there was any difference in the perception of tutors and students, inputted data of tutors and direct entry students, access entry students and tutors and then access entry students and direct entry students were compared using an independent samples two tailed *t*-test with the aid of the SPSS software.

Research Question 2 required data from both tutors and direct entry students; therefore, similar items were put on a four point Likert-type scale and a few close and open ended questions. However, the coding, categorization of the open ended items, entering of data into the PC and running the analysis was done separately for each of two sets of questionnaire, after which the results were summarized and discussed in frequency and percentage tables to aid the discussion of the results. The open ended questions were read severally to find out similar responses after which these responses were categorized and assigned codes. This enabled the researcher to analyze it with the aid of a PC and the SPSS software.

Like the Research Question 2, Research Questions 3, 4 and 5 required information from the tutors and direct entry students, therefore the data was managed in a similar way.

The items that were used to elicit information to answer Research Questions 6 and 7 were put into a 4 point Likert-type scale and were restricted to the access entry students. The items were inputted into the PC and were computed into percentages and frequencies which were later reported and discussed with the aid of tables.

CHAPTER FOUR

RESULTS AND DISCUSSION

The study investigated the perception of tutors and students in the Northern teacher training colleges about the access course by the Teacher Education Division of Ghana Education Service. Analysis and interpretation of responses of the subjects under study are presented in this chapter. Tables are provided to support the findings wherever there is the need. Analysis was done based on the research questions raised in chapter one of this report. Frequencies and percentages based on the Likert-type scale responses of respondents were constructed. Means of the different categories of respondents were also compared by using the *t* test to find out whether there was any significant difference between these categories.

Research Question 1: How differently do tutors, direct entry students, and access students perceive the access course?

To find out tutors' and students' opinion about the access course as a gender policy, its objective and how it is being implemented by the Teacher Education Division (TED), they were asked to indicate how strongly they agreed or disagreed to statements about this issue. For purposes of discussion,

strongly agree and agree were combined to form agree and strongly disagree and disagree were treated in the same way to form disagree.

Table 2 shows how tutors, direct entry students and access entry students perceive the access programme ran by the Teacher Education Division of the Ghana EducationService. Five items were used to elicit this information from the respondents. They were asked to indicate how strongly they agreed or disagreed with the statements.

According to their responses, which are indicated in Table 2, majority of each category of respondents think that the access course is a good method of selecting teacher trainees. This means that the course as they perceived it is a good supplement to the existing method of teacher trainee selection in the country. More than 70% of tutors, direct entry students and access entry students agreed to this view. It is however interesting to observe that, even though the direct entry students equally agreed to the view, over two-fifths of them disagreed with it. Precisely, out of 100% of direct entry students, 43.4% totally disagreed with the view. This may be as a result of the fact that direct entry students do not benefit directly from the course and may have little or no knowledge on teacher trainee selection in the country. In the case of their access entry counterparts, it may be because they benefit directly from the access course. The responses are summarized in Table 2 below.

Table 2

Tutors, Direct Entry and Access Entry Students' Perception of the Access Course

Perception	Tutors				Direct Entry Students				Access Entry Students			
	f%				f%				f%			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
Access course is a good method of selecting teacher trainees	25	48.1	19.2	7.7	25.5	31.5	20.9	22.5	44.6	28.6	16.1	10.7
Access course can bridge teacher trainee gender gap	28.8	59.6	9.6	1.9	45.6	34.1	13.2	7.1	53.6	33.9	8.9	3.6
Access course is a good policy of increasing enrolment in TTCs	34.6	61.5	3.8	0.0	50.5	37.9	5.8	5.8	75.0	21.4	3.6	0.0
Access course can help deprived Communities meet their teacher demand	46.2	46.2	5.8	1.9	52.7	27.3	11.6	8.4	62.5	25.0	7.1	7.1
Access course will encourage the production of poor quality teachers	9.6	9.6	46.2	34.6	12.5	14.8	27.0	45.7	5.4	1.8	17.9	75.0

Concerning the gender disparity that exists among teacher trainees in the country, all three categories of respondents were of the opinion that the access course can bridge this gender disparity. At least two thirds or more of each category of respondents agreed to this view. One of the main objectives of the access programme is to bridge the gender disparity that exists between male and female teacher trainees in the Ghanaian teacher training colleges with the males outnumbering the females. According to Anamuah-Mensah committee (2002), statistics from GES-TED between the 1995/96 and 2001/2002 academic years show, male and female teacher trainee ratio stood at 3:2 respectively. Therefore, this favourable opinion about the ability of the course to bridge this gender disparity by increasing the number of female teacher trainees is laudable.

The respondents' view that discrimination in favour of the females is acceptable is in line with the view of Eltis (1985), who noted that positive discrimination might sometimes be needed in favour of particular groups. He suggested that entry requirements for teacher training might vary and desirable provisional admissions may be desirable taking into consideration their particular background. He maintained that in granting this kind of admission, academic background should remain a consideration. This goes to support the manner in which this category of students is selected. Even though there is an urgent need to bridge the gender gap between teacher trainees in Ghana,

candidates are taken through a six week remedial classes on their weak subject, after which an examination is conducted and if a candidate fails, he/she is not selected. Therefore, it is not surprising that the respondents are strongly in favour of the programme.

Respondents were also asked to express their opinion as to whether the programme was a good policy that could aid in increasing enrolment in teacher training colleges. On the average over 80% of all the categories of respondents agreed to this view. Precisely, 88.4% of tutors, 79.7% of direct entry students and 87.5% of access entry students agreed to the statement. This suggests that, the respondents are quite aware of teacher demand and supply in the country, and they believe that the access programme can increase enrolment in teacher training colleges. The respondents' awareness of the state of teacher supply and demand in Ghana is not different from what was reported by the Anamuah-Mensah Committee (2002) that, 33,000 additional teachers were needed for the basic schools, but that only 19,686 pre service teachers were under training in initial training colleges of Ghana.

It also came out from the responses of tutors, direct entry and access entry students that, they all agreed that the access programme could help alleviate the inadequate trained teacher supply in most rural and deprived communities in Ghana. This positive opinion that, the access course can help

increase teacher supply would be achieved if the District Assemblies sponsor and bond teachers for their District.

Finally, the respondents were further asked to express their views about the general notion that, the access programme will encourage the production of poor quality students for Ghanaian basic schools. In fact, over 80% disagreed to the statement. This may be due to the fact that many people think producing a competent teacher depends so much on the training and not necessarily on academic qualification.

It can therefore be concluded that, tutors and students had a good perception of the Access Course. It indicates that they saw the course to be a vigorous kind of training for candidates in order to select quality and qualified teacher trainees who would be able to go through successfully the Diploma in basic education programme, which is currently run at the initial teacher training colleges in Ghana. Eltis (1985) observed that one of the complaints of the selection of applicants for teacher training is that, a more vigorous kind of selection criteria needs to be applied at the entry point. The Access course can be said to be one of the kind of training Eltis (1985) meant. This is because 73.6% of tutors, 73.2% of Access entry students and 57% of direct entry students agreed that, the Access course is a good method of selecting teacher trainees.

The figures contained in Table 2 portray the difference in perceptions of the three categories respondents. However, it is not clear from the Table whether the differences are statistically significant. Therefore, to find out the differences, the means of the three categories of respondents were compared by using the *t*-Test.

t-test Results

In order to find out whether there was any statistically significant difference in the perceptions of respondents on the access course, a two-tailed independent sample *t*-test was run to determine if such a difference existed between the direct entry students and tutors, the tutors and access entry students and the direct entry students and access entry students. The *t*-test was therefore used to compare their means at an alpha level of .05 with 361 degree of freedom.

Table 3 contains a summary of *t*-test results of the tutors and direct entry students.

Table 3

***t*-test on Mean Ratings of Tutors and Direct Entry Students on their Perception of the Access Course**

Statement	Respondent	N	M	SD	t	Sig. (two-tailed)
Access course is a good method of selecting	Tutors	52	2.90	.869	1.425	.155
teacher trainees	DE students	311	2.68	1.083		
Access course can bridge teacher	Tutors	52	3.13	.658	-.637	.524
trainee gender gap	DE students	311	3.22	.874		
Access course is a good policy of increasing	Tutors	52	3.33	.550	.132	.895
enrolment in TTCs	DE students	311	3.31	.789		
Access course can help deprived communities	Tutors	52	3.37	.687	.626	.532
meet their teacher demand	DE students	311	3.28	.907		
Access course will encourage the production of	Tutors	52	1.94	.916	-.020	.984
poor quality teachers	DE students	311	1.95	.1.041		

Significance at $p < .05$

It was evident from Table 3 that there is no statistically significant difference between how the tutors and the direct entry students perceive the access course. This is because, the *p*- values for all the statements on how the respondents perceived the access course are greater than .05. This therefore put the researcher in the position to conclude that, there was no significant difference in terms of how tutors and direct entry students perceived the access course.

The means of tutors and access entry students were compared to find out whether there was any statistically significant difference between their perceptions of the access course. Table 4 presents the *t*- test results of these respondents.

