

UNIVERSITY OF CAPE COAST

COST OF BASIC EDUCATION AND ITS IMPLICATIONS ON HUMAN
RESOURCE DEVELOPMENT

BY

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2010

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

Name: Mercy Madiwe Akwamuwor

Supervisor's Declaration

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

Supervisor's Signature: Date:

Name: Mr. S.K Addo-Nkrumah

ABSTRACT

This study researches into the effect of cost of basic education on human resource development in the Teshie Township. Specifically, the study sought to examine the relevance of basic education to human resource development, what motivates parents to send their children to school, the effect of cost of basic education on access to basic education and implication of cost of basic education on human resource development.

Data for the study was collected from eighty nine (89) parents/guardians, fifty four (54) teachers, seventy (70) pupils and two (2) circuit supervisors using both closed and open ended questionnaires. The study found among others that there is great awareness among parents of the importance of basic education in a child's development, expected returns on investment is a motivation for sending a child to school. Also, factors found to influence access to quality basic education include: educational and income levels, level of awareness of the importance of education and the ability to afford quality tuition.

The study concludes that quality of human resource depends greatly on quality basic education. It is therefore recommended that basic education should be made totally free for the benefit of the whole society. However, in offering free basic education its quality should not be compromised for quantity.

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DEDICATION

To my father, WO1 Richard Akwamuwor, Mother, Mrs. Helen Akwamuwor as well as my husband Mr. Fidelis Avogo and children, Emmanuella Avogo and Miriam Avogo.

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ACRONYMS

DACF	-	District Education Common Fund
GET Fund	-	Ghana Education Trust Fund
HIPC	-	Highly Indebted Poor Countries
MOE	-	Ministry of Education
MOESS	-	Ministry of Education, Science and Sports
MOEYS	-	Ministry of Education Youth and Sports
UNICEF	-	United Nations Children's Fund
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Educational, Scientific, and Cultural Organization

CHAPTER ONE

INTRODUCTION

Background to the study

We live in a knowledge based era where human beings and knowledge serve as the most significant keys to sustainable development and prosperity. All other resources both natural and man-made depend on the knowledge, skills, abilities and good health of human beings to make them functional. Thus the human resource base of every economy is no doubt the backbone of that economy. It is of critical importance therefore that Ghana effectively develops and manages its human resource to enable it meet the challenges of today's competitive global world.

Basic education, like the foundation of a building, is the basis upon which further development of human resource is built. Basic knowledge acquired from basic education equips the individual with the foundation of educational capabilities such as being able to read, write, calculate, reason and argue. It also empowers the individual to be able to make choices and take advantage of many opportunities that may come in one's way as one goes through life. It is upon this foundation that further education in other areas of human development is built. Apart from the individual benefit, (basic) education from the standpoint of human resource development has the functional effect of developing the human being as

a resource for nation building. It has the immense social benefit through the multiplier effects of savings and consumption through employment. It equips the citizenry of a nation with the technical and organizational skills necessary for effective utilization of the society's natural resources for the creation of wealth and the provision and sustenance of economic development (Acheampong, 2006). Thus basic education is not only necessary for human development but also crucial for the development of every developing nation like Ghana.

Despite governments and stakeholders efforts towards achieving Ghana's educational goal of Universal Basic Education by 2015 there still leaves much to be desired. This is evidenced in the number of children of school-going age who are seen loitering around or selling on the streets of the major cities and towns during school hours. In many cases, the number of children who enroll in primary one diminishes by the time they reach primary six. Many factors contribute to this unfortunate situation. Among them is the rising cost of quality basic education which is not affordable to many parents and guardians. According to a Ghana Statistical Service report (Dansu-Manu, 2004), approximately 15 percent of the population of Ghana aged 6-14 years and 17 percent of the population aged 15 to 24 years have never attended school. A higher literacy rate is needed to adequately develop the human resource base of Ghana for accelerated national development. The discrepancy in the current level of basic education and the desired level that will make the citizenry adequately resourceful has therefore been a matter of great concern and of high priority to many governments,

knowing the importance of basic education to the development of human resource and for the development of the economy.