Table 4

t-test on Mean Ratings of Tutors and Access Entry Students on their Perception of the Access Course

Statement	Respondent	N	M	SD	t	Sig. (two-tailed)
Access course is a good method of selecting teacher trainees	Tutors	52	2.90	.869	2.334	.021*
	AE students	56	2.48	.991		
Access course can bridge teacher trainee gender gap	Tutors	52	3.13	.658	.872	.385
	AE students	56	3.00	.915		
Access course is a good policy of increasing enrolment in TTCs	Tutors	52	3.33	.550	-1.404	.163
	AE students	56	3.50	.714		

Table 4 continued

Statement	Respondent	N	M	SD	t	Sig. (two-tailed)
Access course can help deprived communities meet their teacher demand	Tutors	52	3.37	.687	1.339	.183
	AE students	56	3.14	.999		
Access course will encourage the production of poor quality teachers	Tutors	52	1.94	.916	.677	.500
	AE students	56	1.82	.936		

Significant at p< .05

From Table 4, there is statistically significant difference between the perceptions of tutors and access entry students regarding the issue of the access course being a good method of selecting candidates for the teacher-training programme. This is because the *p*-value of this item (.021) is less than the alpha, which is set at .05. The implication of the above is that there is variation in the perceptions of tutors and the access entry students regarding the access course being a good course. With regards to the other issues such as the access course ability to bridge teacher trainees' gender gap, increasing enrolment in teacher training colleges, helping deprived communities to meet their teacher demand and its potential of producing poor quality teachers, there was no statistically significant difference in their perceptions. This suggests that their views on these issues are similar considering the *p*-values and the alpha level.

The means of the two groups of students in the study, namely the access entry and the direct entry students were also compared to find out whether there was any statistically significant difference between their perceptions of the access course. The responses of respondents are presented in Table 5.

Table 5

t-test on Mean Ratings of Direct Entry Students and Access Entry Students on their Perception of the Access Course

Statement	Respondent	N	M	SD	t	Sig. (two- tailed)
Access course is a good method of selecting teacher trainees	DE students	311	2.68	1.083	1.269	.207
	AE students	56	2.48	.991		
Access course can bridge teacher trainee gender gap	DE students	311	3.22	.874	1.687	.093
	AE students	56	3.00	.915		
Access course is a good policy of increasing enrolment in TTCs	DE students	311	3.31	.789	-1.666	.097
	AE students	56	3.50	.714		
Access course can help deprived communities meet their teacher demand	DE students	311	3.28	.907	1.047	
	AE students	56	3.14	.999		

Table 5 continued

Statement	Respondent	N	M	SD	t	Sig. (two- tailed)
Access course will encourage the production of poor quality teachers	DE students	311	1.95	1.041	.832	.406
	AE students	56	1.82	.936		

Significant at $p < .05$

According to Table 5, there is no statistically significant difference between direct entry students and access entry students on all the issues regarding their perception of the access course. Because, the p-values of all the issues are greater than the alpha level at .05.

Research Question 2: What is the perception of the tutors and direct entry students about the access entry students?

Tutors' and direct entry students' opinions on how they perceived the students who were admitted to the college through the access course were sought. Specifically, their opinions were sought on the quality of students admitted through the access course and the access entry students' participation in group and class discussions. The responses of tutors and direct entry students are summarized in tables 6, 7, 8, 9 and 10.

An attempt was made in the research to find out the views of the tutors regarding the quality of the Access Entry Student. These views are summarized in Table 6.

Table 6

Tutors Feeling about the Access Entry Student

Statement	Strongly agree	Agree	Disagree	Strongly disagree	Total
Access students are weak student favoured into the college	5 (9.6)	9(17.3)	19(36.5)	19(36.5)	52(100.0)

Note: Numbers in parentheses are in percentages

Table 6 shows that, in the opinion of teacher training college tutors in Northern Ghana, the assertion that weak students are given admissions into the teacher training college is not true. This is because; majority of them disagreed to the statement. Their view is an indication that they had a very positive perception about the students who are admitted through the access course. This could be because of their experience with these students in the college taking into consideration the calibre of trainees who are admitted directly. Their positive opinion about the access entry students has a relation to Berry, Noblit and Hare (1983), who observed from their study in the United States of America that, prospective teachers who were very bright were not necessarily what system officials actually need, but those who could relate, withstand classroom pressure and involve in extra curricular activities.

Table 7 shows the ratings of tutors and direct entry students about the access entry students' participation and performance in classroom activities.

Table 7

Tutors' and Direct Entry Students' Ratings of Access Students' Performance in Classroom Activities

Category	Excellent	Good	Fair	Poor	Total
Direct Entry					
Students	52(16.7)	213 (68.5)	36 (11.6)	10 (3.2)	311(100.0)
Tutors	4 (7.7)	37 (71.1)	10 (19.2)	1 (1.9)	52 (100.0)

Note: Numbers in parentheses are in percentages

From the responses in Table 7, there is an indication that, both tutors and direct entry students rated them as good. The percentages of the categories of respondents who rated them good are very close, precisely, 68.5% and 71.1% of direct entry students and tutors respectively. The implication of their opinion is that the access entry students do participate actively in the classroom regarding the teacher training curriculum, thus they are rated as bright. The respondents' positive rating of the access student in the class activities is seen as very important by researchers such as Chandler, Powell, and Hazard (1971), when they reasoned that if teaching is one of the professions for the best of candidates and brightest minds, then the finest personalities should be attracted.

Table 8 indicates the ratings of the tutors about the general academic performance of the access entry students in the college.

Table 8

Tutors Rating of Access Students' General Academic Performance in the College

Tutors' ratings	Frequency	Percentage
Excellent	2	5.8
Good	36	69.3
Fair	14	26.9
Total	52	100.0

Their ratings on Table 8 shows that most of the tutors think the access entry students are academically good enough to undertake the teacher-training programme, for majority of them rated their general academic performance in the college as good. No teacher rated them poor academically. Perhaps, the tutors' interaction with them for one year in the college and probably their performance in semester examinations had given the tutors firm grounds to rate them so. The significance of interaction between teacher trainees and their tutors and its impact on the students' performance is supported by Huberman (1973), who thought that teacher trainee interaction with the individual he/she perceives to be a professional role model could make him/her successful. This trend of response by the tutors shows a positive perception of the access students in the college by the people who teach them.

The tutors' perception could be due to many reasons such as bias, this is related to what Babab (1983) said. According to him, teachers' perception about students is often biased and that the teacher believes that the student is weak through his or her origin and among other factors which lead to lower expectation. This was however opposed by Benyamini and Limor (1995) who maintained that teachers construct an ideal image of students based on educational ideologies prevailing at any given time. If one is to go by the second view, then it can be said that, tutors of Northern teacher training colleges might have taken into consideration the upgrading of teacher training colleges in Ghana to a diploma status, which has influenced their opinion about these students.

Table 9 summarizes the responses of direct entry students on whether they have access entry students in their discussion groups.

Table 9

Is there an Access Entry Student in your Discussion Group?

Response	Frequency	Percentage
No	61	19.6
Yes	250	80.4
Total	311	100.0

Direct entry students were asked whether there were access entry students in their discussion groups. Majority (about 80% of them) had at least one access entry student in his/her or discussion group. This is an indication

that the direct entry students do not discriminate among the calibre of students in their discussion groups but have accepted the access students. Those who said there were access entry students in their discussion group were asked to rate their performance in the group. Table 10 indicates the ratings.

Table 10

Direct Entry Students' Rating of Access entry Students in their Discussion Group

Rating	Frequency	Percentage
Excellent	60	24.0
Good	157	62.8
Fair	30	12.0
Poor	3	1.2
Total	250	100.0

From the rating on Table 10, majority of the direct entry students rated the access entry students in their groups good with more than 20% of rating them excellent. They were rarely rated poor in the group because only 1.2% of the direct entry students rated them poor in their group(s). The access entry students' good contribution in discussions could be as a result of their research on topics in their course outline and their performance during peer teaching, which could lead to their direct entry colleagues to rating them good in the groups. The rating is an indication that the direct entry students have

appreciated the good and effective contributions of the access students during discussions.

From the above responses of tutors and students, a conclusion could be drawn that, tutors and direct entry students perceive the students who graduate from the access course to the teacher training colleges not academically weak, but are adequately equipped to cope with the teacher training programme successfully. Since the colleges have been able to attract good students through this method of pre-service teacher selection, then it is the duty of the teacher trainers to perform their work adequately enough in order to equip these students with the necessary skills and competencies, which will enable them to become good and effective teachers after their training. Magrath and Egbert (1987) mentioned that the task of the teacher trainer is to work in a careful but determined manner in order to improve the teaching of teachers, which will finally lead to quality education in the nation.

Research Question 3: What in the opinion of tutors and direct entry students justifies the introduction of the access course in favour of females?

To elicit the views of respondents on the above issue, tutors and direct entry students were asked to indicate how strongly they agree or disagree with statements on the issue.

Table 11 sought to address research question 3. Respondents were made up of tutors and direct entry students. They were asked to indicate how strongly they agreed or disagreed with statements regarding the research

question. As mentioned earlier, strongly agree and agree were collapsed into agreement while disagree and strongly disagree into disagreement.

Tutors and Direct Entry Students were asked to express their opinion on the reasons why they think the Access Course should be in favour of the female. Table 11 shows that, majority of the tutors and direct entry students think that cultural practices affect the females' participation in education as well as their academic performance in Ghana. 59.7% of tutors constitute agreement and 40.4% disagreement. The direct entry students equally think that the cultural practices in Ghana have a negative effect on the academic achievement of females, for 73.5% of them agreed to the statement while 26.3% of them disagreed. Even though the two categories of respondents shared the same view on the issue of cultural practices affecting female education and academic performance, the percentage of direct entry students who agreed is more than the tutors'. This trend could be as a result of many reasons such as the catchments area of the colleges where the respondent came from. The percentage of the direct entry students who agreed is higher probably because many of them might have come from communities where these practices affect the females' education, since the catchment area of the colleges used in the study is Northern Ghana where these practices are common.

Table 11

Tutors and Direct Entry Students' Opinion about the Access Course in Favour of Females

Statement	tutors					direct entry students				
	SA	A	D	SD	TOTAL	SA	A	D	SD	Total
Cultural practices affect females' performance in examinations	7 (13.5)	24 (46.2)	13 (25.0)	8 (15.4)	52 (100.0)	111 (35.6)	118 (37.9)	52 (16.7)	30 (9.6)	311 (100.0)
Females domestic responsibilities affect their academic performance	8 (15.4)	26 (50.0)	14 (26.9)	4 (7.7)	52 (100.0)	136 (43.7)	131 (42.1)	34 (10.9)	10 (3.2)	311 (100.0)
Females are generally disadvantaged in academic requirement for entry into higher institutions	3 (5.8)	13 (25.0)	25 (48.1)	11 (21.2)	52 (100.0)	66 (21.2)	86 (27.7)	86 (27.7)	73 (23.5)	311 (100.0)
Male do perform better in science and mathematics than females	8 (15.8)	25 (48.1)	17 (32.7)	2 (3.8)	52 (100.0)	137 (44.0)	110 (35.4)	46 (14.8)	18 (5.8)	311 (100.0)

Table 11 continued

Female pupils in rural communities need female teachers to stay in school	22 (42.3)	26 (50.0)	4 (7.7)	0 (0)	52 (100.0)	156 (50.1)	114 (36.7)	29 (9.3)	12 (3.9)	311 (100.0)
Female teachers serve as better role models for female pupils in the rural communities	23 (44.2)	25 (48.1)	3 (5.8)	1 (1.9)	52 (100.0)	187 (60.1)	92 (29.6)	23 (7.4)	9 (2.9)	311 (100.0)
There is the need to increase the number of female teachers at the basic level	4 (7.7)	23 (44.2)	21 (40.4)	4 (7.7)	52 (100.0)	169 (54.3)	110 (35.4)	24 (7.7)	8 (2.6)	311 (100.0)

Note: Numbers in parentheses are in percentages.

Table 11 also signifies that, the respondents think that the female in Ghana is faced with negative cultural practices that are making it impossible for her to either stay in school or perform well academically. Their view is supported by Opong (1987), who observed that the socialization of the female in Africa stresses on marriage and motherhood as basic to life Therefore, she receives little or no encouragement to embark on higher education unlike their male counterparts. The trends in development in recent times have brought to light the benefits of not only boys' education, but also girls' education. In the light of this benefit of female education, Hallack (1990) noted that the provision of education for women helps to improve their health, nutrition and socio-economic status as well as the people who are their immediate dependents. There is therefore no doubt that it is not only a male child who should be encouraged in education, but the girl too. This is however not the case in Ghana, especially in the rural communities where Atakpa (1995), identified cultural practices that affect the participation of female in education. According to him, it is customary for girls to be raised by their paternal aunts in some parts of the communities in Northern Ghana who are usually strict on the moral upbringing of the girl, therefore restricting her to the home. His observation is that, this abiding tradition has a negative consequence for the education and academic performance of the girl.

The views of tutors and direct entry students were also sought concerning how the domestic responsibilities affect the females' general academic performance. Both the tutors and the direct entry students are of the

opinion that the girls' domestic responsibilities have an adverse effect on their academic performance, which could be a reason for their low enrolment in institutions of higher learning of which teacher-training institutions are not an exception. More than one-half of each category of respondents agreed to the statement. This stand by tutors and direct entry students is in line with Agu and Hamad (2000), that the work habits of the family at home before school and after school hours affects the schooling and academic performance of girls. Davidson and Kanyuka (1992) made a similar observation that males had twice as much time as girls for studying.

Regarding the issue of the female generally disadvantaged in academic requirement for entry into higher institutions, majority of the two categories of respondents disagreed to it. At least half of each category of respondents thinks that the statement is not true. Nevertheless, the question one will be tempted to ask is this, if females are not disadvantaged in academic requirement for entry into higher institutions, then why their low enrolment in these institutions? The views of the respondents who disagreed to the statement were however, opposed by Ankomah (1990), who found that in the Brong Ahafo Region of Ghana, females participation in secondary school education was relatively very low as compared to their male counterpart. Agu and Hamad (2000) made a similar observation, from their study of the influence of the home environment on the academic achievement of secondary school girls in Zanzibar that, parents know the essence of education, but always prefer higher education for

their male children than the female ones. These might have been some reasons for low enrolment of females in higher institutions.

To qualify one for entry into the teacher training college in Ghana, one must have a pass in science and mathematics. Concerning this, respondents' views were sought on the issue of males outperforming girls in science and mathematics. The opinion of both tutors and direct entry students is that, males actually perform better than girls in science and mathematics do. Majority of tutors and direct entry students forming 63.9% and 79.5% respectively agreed to the statement. The respondents view of males performing better than girls in science do and mathematics is related to the findings of Lockheed and Komena (1988), that, males outperform females in mathematics, after they carried out a research in some African countries. Similarly, Eshun (1999) concluded that mathematics achievement of secondary school students in Ghana in 1993, the males' achievement was higher than the females'. The poor performance of girls in Mathematics and Science could be due to certain reasons like gender bias in instructional material. Concerning this bias in the instructional material, Brush (1985), noted that it could be reasonably assumed that girls derive some kind of message from the way women are mentioned in textbooks, which can effect the aspirations of the girls. However, those who disagreed formed a significant percentage of 36.5%, they might be thinking that there is no difference between the performance of males and females. Their view on the equal performance of both male and female in science and mathematics is in line with the findings of Hoffer (1995), that, there is no statistically significant

difference between the performance of males and females in science. If the respondents' view is that, females are generally weak in science and mathematics which is core to most qualifications into higher institutions, then providing a ground for them such as the access course in order to upgrade their knowledge in these subjects is a good idea.

Respondents were of the view that female teachers should be encouraged into the teaching profession. This is because they think that the female child in the rural community needs a female role model to stay in school. A high percentage of 92.3% and 86.8% of tutors and direct entry students respectively, support this view. Their strong support for the encouragement of the females in to the teaching profession may have come from their experience with them as teachers and students, which suggest that the presence of female role models is important.

Female teachers were also seen as better role models for female pupils in the rural communities. Table 11 shows that a little over 90% of tutors and almost 90% of direct entry students share this view. The implication of their responses is that, the female teacher in the rural community serves as a good role model for female children. The Girls Education Unit (2000) recognizes the significance of female role modeling in Ghana, when it was stated in a brief that, as part of the requirement to attract female teachers to rural areas where there were hardly any female role models, conditions in these areas were being improved. The respondent's support for the issue notwithstanding, some female teachers do not live up to the expectations of the community and the

teaching profession, such female teachers would rather have a negative impact on the female child. There is the move to increase the number of female role models in the community; however, care should be taken to recruit the best.

The last item to this research question was to find out whether there was the need to increase the number of female teachers at the basic education level. It is evident from Table 11 that the tutors and direct entry students both share the view that the number of female teachers should be increased at the basic education level. Their stand on this issue might have been influenced by their opinion about the previous statement on this research question. Even though the tutors are of this opinion, a significant percentage of them disagreed. Precisely, 48.1% of them think the number of females at the basic level should not be increased which could be because, many of them assume that female teachers at the basic education level form the greater percentage of teachers. The respondents made this wrong assumption probably because some of them are schooling and others working in the towns and communities where the number of female teachers seems to be higher than the male teachers.

From the forgoing discussion, there is strong indication that both the tutors and direct entry students appreciate the problems associated with the education and academic performance of females in Ghana. From Table 11, respondents were also aware of the benefits of female education and the role they can play in the teaching profession. This could be a reason for their firm support for the introduction of the access course in favour of the female. To these respondents, therefore, the encouragement of females in teacher training

institution, which will go further to increase the number of female teachers in the teaching profession and subsequently increasing the number of female role models in the rural communities, this is something that should be embraced by all. These views therefore justify the introduction of the access course in favour of the females.