It is in recognition of the vital role of basic education to human resource development, that successive governments have initiated policies that will make basic education affordable and also mandatory to all. Policies like the Free Compulsory Basic Education (MOE, 1995), Capitation Grant and Ghana School Feeding Programme of 2005, to mention just a few are all aimed at making basic education affordable and accessible to as many a citizenry as possible. The issue of achieving a higher rate of literacy is not only a national problem but a global one as well. Universal Declarations such as the Millennium Development Goal 2: Achieving Universal Basic Education by 2015 (UNESCO, 2000) and the World Declaration on Education for All (UNESCO, 2000) are all efforts towards attaining a global literacy rate that will promote development and poverty reduction.

Problem statement

Access to quality basic education is recognized in many constitutions and international conventions as a right that must be enjoyed by every child notwithstanding his or her financial circumstances. However, access to basic education eludes a large number of children of school going age because of several challenges among which is funding. Funding has been identified as a challenge that limits access to quality basic education and hence the efforts towards achieving Universal Primary Education. This is due to the high poverty

levels, especially in the rural areas, inadequate funding for education investments and low enrolment and retention of girls in school (Aryeetey and Nimo, 2004).

Several educational reforms, including Accelerated Development Plan (1951), Education Act (1961) and Free Compulsory Universal Basic Education (1995) were put in place by previous governments of Ghana to address this challenge. In furtherance to this objective, the Capitation Grant was introduced in 2004 to address difficulties encountered in the implementation of previous policies and to expand access to basic education. These reforms to some extent have improved access to basic education, however, little has been achieved on the quality of basic education. A report by the Ministry of Education stated that “continuing to expand access to basic education and increasing physical inputs into the system are not effective unless the quality of activities at the school level improves significantly” (MOE, 1999). Results achieved through the reforms are not commensurate to the amount of efforts and resources utilised aimed at achieving quality basic education. Loopholes like poor teaching and learning outcomes, lack of management efficiency and inequitable access and participation are still problems persisting and yet to be solved, (MOE, 1996). These reforms put in place to address access to basic education have more often than not come with inadequate infrastructure and manpower to cope with the increase in enrolment. There seem to be a gap between the amount of funds actually available and the funds needed to adequately address the challenge of producing the desired quantity and quality of human resource needed by the nation. Some studies indicate below average performance in basic skills in English and Mathematics

among primary schools children in Ghana and attribute the reasons among others to include extra cost burden brought about by the introduction of cost sharing and decentralization (Addo-Adeku, Opare and Banini, 2003). Though basic education in Ghana today is tuition free, research has shown that the direct and indirect cost (including school levies) constitute a major deterrent to school attendance by many school going children, (Oduro, 2000). According to Oduro (2000), the high cost of schooling is often the most cited reason for non school attendance and the largest household expenditure on education is the provision of food and clothing, school levies and registration cost. Also Avotri (2000), confirms that indirect cost is a major factor affecting access to schooling, especially in the rural areas. The question that comes to mind in the face of inadequate funding is how free basic education can be made in Ghana to achieve quality universal basic education that will produce skilled and talented human resource to accelerate the development of the country. It must be noted that a poor system of basic education compromises the entire system of human resource development as further learning cannot be enhanced with a weak foundation in basic education. One area of employment that takes a large proportion of the workforce is the informal sector where many become self employed by undergoing further training in skills development such as tailoring, hair dressing, auto mechanics, etc. This accounts for about 80 percent of the labour force (Palmer, 2007). Studies noted that a weak basic education system undermines the quality and rate of knowledge as well as skill acquisition into this kind of training –apprenticeship, (Bochie and Ahadzie, 2004).

Although much is known about the causes of low enrollment and participation in basic education in Ghana, there is yet to be a solution to the persistent poor participation in basic education, especially among the rural and urban poor and how this affects human resource development. In view of the above, this study attempts to answer questions relating to how cost of basic education affects human resource development.

Objectives of the study

The general objective of the study is to determine how the cost of basic education affects access to quality basic education and its implications for human resource development.

Specifically the study seeks to:

- Establish the role of basic education in human resource development;
- Find out what motivates the acquisition of basic education;
- Discover how cost affects access to basic education; and
- Explain how limited access to basic education affects human resource development.

Research questions

To achieve the above objectives the study will attempt to answer the following questions:

- What is the role of basic education in human resource development?
- What motivates the acquisition of basic education?

- How does cost of basic education affects access to quality basic education?
- What implication has cost of basic education has on human resource development?

Significance of the study

It is hoped that findings from the research into cost implications of basic school on human resource development will provide first hand information on the implication of basic education on human resource development in the Teshie Old Town Community and Ghana as a whole. The findings will add to existing literature on funding and challenges of basic education in relation to human resource development. Besides, the findings shall also serve as policy variable to stakeholders who are into education. Finally, with several research works on basic education it is believed that this study will also serve as a guide to policy makers in the educational sector and also contribute to debate and discussions in developmental issues.

Scope of the study

Basic education in Ghana covers a period of 11 years comprising 2years in kindergarten, 6 years in lower primary and 3years in junior high school. The study covers students of upper primary that is, from class 4, 5 and 6 to junior high school. This is because the pupils/students in that category of basic school are better positioned to tell why they go to school and why they want a particular

chosen career. Other stakeholders in the educational sector such as teachers, circuit supervisors and parents are also involved in the study to give their views on the issues under study.

The period under study spans from 1995 when the Free Compulsory Universal Education was introduced to 2004 when the Capitation Grant was first introduced. The scope is limited to this period in order to make effective use of available time, monetary and logistical resource at the disposal of the study so as to achieve a comprehensive study.

Limitations of the study

A major limitation was encountered during the administration of questionnaires. Most of the indigenes in the sample area who are mostly fisher men and fish mongers are either illiterate or semi-literate. For that reason the questions had to be interpreted in the local language to those who could not read. Even though the questionnaire was revised after pre-testing to suit the educational levels of all, a few still found it difficult to answer some of the questions. Also quite a number of the questionnaires were not retrieved and others were also unanswered because respondents either misplaced the questionnaires or were too busy to answer them. Others also found the questions too demanding as they had to give reasons or explanations to the closed questions.

Another area of challenge was inadequate logistics and time resources. Basic education in the Ghanaian educational system starts with preschool up to junior high school and thus it would have been ideal to cover all stages of the

basic education. This however, could not be done due to lack of the necessary amount of resources and logistics that will enable the research cover all levels of basic education.

Outline of the study

The study is organized into five chapters. Chapter one covers issues on the research problem; background of the study, problem statement, the objectives, research questions, the significance, scope and outline of the study. The second chapter reviews the relevant literature in the following thematic areas; the meaning and purpose of basic education, importance of basic education to human resource development and cost of funding basic education. Chapter three discusses the methodology of study including the study design, profile of the study area, study population, sampling procedures, sources of data and data collection techniques, pretesting of data collection instruments and data presentation and analysis. Chapter four analyses the research data and presents findings of the analysis. In the fifth chapter recommendations are made after drawing conclusions based on the findings of the study. In this chapter also, the entire study was summarized. At the end of this chapter is an appendix containing the bibliography and sample questionnaires to teachers, parents, pupils and interview schedule to circuit supervisors.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Access to basic education by all has in recent times become a major development strategy by all nations every where in the world. This is due to the realization that development and reduction in poverty greatly depends on the amount and quality of the human resource base available to a country. Much has been said and written about the value of basic education in relation to human and national development, little however can be said of the cost of funding basic education and how it affects the formation of quality human resource.

It is in this regard that this chapter attempts to review some existing literature in the broad areas of:

- Meaning and purpose of basic education;
- Value of basic education to human resource development; and
- Cost of funding basic education.

The meaning and scope of basic education

Although the meaning and scope of basic education differs from country to country and thus makes it difficult to come out with a universal definition for basic education, there is a common understanding of its context and scope. In

whichever way one sees it, the meaning of the word 'basic' which is "providing the base or starting point from which something can be developed" (University of Cambridge, 2003) gives a common meaning to basic education. Many people however tend to associate basic education with only literacy or the ability to read and write and to do arithmetic calculation. But in recent times basic education has been given a new meaning as not merely literacy in the formal education but also a necessity for human survival. The Report of the World Conference on Education for All (United Nations, 1990) defines basic education as "education intended to meet basic learning needs; it includes instruction at the first or foundation level, on which subsequent learning can be based; it encompasses early childhood and primary (or elementary) education for children, as well as education in literacy, general knowledge and life skills for youth and adults; it may extend into secondary education in some countries". It further defines basic learning needs as; "the knowledge, skills, attitudes and values necessary for people to survive, to improve the quality of their lives, and to continue learning". This definition identifies basic education as the foundation upon which further learning can be developed. Basic education in this sense is not meant for only children but also for the adult who lacks the ability to read, write and do simple arithmetic calculation. Thus the definition of basic education is not simply the ability to read, write and calculate but also an "eye opener" or a means of exposure to all aspects of life.