Research Question 4: What is the opinion of tutors and direct entry students about the inclusion of males in the access course, which was exclusively for females?

The views of tutors and direct entry students were taken to find out their stand on the issue of including males in the access course that was implemented to increase female student enrolment in the Ghanaian teacher training colleges. Like the previous analysis, strongly agree and agree are combined to form agreement, and disagree and strongly disagree into disagreement. The issues on this research question included the better placement of the boy child to pass examination; male inclusion in the programme to help address the teacher demand in Ghana; male inclusion will defeat the initial objective of bridging the gender gap among teacher trainees, and finally, male inclusion to further widen the gender gap in the teaching profession.

Respondents who were made up of tutors and direct entry students were asked to indicate how strongly they agreed or disagreed with statements that concerned the inclusion of males in the access programme which was exclusively meant for females. Their responses are summarized in Table 12.

Table 12

Tutors' and Direct Entry Students' Opinion Regarding the Inclusion of Males in the Access Course

Statement	Tutors					Direct Entry				
	SA	A	D	SD	Total	SA	A	D	DA	Total
Male child in Ghana is better placed to pass his exam than the female	2 (3.8)	22 (42.3)	22 (42.3)	6 (11.5)	52 (100.0)	137 (44.0)	110 (35.4)	46 (14.8)	18 (5.8)	311 (100.0)
Inclusion of males in the Access course will help address teacher demand in Ghana	21 (40.4)	29 (55.0)	1 (1.9)	1 (1.9)	52 (100.0)	159 (51.1)	117 (37.7)	18 (5.8)	17 (5.5)	311 (100.0)
Including males will defeat the initial objective of bridging the gender gap among teachers	5 (9.6)	18 (34.6)	25 (48.1)	4 (7.7)	52 (100.0)	92 (29.6)	88 (28.3)	91 (29.3)	40 (12.9)	311 (100.0)
Including males will further widen the gender gap	4 (8.7)	2 (8.7)	23 (44.2)	23 (44.2)	52 (100.0)	27 (8.7)	27 (8.7)	110 (35.4)	147 (47.3)	311 (100.0)

Note: Numbers in parentheses are in percentages.

Regarding the first statement, the analysis revealed that the tutors had the perception that the male child in Ghana does not have an advantage over his female counterpart to pass examinations. However, the difference between those tutors who are of the view that the male child in Ghana is better placed to pass examinations than his female counterpart and those who did not support the view is not great. This is because 53.8% of the tutors disagreed with the statement while 46.1% agreed with it. The first statement was important because of the general notion by some people that the girl child in Ghana is saddled with so many obstacles that affect her education negatively, unlike their male counterparts. Even though most of the tutors disagreed to the statement that boys have an advantage over girls to study and pass examination, the direct entry students differed with them in this view by agreeing to the statement. The tutors views were similar to those of Ankomah (1990), who found out in his study of female participation in secondary school education in the Brong Ahafo Region of Ghana, that girls time is not overused by their parents to an extent that their academic achievement and further education will be adversely affected. On the other hand, the opinion of the direct entry students is supported by a study on girls' education in Malawi, Davidson and Kanyuka (1992) observed that, the male student had twice as much time to study than their female counterparts. They found out from their

study that, while the males spent 37.8% of their time on domestic chores; the girls spend 68% of their time on similar task.

It is an explicit fact that lot of teachers are still needed to fill vacancies that exist in the Ghanaian basic schools in order to enable the nation implement its educational reforms successfully. The assertion is evident in the Anamuah Mensah committee's report in 2002. Where it is reported that in the 2000/2001 academic years, the vacancies that existed for the classrooms at the basic education level were 19,141, which is difficult for the initial teacher training institutions in Ghana to satisfy. From the finding summarized on Table 12, the tutors were of the opinion that, the males should be included in the access course, because, they thought it would help address the teacher demand in the Ghanaian basic schools. Majority of over 90% of tutors shared this view with less than 4% of them disagreeing with the view. The direct entry students equally share this view with the tutors. However, the number of students who agreed with the view is less than that of the tutors, and the number who disagreed is more than that of the tutors.

References to Table 12 shows that, tutors and direct entry students had different opinions about the general perception that. The inclusion of males in the access course can defeat its initial objective of bridging the gender gap among teacher trainees. Less than 50% of tutors thought that the initial objective of introducing the programme for teacher training colleges would be

defeated because of the inclusion of males. This view of tutors implies that, for tutors, the inclusion of males in access course is laudable, their opinion could result from their perception of girl child education, since most people tend to ask questions about the future of the boy child whose education is not emphasized like the girl child. On the part of the direct entry students, more than half of them think that, including males in the programme will defeat its initial objective. Their view could have also come from the fact that even with the access course their female colleagues in the college are still few.

The existence of gender disparity among teacher trainees and Ghanaian basic school teachers is not doubted. According to Anamuah-Mensah Committee report in 2002, between the period 1995/1996 and 2001/2002 academic years, the male and female ratio of the total enrolment in the teacher training colleges stood at an average of 3:2. Even with these statistics, both tutors and direct entry students disagreed to the statement that, the inclusion of males in the access course would further widen the gender gap that exists among teacher trainees in the country. With this, one can conclude, therefore, that both tutors and students are probably ignorant of the statistics available on the male and female ratio among teacher trainees and even among the teachers in the classrooms.

The conclusion that can be drawn from the above responses of tutors and direct entry students indicate that, largely, the tutors thought that there was nothing wrong including the males in the access course. However, the direct entry students thought that, even though the idea is good, it would defeat the initial objective of bridging the gender gap among teacher trainees with the males outweighing the female, since the male child is better placed to pass his examination than the girl child in Ghana does.

Research Question 5: What is the opinion of tutors and direct entry students about the differential admission requirement by gender?

Respondents were given the option to again choose from a four point likert-type scale, which ranged from strongly agree to strongly disagree. The statements were based on the research question stated above and the responses of the subjects are summarizes in Table 13.

Table 13

Tutors' and Direct Entry Students' Opinion of the Differential Admission Requirement of the Access Course

Statement	Tutors					Direct Entry Students				
	SA	A	D	SD	Total	SA	A	D	SD	Total
Higher entry requirement for	2	21	23	6	52	52	86	83	90	311
male access candidates is justifiable	(3.8)	(40.4)	(44.2)	(11.5)	(100.0)	(16.7)	(29.0)	(26.7)	(27.6)	(100.0)
The favourable concession										
to female for access course is	5	28	15	4	52	83	128	65	35	311
justifiable	(9.6)	(53.8)	(28.8)	(7.7)	(100.0)	(26.7)	(41.2)	(20.9)	(11.3)	(100.0)
The favourable concession	3	12	24	13	52	49	54	126	82	311
for females will make them inferior	(5.8)	(23.1)	(46.2)	(25.0)	(100.0)	(15.7)	(17.4)	(40.5)	(26.4)	(100.0)
The requirement	12	12	24	4	52	90	67	115	39	311
should be the same for both sexes	(23.1)	(23.1)	(46.2)	(7.7)	(100.0)	(28.9)	(21.2)	(37.0)	(12.5)	(100.0)
The favourable concession will attract	3	12	24	13	52	57	66	117	71	311
Dull and lazy trainee	(5.8)	(23.1)	(46.2)	(25.0)	(100.0)	(18.3)	(21.2)	(37.6)	(22.8)	(100.0)

Note: Numbers in parentheses are in percentages

From the data presented on Table 13, 55% of tutors disagreed to the statement that the requirement for the access course for males should be higher than for the females. As tutors of the training college, they see no reason why there should be discrimination against males in the qualification for the access. They might have shared the same opinion with researchers who observed that there is no gender difference between male and female achievement in mathematics, English Language and Science, which are core to the grading at the senior secondary school and which influences the grades of students. Almost the same percentage of the direct entry students shared this view with tutors. The opinion of tutors and direct entry students on the above issue implies that the respondents oppose the access course entry requirements of aggregate 26 for females and 25 for male in six subjects as it stands at the time of the study.

One may conclude that, since more than half of the tutors and the direct entry students are of the opinion that higher qualifications for the males is not justified, then they will also disagree that the favorable concession for the females is justified. This is however not the case, because even more tutors of a little over 60% and 67.9% of direct entry students agree that the favourable concession is justified.

Respondents' views were also sought on the effect of the favour given to females in terms of qualification for the access course. Majority of each category of respondents disagreed that this favour would make the female access entry student belittled in the college. One may assume that

the tutors as well as the direct entry students would have considered the female access entry students as inferior students because they could not qualify directly for the teacher-training course but were given a favour as female and taken through a remedial programme to enter the college. The opinion of the tutors and the direct students on this statement might have arisen from the fact that the tutors taught these students and the direct entry students sat in the same class with some of them. Therefore, they knew the ability and personality of the female access student in the college. The access entry students do not just gain admission into the college after the tutorials, but they must pass an examination after the tutorials in order to qualify any one of them for admission into the college. Therefore, with their experience from the course, they have proved beyond doubt that they are capable of coping with the teacher-training programme, thus their tutors as well as their colleague direct entry students did not perceive them as inferior students.