The Report of Education Commission on Basic Education (MOEC, 1986) defines basic education in Ghana as "the minimum formal education to which

every Ghanaian child is entitled as a right, to equip him/her to function effectively in the Society”. Education in general is described as the process of providing the individual, either in a formal or non-formal system with the fundamental knowledge, values, attitude and behaviour patterns required for the full development and upliftment of the individual and that of the community in which he or she lives.

In the Ghana Education System, basic education consists of 6 years of primary education followed by 3 years Junior High School. There is also provision for a 2 year pre-school education for ages 4 and 5. Thus basic education in the Ghanaian context is the completion of at least an 11 year course in pre school through primary 1 to junior high school.

Basic education being the minimum level of education is recognized everywhere in the world as a right and not as a privilege that must be enjoyed by only the rich. This is why provisions have been made for the enforcement of this right both at the national and the international level. Article 26 of the Universal Declaration of Human Right declares that “Everyone has a right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory...”, (United Nations, 1948). Article 25(1) (a) of the 1992 Constitution of the Republic of Ghana further states that “all persons shall have the right to equal educational opportunities and facilities and with the view to achieving the full realization of the right, basic education shall be free, compulsory and available to all” , (The Republic of Ghana, 1992).

These provisions and many others recognize the importance of basic education to human development as well as the fact that cost is a major determinate to the achievement of that right. As a right, education is seen as an essential ingredient to the achievement of other rights. Education does not only create knowledge but also creates awareness of rights and opportunities. It is considered so on the basis that the ability to read and write will enable an individual to know his basic human right and also be empowered to demand for them. "As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty, and obtain the means to participate fully in their communities", (United Nations, 1999).

The purpose of basic education

The purpose of basic education is to give a child or an illiterate adult the necessary skills, knowledge and ability upon which he can develop further in terms of education and career. According to Lockheed and Verspoor, (1991) primary education has two main purposes:

- To produce a literate and numerate population that can deal with problems encountered at home and at work; and
- To serve as foundation on which further education is built.

The purpose of basic education in today's world of globalization has gone beyond the mere impact or acquisition of knowledge to the stage where once life depends on the knowledge acquired. In the earlier days of primary school,

children go to learn specific things like reading and writing that could not well be thought at home (Richards, Clayfields and Lofthouse, 1984). In today's world perhaps due to industrialization, the purpose of basic education has evolved from the basic aim of imparting reading and writing skills to teaching a child how to live on those skills or knowledge acquired from basic school. Thus the purpose of basic education can only be said to have been achieved if for instance a child is able to read and understand simple sentence, do simple arithmetic calculations and use those skills to extricate himself from difficulties he encounters in life as he grows. In other words the skills or knowledge acquired from basic education should enable a person make decisions and choices, take advantage of opportunities and contribute meaningfully to national development. Rand A. (1905-1952) a Russian born American Writer and a Novelist, says "The only purpose of education is to teach a student how to live his life-by developing his mind and equipping him to deal with reality...". (<http://www.teahermind.com/education.htm>).

Value of basic education to human resource development

The government places much emphasis on the development of the nation's work force in the Growth and Poverty Reduction Strategy (GPRS) II not only because it is a strategy to reducing poverty but also because "it is the most crucial key to the attainment of economic success..." (National Development Planning Commission 2005).

Basic education is key to the training of human resources because it prepares the grounds for all other areas of human development. To better understand the value of basic education to human resource development, it will be worthwhile to consider one or two definitions of the words 'resource' and 'human resource'. The free dictionary (<http://www.thefreedictionary.com>) defines 'resource' in relation to a person as "the ability to deal with difficult or troublesome situation effectively; initiative". Zimmermann (1964) also defined resource to include "anything upon which one can rely on for aid or support, a means to attain a given end and the capacity to take advantage of opportunities or to extricate oneself from difficulties". These definitions posit that a resource can be tangible or intangible once it can be relied on to achieve a given end and can therefore be found in human beings as well.

For the purpose of this research we would dwell on Zimmermann's definition to derive the meaning of human resource to mean any quality or attribute that is inherent in the human being and can be relied upon to achieve a goal or help the individual extricate himself from difficulties. Resource in this sense could be knowledge, skills, talents, good health, strength, etc. It must be emphasized that the mere existence of these qualities in a person does not make them resourceful unless they can be used to achieve a purpose or a goal. It is the functional capabilities of these qualities residing in the human body that makes the human being a resource. Of all the resources, whether man made or natural, tangible or intangible, objects or substance the human knowledge/resource is considered the most valuable. This is because it takes human beings to mobilize

capital, exploit resources, create market and in general put other resources into use.

From the understanding of what resource and human resource mean, we can safely say that human resource development is the nurturing of the inherent resource within the human being to make them functional. Habison (1976) broadly defined Human Resource Development as the process of building the knowledge, the skills, the working abilities and the innate capabilities of all the people in a society.

Education gives individual specific knowledge and skills that create and enhance the easy application of new technologies in economic activities (Acheampong, 2006). For example a farmer with literacy in basic education can easily understand the usage and application of modern technology in farming like the usage of fertilizer and modern equipment to increase productivity. Empirical research carried out by proponents of the human capital theory have proven that there is immense private and social benefits from basic education that far outweighs the cost of providing or acquiring it. Researchers like Schultz (1963) and Denison (1962) proved that basic education is instrumental in improving the productive capacity of a country's population. They argued that education improves the health, nutritional and knowledge status of the individual which in turn improves his productive capabilities. A person with at least the basics of education understands the issues of hygiene and knows what to do to prevent diseases that are contracted from a dirty environment. He or she will also be in a better position to afford a balanced diet and access available health facilities

whenever there is the need. A woman with basic knowledge in reading and writing can better take control of her reproduction and plan her family. These and other benefits of education contribute to make an educated populace healthy and strong which in turn enhance productivity and contribute to economic growth.

In some fields of literature the value of basic education to human resource development had been assessed in terms of the functional capabilities that can be achieved as a result of one being educated. These benefits can directly or indirectly be useful to the individual, community or the nation as a whole. The set of functional capabilities that a person can achieve defines his or her capability to 'do' and 'be' (Sen, 1992). Basic education capabilities include realized functioning such as being able to read, write, communicate, argue, count, calculate and reason well. Children who achieve the basic functions of reading and writing are able to for instance, read newspapers, argue reasonably during debates and make reasonable choices out of available opportunities. People with skills acquired from basic education could also defend themselves in court and effectively use healthcare facilities (Dreze and Sen, 2002). Also with basic education, literate mothers are able to make informed decisions on reproductive health issues and thus be able to reduce child and maternal mortality rates (Sen, 1999). The basic functional capability approach thus emphasizes on what a person can do for him or herself as a result of acquiring basic education.

It has also been proven through the Human Capital Theory that there is a direct relationship between basic education and economic development. Research conducted in the USA by Schultz, (1963) proved that an increase in investment in

human capital formation from 9 percent to 34 percent between 1900 and 1956 yielded a return in stock of capital worth \$180billion in 1930 and \$535 billion in 1957 respectively (Acheampong, 2006). Another study conducted by the Ghana Statistical Service (GSS, 1989) on Ghana Living Standard Survey, concluded that investment in basic education yields 28 percent in social returns.

From the forgoing, it is evident that basic education has a significant role in a nation's economic growth, the future earnings and productivity capacity of an individual and the social development of a nation.

Cost of funding basic education

Increase in enrollment in basic education is desirable but the cost of funding a free and compulsory basic education most often than not places the government in a conflicting situation in which it has to choose which to give priority; whether quantity or quality. Some people argue during debate on this issue that attention should be given to quantity first before quality but it must be noted that the essence of access or expansion will be meaningless if quality deteriorates.