Concerning the issue of demanding equal qualification from both sexes, a little over 50% of tutors were not in support of this view that the same entry requirement should be demanded from both males and females. Almost the same percentage of direct entry students did support the view. However, the percentage of direct entry students that agreed to equal requirement for both sexes is quite significant, specifically, they form 49.5% of the direct entry students. The reason for the opinion of the direct entry students who disagreed may be that, male trainees who form majority

of this category of respondents might have realized that males form majority of teacher trainees in their respective classes. Therefore, they think that with equal opportunity to the sexes the gender gap among them in the classes will further widen.

The tutors and direct entry students were also required to express their opinion on whether the favourable concession granted the female for the access course would attract dull and lazy teacher trainees. Majority of the tutors and direct entry students disagreed to this statement, but with the percentage of tutors higher than the direct entry students. This view of both groups of respondents could be from their interaction with access students at least for two years and probably the performance of the access student in the class and college as a whole.

From the above analysis, one can draw a conclusion that, even though both category of respondents think that higher entry requirement should not be demanded from the male, they think that this differential admission requirement which, favours females is not bad after all, since it does not belittle them nor attract dull and lazy female teacher trainees.

Research Question 6: What academic and social challenges do the access entry students' face in the college?

The research question 6 sought the opinion of the access entry students about the academic and social challenges which they faced in college. With regards to this, they were asked about how their colleagues direct entry students and tutor regarded them in terms of their academic

capability in class and in discussion groups. They were also asked whether they occupied student leadership positions and the challenges they faced. These questions were important because, occupying a student leadership position could be a yardstick for measuring the social relations of student.

Table 14 summarizes the views of the access students about the academic challenges that are posed to them by their tutors, direct entry students and the courses that they were deficient in before the access course, while in college.

Table 14

Academic and Social Challenges Faced by Access Entry Students in the College

	Responses of Access Entry Students				
Statement	SA	A	D	SD	Total
Am readily accepted into discussion groups dominated by DE students	31 (55.4)	19 (33.9)	3 (5.4)	3 (5.4)	56 (100.0)
Tutors regarded me as student who could not cope with the TTC course	4 (7.1)	14 (25.0)	17 (30.4)	21 (37.5)	56 (100.0)
Tutors related to positively in first and second year	29 (51.6)	21 (37.5)	4 (7.1)	2 (3.6)	56 (100.0)

Table 14 Continued

	Responses of Access Entry Students				
Statement	SA	A	D	SD	Total
DE students looked Down on me in the first year	18 (32.6)	19 (33.9)	10 (17.9)	9 (16.1)	56 (100.0)
DE students relate to me better in second year	30 (53.6)	17 (30.4)	7 (12.5)	7 (3.6)	56 (100.0)
I do encounter difficulties in the subject I was deficient in before the access course	7 (12.5)	15 (26.8)	17 (33.9)	15 (26 8)	56 (100.0)

Note: Numbers in parentheses are in percentages

According to Table 14, most of the access entry students do not have any problem joining and contributing to discussion groups that are dominated by direct entry student. Precisely, over 80% of them agreed to the first statement on the table while a little over 10% disagreed to it. Out of 56 access students in the study, only six of them said they were facing problems in joining and contributing to discussion groups that were dominated by direct entry students. Therefore, a conclusion should not be drawn that this trend is good, even though majority of them did not face problems, a few did. If they did it could be that such student were seen by the direct entry students as probably not active. Situations like this should

not be surprising because it is normal for students who are not even access students to face similar problems. Nonetheless, it should be minimized.

As to how they were regarded by tutors in the college in the first year they were admitted, a positive statement was put for them to agree or disagree with. From Table 14, one would realize that majority of them indicated disagreement to the statement that in their first year of admission they were regarded by tutors as weak students who could not cope with the teacher training course. However, a substantial percentage of over 30% of them agreed that tutors considered them as weak students who could not cope with the teacher-training course. A conclusion could be drawn that, at least some tutors either made some verbal or non-verbal utterances towards these students that suggested to some of the access students that they are weak since they could not gain admission directly into the college.

Further from Table 14, majority also indicated that tutors related to them positively in both their first year and in their second year in college. Their opinion about the second statement and this is quiet similar. This implies that tutors did not relate to access students in any way that could put undue pressure on their studies as well as their stay in the college.

The views of the access students were also sought on their relationship with their colleagues who are direct entry student in their first year at college. About 66% of them agreed that, unlike the tutors their colleague who were direct entry students looked down on them in the first year. The different attitudes posed by the tutors and direct entry students

could be because; the direct entry students were able to identify their colleague access students, which may not have been possible by most of the tutors. It is easy for the direct entry students to do this because the access students report weeks after the direct entry students have reported and settled in the college.

As to whether the direct entry students had changed their attitude toward them in the second year, most of them agreed that there was an improvement over the first year. This improvement of direct entry students' attitude towards the access entry students in second year could be because of the access students' better performance in all areas at the college, example performance in their semester examinations.

The final statement on Table 14 concerned the difficulties that the access students are encountering in the subjects that they were deficient in before the access course. In fact, majority of them disagreed that they were encountering difficulties in those subjects. However, a good percentage of about 39.3% of them indicated that they were facing difficulties in learning these subjects. One therefore wonders the impact of the access course on such students. Their difficulty in these subjects could result from lack of practice.

Table 15 contains the summary of access entry students who occupied student leadership positions in the college.

Table 15

Position held by Access Entry Students in the College

Position	Frequency	%
Class monitor	7	12.5
Dormitory monitor	13	23.2
School prefect	8	14.3
Student Representative Council	4	7.1
None	24	42.9
Total	56	100.0

The findings on Table 15 indicate that, out of the 56 access students in the study 7 of them were class monitors, 13 were dormitory monitors, eight were school prefects and 4 were Student Representative Council (SRC) representative. From the data, majority of 34 out of 56 of them occupied student leadership positions in the college. Since student leadership positions are usually occupied by second year students, there is an indication that the social relation of the access student in college is quiet good. In addition, the way they were perceived by direct entry student has improved and both access and the direct entry colleagues have it that they possess some leadership qualities and for that matter could occupy leadership positions in the college, therefore, it is evident that colleagues

regarded them as equals by all standards. This may be the reason for the high number of access entry students on the prefectoral board.

Table 16 contains data summary on the access students who did not face or faced some challenges during the campaigns for the positions they occupy.

Table 16

Whether Access Students Faced Problems in their Campaigns

Response	Frequency	%
Yes	2	6.25
No	30	93.75
Total	32	100.0

From the evidence on Table 16, only two students out of the 32 access entry students who occupied student leadership positions indicated that they faced problems during campaign for the positions. The access students occupying student leadership positions were asked to indicate why they did or did not face any problem in campaign. Out of the 30 who said they did not face any challenge, 14 of them said they have all the qualities it takes to be a student leader. It is an indication these students actually believe in themselves as good in both social and academic abilities. Seven of them said they colleagues direct entry students did not recognize them as access entry students and 11 of them said they were nominated by their colleagues to act as students leaders. Their responses are an indication that

the access students are comfortable in the college with regards to academic and social life in their second year at college. Usually students who are academically weak and socially backward do not win in students' election or even their colleagues do not have confidence in them and for that matter will neither vote nor nominate them for any portfolio in the college.

One can therefore draw a conclusion from the above responses of subjects that, the access entry students face some challenges in the first year of admission. This is quite normal because, their tutors and direct entry colleagues having identified them as access entry students will look down on them, with the perception that they are weak and favoured to the college. These challenges will make it difficult for the Access entry students to cope easily in the college. However, these challenges were reduced by second year when the access entry student proved to direct entry students and tutors alike that they are capable of going through the teacher-training course successfully after taking part in academic and social discussions and the end of semester examinations.

Research Question 7: How do the access entry students perceive themselves in terms of social relationship and academic performance?

Research question 7 sought to find out how the access entry students perceived themselves in the college as pre-service teachers who were admitted through access course. Five statements on a Likert-type scale were used to seek their opinion on the above mentioned issue. Their responses were summarized on.

Table 17 represents the responses of access entry students on statements regarding how they perceived themselves as teacher trainees who did not gain admission into college directly but through the access course.

Table 17

Access Entry Students' Perception of Themselves as Teacher Trainees in the College

	Responses of access entry students				
Statement	SA	A	D	SD	Total
I do not regret Enrolling in College through The access course	46 (82.1)	8 (14.3)	0 (0.0)	2 (3.6)	56 (100.0)
Am adequately Prepared through the access course to cope with the TTC programme	39 (69.6)	14 (25.0)	3 (5.4)	0 (0.0)	56 (100.0)
I take active part In class activities	34 (60.7)	22 (39.3)	0 (0.0)	0 (0.0)	56 (100.0)
Am equally academically equipped just like most DE students.	38 (67.9)	17 (30.4)	1 (1.8)	0 (0.0)	56 (100.0)

Table 17 continued

	Responses of access entry students				
Statement	SA	A	D	SD	Total
I was referred in less than three subjects	30 (53.6)	13 (32.2)	5 (8.9)	8 (14.3)	56 (100.0)
I will be able teach to effectively in any Ghanaian basic school after completion	49 (87.5)	9 (10.7)	0 (0.0)	1 (1.8)	56 (100.0)
I rate myself Among the top In the class.	20 (55.4)	31 (42.9)	24 (1.8)	1 (0.0)	56 (100.0)

Note: Numbers in parentheses are in percentages.

The responses on Table17 signify that, concerning the first statement on any regret enrolling in college through the access course, majority of them forming more than 90% indicated that they had on regret at all gaining admission into the teacher training college through the access course. They also think that the access course was very beneficial to them because they were adequately prepared through it to cope with the teacher training progamme. Precisely, 94.6% of them agreed to the statement.

The responses on Table 17 also reveals that majority of them saw themselves as students who take active part in class activities and discussions. In comparing themselves with their colleagues direct entry students, again their opinions were sought. The evidence from Table 17

shows that more than three quarters of them saw themselves to be academically equally equipped just like their other counterparts.

They were also asked on the number of subjects they were referred in at the end of first semester examination. About 77% of them indicated that they were referred in less than three subjects in their first year end of first semester examination.

Their opinion was sought on whether they would be able to teach effectively in the Ghanaian basic schools after they have under gone the teacher-training programme. More than 90% of them agreed to the statement that they would be able to teach effectively in any Ghanaian basic school. Their ability to teach effectively in any Ghanaian basic school would be welcomed by all Ghanaians since the issue of quality education is the concern of all and in view of the report by Marsh and Peers (1981) that doubts were being raised by many people about the quality of teachers of late.

The last but not the least was how they rated themselves with the direct entry students in terms of academic capability. With this, more than 90% of them agreed that they rate themselves among the top 20 students in their classes. The rating might have come from their comparison of the direct entry students' performance in class and semester examination, and their own performance.

In conclusion, therefore, the Access entry students have a good perception of themselves at the college for they see themselves as good as any other good student. In connection with the significance of perception, Worthman and Luftus (1992) saw it to be a process of deriving the human being in his/her actions and behavioural patterns and by which the human being obtain knowledge about the world. Therefore the action and behavioural patterns of human are determined by perception, thus having a good perception of themselves in the college will make a positive impact on the access students' training in the college.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Research Process

The main objective of the study was to find out the opinion of tutors and students about the Teacher Education Division (TED) access course and teacher trainees who are enrolled into college through the course. Even though, there is equal access to formal education for all, at all the level of education in Ghana, there is low enrolment of females at the teacher training colleges in Ghana. So in order to increase female enrollment in the colleges, i.e. TTCs in Ghana, the access course was introduced. However, we do not know how the tutors of the training colleges and students who gained direct entry to the college perceive the access entry students who were enrolled through this remedial programme. We do not also know how these people perceive the course, the inclusion of males in the course, and the different concessions given to male and female applicants for the programme. In addition, we do not how the students who are enrolled through access programme perceive themselves and what challenges they face in the college. The quest to provide information on the foregoing issues was the motivation for this study.

The descriptive survey design was adopted for the study. All the seven teacher training colleges in Northern Ghana were involved in the study. Six out of the seven colleges were purposefully sampled for the main study while the remaining one was used for the pre-testing of the instrument. Two training colleges were selected from each of the three Regions in Northern Ghana, which brought the number to six colleges. The study involved three categories of respondents namely tutors, direct entry students and access entry students. Due to the large population size, tutors who have more than two years experience in the teacher training college and all second year students were purposively sampled. In each of the selected colleges, the required sample for each of the three categories of respondents were selected using the independent random sampling technique, precisely the lottery method was used. One third of each category of respondents from each college was sampled for the study.

Three sets of questionnaire were developed by the researcher and used to collect data from the three categories of respondents from the various colleges. The questionnaires were pre-tested in Bimbila training college in the first week of April 2006, and its reliability coefficient was found using the Cronbach's Alpha, after which the questionnaires were revised. The actual data for the study was collected in the fourth week of June and the first and second weeks of July 2006. The questionnaire were distributed by the researcher herself assisted by one tutor from each college, and out of the 419 questionnaire distributed, all were retrieved.

Bimbila training college was preferred for the pre-test because it has all the characteristics of the other training colleges selected for the study, and because it is far away from the other colleges. Therefore, to avoid respondents in the other colleges from becoming aware of what is involved in the study, this measure was adopted.

The analysis of data was focused on how tutors and students perceive the access course and the access entry students, the inclusion of males in the programme, the concession to the females in the programme, how the access entry students perceived themselves and the challenges faced by them in the college. In examining the questionnaire, the views of the three categories of respondents on a four point Likert-type scale and few close questions were computed in averages, frequencies and percentages. The independent sample *t*-test was used to compare the means of access entry students and tutors, access entry students and direct entry students tutors and direct entry students.

Summary of Findings

The study reports a number of findings relating to how tutors and students perceive the Access course and students enrolled into college through the programme as well as the access entry students' perception about themselves and the challenges they face in the college. These findings are as follows.

1. There is a statistically significant difference between tutors and access entry students regarding the issue of the access course being a good method of selecting candidates for the teacher training programme.
2. The tutors and students had a positive opinion towards the access course and its objective. They believed that the access course is a good method of selecting teacher-trainees, and can aid in bridging the gender gap that exits between male and female teacher trainees in Ghana. Similarly, they think that it is a policy that can increase enrolment in the Ghanaian teacher training colleges, thereby meeting the teacher demand of communities, which lack teachers.
3. The tutors and direct entry students observed that the training given to the access entry students during the course has been able to upgrade their knowledge and enhance their general performance in college. Therefore, they saw the access entry students not as weak students favoured into the college, but as good students capable of going through the teacher training programmes successfully.
4. Tutors and direct entry students were aware of the need for female teacher role models for the girl child in rural communities, and that their number is limited due to some socio-cultural factors, which impede the education of most females. They therefore thought that the access course in favour of the female is justified since there is

the need to increase female enrolment in TTCs in order to meet the demand for female teacher role models in Ghana.

5. Tutors and direct entry students perceived the inclusion of males in the access course differently. While the tutors thought that, the inclusion of males was laudable, the direct of entry students thought that the males had every advantage to pass examination and their inclusion would defeat the initial objective of bridging the gender gap among teacher training college students.
6. Tutors and direct entry students were of the view that the favourable concession given to females interested in the access course would neither belittle them nor attract dull and lazy female teacher trainees. While tutors thought that the same concession should be given to both males and females, the direct entry students thought that the current admission requirement, which is favouring the female, should remain.
7. Access entry students did not encounter difficulties in learning subjects that they were deficient in before the access course. However, they faced challenges in both their academic and social life in college during the first year, but these challenges reduced by second year.
8. The access entry students had a good perception of themselves in college, both academically and socially and in their ability to teach effectively after completion of the teacher-training course. In

addition, they did not regret enrolling in college through the access course.

Conclusions

From the findings, the following conclusions were drawn.

1. The access course is accepted and respected by both tutors and students for its potential of bringing equity to the teacher training institutions in Ghana, its ability to select good teacher trainees, as well as its capability of helping communities which, lack teachers to meet their teacher demand.
2. Tutors and direct entry students acknowledged the academic capabilities of the access entry student in the college as a result of the access course. They are therefore convinced that the access course training is enough to prepare candidates for the teacher-training programme.
3. Both tutors and students see the introduction of the access course in favour of the females as justified, because of the numerous obstacles, which impede the education of the female in Ghana, and the need for female teacher role models in Ghana.
4. Tutors endorsed the inclusion of the males in the access course, because of their awareness of the intensity of teacher shortage in the Ghanaian basic schools. The direct entry students however, saw no need for including males in the access course, for they believe that

the objective for which the programme was instituted would be defeated.

5. The access entry students' life in the college was not without challenges, even though they were comfortable learning the subjects they were deficient in before the access course. The challenges however, reduced by the end of their first year in college.
6. The access entry students had a positive perception of themselves regardless of the way they were admitted into the college. Moreover, they were convinced that they would become effective teachers after the teacher-training course.

Recommendations

1. Both tutors and students endorsed the access course and its objectives. Therefore, access course should not be treated like other gender policies in Ghana which are usually put on the peripheral. This is because some colleges fail to get female students through the direct entry admissions, however, they do through the access entry admissions. Thus, the TED of GES should ensure that the MOE is fed with information on the access course regarding its significance and role in enhancing female students' enrolment and female education in general, so that emphasis could always be put on the access course in the national budget.

2. Since the access course has enhanced the general academic performance of access entry students, a similar course such as a two week pre-admission training could be organized for prospective direct entry teacher trainees, in order for every teacher trainee to be tuned for the TTC course before the start of the actual course.
3. Since both tutors and the direct entry students have seen the need for more female teacher role models for the girls in the rural communities, the Districts Assemblies should sponsor and bond more females taking part in the access course from deprived communities who would want to return to these communities after training. Similarly, NGOs who are interested in promoting girls education should not limit it to only increasing female pupils' enrolment at the basic level of education, but should look at how to increase the number of professional female teachers who serve as role models to these girls. These NGOs could do this by sponsoring females for the access course.
4. Since the access entry students face settling challenges, the Teacher Education Division of the Ghana Education Service and the Institute of Education- University of Cape Coast should streamline issues like the period of training, marking and reporting of the access students' results in order to ensure that the access entry students report to college the same time as the direct entry students. This will prevent discrimination in various forms at the college

against access entry students by their colleagues which forms part of the settling-in challenges.

Suggestions for Further Research

The study was restricted to the teacher training colleges in Northern Ghana, it could therefore study could be replicated in teacher training colleges in other parts of Ghana.

Also, a comparative study of the academic achievements of access entry students and direct entry students could be researched into.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

APPENDIX B

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR TRAINING COLLEGE TUTORS

Dear respondent, your college is among other colleges chosen for a research on the perception of tutors and students in the northern training colleges about the access course.

This questionnaire you are being asked to complete forms part of the study. You are humbly required to read through the items carefully and respond to the items as independently and objectively as possible. Any information you will provide will be treated as confidential, and will be used solely for academic purposes. Therefore, you need not supply your name.

Your cooperation and participation to ensure the success of the study would be very much appreciated. Thank you for taking time to help with the research.

INSTRUCTION: Please supply a tick (√) in the box or the appropriate response where applicable.

SECTION A: BIODATA

1. Gender:

1. Male [ ]

2. Female [ ]

2. How long have you being teaching in a teacher training Institution?

1. 3 – 6 years [ ] 2. 7 – 9 years [ ] 3. 10 and above [

SECTION B: TUTORS PERCEPTION OF THE ACCESS COURSE:

Please read carefully and select the response which best expresses your opinion about each statement by ticking (√). (4) Strongly Agree (3) Agree (2) Disagree (1). Strongly Disagree)

Statement	(4) Strongly Agree	(3) Agree	(2) Disagree	(1). Strongly Disagree
3.There is the need to increase enrolment in teacher training colleges.	4	3	2	1
4. The Access Course is a good method of selecting teacher trainees without the requisite academic requirement.	4	3	2	1
5. Similar remedial programmes like the Access Course should be organized for all other potential teacher trainees.	4	3	2	1
6. The Access course can bridge the gender gap between male andfemale teacher ratio in the country.	4	3	2	1
7. The Access course is a good policy that can increase participation in Teacher Education.	4	3	2	1
8. The Access course will help deprived communities in Northern Ghana to meet their teacher demand.	4	3	2	1
9. A centre for the access course should be located in one of the three Northern Regions of Ghana.	4	3	2	1
10. The Access course will encourage the production of poor quality teachers in Ghana.	4	3	2	1
11. Six week orientation classes are enough for the access course candidates to equip them for the teacher training course.	4	3	2	1
12. The period of training for the Access Course candidates should be extended by two weeks.	4	3	2	1
13. The period of training for the Access Course candidates should be reduced by two weeks.	4	3	2	1
14.People from the rural and deprived communities who are interested in taking the access course should be sponsored by the Government.	4	3	2	1

SECTION C: TUTORS' PERCEPTION OF THE ACCESS COURSE STUDENTS

15. How would you agree to the statement that weak students are favoured into the college through the access course?
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4 Strongly Agree.

16. How would you rate the academic performance of the access course students in the subject(s) you are teaching?
    1. Excellent
    2. Good
    3. Fair
    4. Poor
    5. Others. Please specify.....

17. How would you rate the Access course students' participation in classroom discussions and activities?
    1. Excellent
    2. Good
    3. Fair
    4. Poor
    5. Others. Please specify.....

18. Would you say their performance in the college is enough to prepare them adequately for teaching in the basic schools of Ghana?

    1. Yes [ ] 2. No [ ]

19. (a) If Yes to question 19, please give the main reason.

……

……

(b). If No to question 19, please give the main reason.

……

……

20. Do you think the access course students are capable of becoming student leaders? 1. Yes [ ] 2. No [ ]

21. How would you rate their leadership capabilities?

1. Excellent [ ] 2.Good [ ] 3. Fair [ ] 4. Poor [ ]

5. Others…….....

4) Strongly Agree (3) Agree (2) Disagree (1). Strongly Disagree)

SECTION C: TUTORS' PERCEPTION OF THE ACCESS COURSE STUDENTS

15. How would you agree to the statement that weak students are favoured into the college through the access course?

1. Strongly Disagree
2. Disagree
3. Agree
4 Strongly Agree.

16. How would you rate the academic performance of the access course students in the subject(s) you are teaching?

1. Excellent
2. Good
3. Fair
4. Poor
5. Others. Please specify.....

17. How would you rate the Access course students' participation in classroom discussions and activities?

1. Excellent
2. Good
3. Fair
4. Poor
5. Others. Please specify.....

18. Would you say their performance in the college is enough to prepare them adequately for teaching in the basic schools of Ghana?

1. Yes [ ] 2. No [ ]

19. (a) If Yes to question 19, please give the main reason.

……

……

(b). If No to question 19, please give the main reason.

……

……

20. Do you think the access course students are capable of becoming student leaders? 1. Yes [ ] 2. No [ ]

21. How would you rate their leadership capabilities?

1. Excellent [ ] 2.Good [ ] 3. Fair [ ] 4.Poor [ ]

5. Others…….....

SECTION D: THE DIFFERENT CONCESSIONS GIVEN TO MALES AND FEMALES ON THE ACCESS COURSE:

Statement	(4) Strongly Agree	(3) Agree	(2) Disagree	(1). Strongly Disagree
22. Cultural practices in Ghana affect females' performance in senior secondary school examination.	4	3	2	1
23. Females' domestic responsibilities affect their general academic Performance.	4	3	2	1
24. Females are generally disadvantaged in academic requirement for entry into higher institutions.	4	3	2	1
25. Males do perform better in science and mathematics than females do at the secondary school level.	4	3	2	1
26. Females do perform better in English than males do at the secondary school level.	4	3	2	1
27. It is justifiable to demand higher entry requirement for the Access course from male candidates than from female candidates.	4	3	2	1

28. It is justifiable to give a favourable concession to the females in the access course.	4	3	2	1
29. The favourable concession given to the females in the access course will make them inferior/belittled.	4	3	2	1
30. The requirement for the Access course should be equal for both males and females.	4	3	2	1
31. The advantage given to the females in the Access course will attract dull and lazy female teacher trainees.	4	3	2	1
32. Giving the same concession to both sexes will further widen the gap between male/ female teacher ratio with the males outnumbering the females.	4	3	2	1

SECTION E: NEED FOR FEMALES' PARTICIPATION IN TEACHER EDUCATION

Statement	4	3	2	1
33. Females should be encouraged into the teaching profession because they are more stable in the job.	4	3	2	1
34.The female child (girl-child) in Northern Ghana needs a female role model to stay in school.	4	3	2	1
35. Female teachers serve as better role models for female pupils in the rural communities.	4	3	2	1
36. Female teachers are few at the basic level of education in Ghana Therefore, their number should be increased.	4	3	2	1
37. Increasing the female enrolment in the teacher training colleges through the access course can increase the number of female teachers in the rural and deprived communities.	4	3	2	1

SECTION F: THE INCLUSION OF MALES IN THE ACCESS COURSE:

Statement	4	3	2	1
38. The male child (boy-child) in Ghana is better placed to pass his examination than the female child (girl-child).	4	3	2	1
39. The inclusion of males in the programme will help address the teacher demand in the country.	4	3	2	1
40. The inclusion of boys in the access course will defeat the initial objective of bringing about 50:50 male/female teacher ratio in Ghana.	4	3	2	1
41. Males should be included in the access course because teacher demand has taken precedence over gender disparity.	4	3	2	1
42. Boys should be excluded from the programme because this will further widen the gender gap in the teaching profession.	4	3	2	1

Thank you very much once again for taking time to help with the research.

APPENDIX C

UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR DIRECT ENTRY STUDENTS

Dear student, your college is among other training colleges chosen for a research on the perception of tutors and students of training colleges in Northern Ghana about the Access Course. The questionnaire you are being asked to complete is part of the study. You are humbly required to read through carefully and respond to the items as objectively and independently as possible.

Any information you will provide in this document will be considered as confidential; therefore do not write your name on it. Your co-operation and participation to ensure the success of this study would be highly appreciated. Thank you very much for taking time to help with the research.

SECTION A: BIODATA: Read the items carefully and please supply a tick (√) in the box or supply the appropriate answer in the space provided.

1. Gender: 1. Male [ ]
   2. Female [ ]

SECTION B: PERCEPTION OF THE ACCESS COURSE. Please read carefully the following statements in the table and supply a tick (√) in the appropriate box how strong you agree or disagree with the statements. (4) Strongly Agree (3) Agree (2) Disagree (1) Strongly Disagree

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly disagree 1
2. There is the need to increase enrolment in teacher training colleges.	4	3	2	1
3. The Access Course is a good method of selecting teacher trainees without the requisite academic requirement.	4	3	2	1
4. Similar remedial programmes like the Access Course should be organized for all other potential teacher trainees.	4	3	2	1
5. The Access course can bridge the gender gap between male and female teacher ratio in the country.	4	3	2	1
6. The Access course is a good policy that can increase participation in Teacher Education.	4	3	2	1

7. The Access course will help deprived communities in Northern Ghana to meet their teacher demand.	4	3	2	1
8. A centre for the access course should be located in one of the three Northern Regions of Ghana.	4	3	2	1
9. The Access course will encourage the production of poor quality teachers.	4	3	2	1
10. Six week orientation classes are enough for the access course candidates to equip them for the teacher-training course.	4	3	2	1
11. The period of training for the Access Course candidates should be extended by two weeks.	4	3	2	1
12. The period of training for the Access Course candidates should be reduced by two weeks.	4	3	2	1
13.People from the rural and deprived communities who are interested in taking the access course should be sponsored by the Government.	4	3	2	1

SECTION C: PERCEPTION ABOUT THE ACCESS COURSE STUDENTS.

14. How would you rate the academic performance of your classmates who are

Access Course students?

5. Excellent [ ]
4. Good [ ]
3. Fair [ ]
2. Poor [ ]
1. Others (Please specify)……

15. How would you rate the performance of the Access Course students in your class discussions?

5. Excellent [ ]
4. Good [ ]
3. Fair [ ]
2. Poor [ ]
1. Others (Please specify)……

16. Is there an Access Course student in your discussion group?

1. Yes [ ]
2. No [ ]

17. If Yes to question (19). How would you rate his/her performance in the group?

5. Excellent [ ]
4. Good [ ]
3. Fair [ ]
2. Poor [ ]
1. Others (Please specify)……

18. Do you think the Access Course students are capable of becoming student leaders?

    1. Yes [ ]
    2. No [ ]

19. If Yes to question (21). How would you rate their leadership capabilities?

    1. Excellent [ ]
    2. Good [ ]
    3. Fair [ ]
    4. Poor [ ]
    5. Others
    6. (Please specify)……

SECTION D: THE DIFFERENT CONCESSION GIVEN TO THE DIFFERENT GENDER GROUPS, (MALE AND FEMALE).

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly disagree 1
20. Cultural practices in Ghana affect females' performance in senior secondary school examination.	4	3	2	1
21. Females' domestic responsibilities affect their general academic Performance.	4	3	2	1
22. Females are generally disadvantaged in academic requirement for entry into higher institutions.	4	3	2	1
23. Males do perform better in science and mathematics than	4	3	2	1

females do at the secondary school level.				
24. Females do perform better in English than males do at the secondary school level.	4	3	2	1
25. It is justifiable to demand higher entry requirement for the Access course from male candidates than from female candidates.	4	3	2	1
26. It s justifiable to give the females a fvourable concession in the access course.	4	3	2	1
27. The favourable concession given to the females in the access course will make them inferior/belittled.	4	3	2	1
28. The requirement for the Access course should be equal for both males and females.	4		2	1
29. The advantage given to the females in the Access course will attract dull and lazy female teacher trainees.	4	3	2	1
30. Giving the same concession to both sexes will further widen the gap between male/ female teacher ratio with the males still outnumbering the females.	4	3	2	1

SECTION E: NEED FOR FEMALES PARTICIPATION IN TEACHER EDUCATION

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly disagree 1
31. Females should be encouraged into the teaching profession because they are more stable in the job.	4	3	2	1
32. The female child (girl-child) in Northern Ghana needs a female role model to stay in school.	4	3	2	1
33. Female teachers serve as better role models for female pupils in the rural communities.	4	3	2	1
34. Female teachers are few at the basic level of education in Ghana, therefore their number should be increased.	4	3	2	1
35. Increasing the female enrolment in the teacher training colleges through the access course can increase the number of female teachers in the rural and deprived communities.	4	3	2	1

SECTION F: THE INCLUSION OF MALES IN THE ACCESS COURSE:

Statement	4	3	2	1
36. The male child (boy-child) in Ghana is better placed to pass his examination than the female child (girl-child).	4	3	2	1
37. The inclusion of males in the programme will help address the teacher demand in the country.	4	3	2	1
38. The inclusion of boys in the access course will defeat its initial objective of bringing about 50:50 male/female teacher ratio in Ghana.	4	3	2	1
39. Males should be included in the access course because teacher demand has taken precedence over gender disparity.	4	3	2	1
40. Boys should be excluded from the programme because this will further widen the gender gap in the teaching profession.	4	3	2	1

Thank you very much once again for taking time to help with the research.

APPENDIX D

UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR THE ACCESS COURSE STUDENTS

Dear student, your college is among other training colleges chosen for a research on the perception of tutors and students of training colleges in Northern Ghana about the Access Course. The questionnaire you are being asked to complete is part of the study. You are humbly required to read through carefully and respond frankly to the items as objectively and independently as possible.

Any information you will provide in this document will be considered as confidential therefore do not write your name on it. Your co-operation and participation to ensure the success of this study would be highly appreciated. Thank you very much for taking time to help with the research.

SECTION A: BIODATA: Please read carefully and supply a tick (√) in the box or supply the appropriate response in the spaces provided.

1. Gender: 1. Male [ ]
   2. Female [ ]
2. Programme you are studying in the college: (e.g. Technical)

……

SECTION B: PERCEPTION OF THE ACCESS COURSE: Please read carefully the following statements in the table and supply a tick (√) in the appropriate box how strong you agree or disagree with the statements. (4) Strongly Agree (3) Agree (2) Disagree (1) Strongly Disagree

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly disagree 1
3. There is the need to increase enrolment in teacher training colleges.	4	3	2	1
4. The Access Course is a good method of selecting teacher trainees without the requisite academic requirement.	4	3	2	1
5. Similar remedial programmes like the Access Course should be organized for all other teacher trainees before the beginning of their first semester in the college.	4	3	2	1
6. The Access course can bridge the gender gap between male and female teacher ratio in the country.	4	3	2	1
7. The Access course is a good policy that can increase enrolment in teacher training colleges and in the teaching profession.	4	3	2	1
8. The Access course will help deprived communities in Northern Ghana to meet their teacher	4	3	2	1

demand.				

9. A centre for the access course should be located in one of the three Northern Regions of Ghana.	4	3	2	1
10. The Access course will encourage the production of poor quality teachers.	4	3	2	1
11. Six weeks orientation classes are enough for the access course candidates to equip them for the teacher training course.	4	3	2	1
12. The period of training for the Access Course Candidates should be extended by two weeks.	4	3	2	1
13. The period of training for the Access Course Candidates should be reduced by two weeks.	4	3	2	1
14. People from the rural and deprived communities who are interested in taking the access course should be sponsored by the Government.	4	3	2	1

SECTION C: ACADEMIC CHALLENGES:

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly disagree 1
15. I am readily accepted into discussion groups dominated by regular students.	4	3	2	1
16. During my first year in college, tutors regarded me as a weak student who could not cope with the teacher training course.	4	3	2	1
17. Now there is an improvement in how tutors used to relate and regard me in my first year.	4	3	2	1
18. Tutors related positively to me in my first year and they still do.	4	3	2	1
19. College mates who are direct entry students used to look down on me in class during my first year.	4	3	2	1
20. Now there is an improvement in how college mates used to relate to me in class during my first year.	4	3	2	1
21. I do encounter problems in studying the subject(s) I was deficient in before the access course.	4	3	2	1

22. Which of the following positions do you occupy in college?

(1) Class monitor [ ]

(2) Dorm monitor [ ]

(3) School Prefect [ ]

(4) SRC Rep [ ]

(5) ATRICONS Rep [ ]

(6) Others. Please specify……..

23. Did you face problems campaigning for the position as an access student?

(1) Yes [ ]

(2) No [ ]

(3) Others (e.g.) I was nominated to act [ ]

24. (a) If Yes to (21), please state the main reason ……

……

(b) If No to (21), Please state the main reason ……

SECTION D: PERCEPTION OF THE ACCESS COURSE STUDENTS ABOUT THEMSELVES:

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly disagree 1
25. I am not regretting for enrolling into the college through the access course.	4	3	2	1
26. The access course has prepared me adequately enough, making it easy for me to cope with the teacher training course.	4	3	2	1
27. I do participate actively in classroom activities like asking and answering questions.	4	3	2	1
28. Relatively, I am more academically equipped than most direct entry students are in my class.	4	3	2	1
29. Relatively, I am equally academically equipped just like my colleague direct entry students.	4	3	2	1
30. Academically, I will rate myself among the top 20 in my class.	4	3	2	1
31. I am a relatively good student because I was referred in less than three subjects.	4	3	2	1
32. I will be able to teach effectively in any Ghanaian basic school after completion of the course.	4	3	2	1

Thank you very much once again for taking time to help with the research.