During the First Extra Ordinary meeting in Addis Ababa by Africa Education Ministers to evaluate the first Decade of Education for All (1997), it was noted that about 50 million children are denied access to school due to inadequate funding of education by governments in the continent. UNICEF also estimates that international education aid has fallen by 30 percent over the decade. In the face of dwindling public resources towards the funding of basic education

many governments are forced to shift the burden of funding basic education unto parents through the policy of cost sharing. In developing countries like Ghana, it costs the poorest 40 percent of the population over 10 percent of their annual income to send two children to primary school (Colclough and Lewin, 1993). The Millennium Project also estimates that Ghana will need an average expenditure of 4.7 percent of its Gross Domestic Product (GDP) on education to achieve Universal Primary Education by 2015, (Aryeetey and Nimo, 2004). This represents 56 percent of the overall total resource requirement of the entire educational sector. The soaring cost of basic education coupled with inadequate sources of funding has made funding of basic education a shared responsibility between parents and government. Areas identified as key challenges to achieving Universal Primary Education include high poverty level in the rural areas, inadequate funding for basic education investment and the low enrolment and retention of girls in school, (Aryeetey and Nimo, 2004).

In Ghana, like many other developing countries the government has been the major financier of basic education with support from the donor agencies. Government sources have been from the Ministry of Education Budget, Ghana Education Trust Fund (GETfund), District Assemblies Common Fund (DACF) and the Highly Indebted Poor Countries (HIPC) debt relief funds. Other non-statutory funds to basic education are the local authority levies, private sector/non governmental organizations, community based organizations and the Education For All fund (EFA), (Akyeampong, Djangmah, Seidu, Oduro and Hunt, 2007).

Notwithstanding the souring cost of funding basic education and the dwindling source of donor support, data available indicate that enrolment in basic education has increased across the country and is still increasing due to the introduction of the Capitation Grant and School Feeding Program. Report indicates that nationwide Gross Enrollment Rates increased from 86.5 percent in 2003/2004 to 92.1 percent in 2005/2006 (MOESS, 2006). The negative side of it however, is that, the increase in enrolment as a result of these policies is stretching the limits of available resources and worsening the teacher pupil ratio. Whereas the Ministry of Education Strategic Plan (2003-2015) sets the national target of Pupil Teacher Ratio (PTR) as 35:1 for primary school, the PTR in the Upper East Region for instance stood at 57:1 in 2000/2005 (MOESS, 2006). With the massive increase in enrolment in primary schools and its corresponding overcrowding of classrooms, it is estimated that there will be a deficit of 1,048 classrooms to be built every year for the next four years in public basic schools in the country if the target of Universal Primary Education is to be met (UNICEF, 2007).

As the 2006 Education Sector Performance report indicates, many classrooms are overcrowded and “the absence of corresponding classrooms, teaching and learning materials and staff to match the ever increasing pupil population is affecting teaching and learning” (MOESS, 2006). A former Minister of Education, Science and Sports issued a directive in 2006 to all districts in the country to run the shift system “as a result of the unprecedented increase in the enrolment following the introduction of the Capitation Grant”. The

shift system is a system whereby two batches of pupils attend school, one batch in the morning and the other in the afternoon. This system poses a challenge to both parents and school authorities in their supervisory roles in ensuring that the children are actually in the classrooms learning where they are expected to be during lesson hours.

Until the introduction of capitation grant and school feeding programme, a greater number of children were out of school for a major reason that their parents/guardians could not afford to pay school fees to enable them attend school. Though a good number of children are still out of school for several other reasons, research has shown that cost has been a major factor for non school attendance by many children (UNICEF, 2007). This was a common situation in Ghana, especially in poor areas like the Northern Regions where enrolment rate is still low as compared to other regions and the quality of basic education is still poor. A research undertaken by ISODEC, (a local non governmental organization) in the districts of Tolon – Kunbungu and Savelugu in the Northern region of Ghana shows that there is 10 percent gap between enrolment rates for girls and boys, (Watkins K., Watt P., and Buston O., 2001). This is a region where about 70 percent of the population fall below the poverty line and depends heavily on rain-fed farming. In such a region, cultural factors favour the boy child education and when it comes to the choice of supporting a child in school with the meager family income the girl child is most often than not the one to fall out. In the same briefing paper by Oxfam, it was indicated that in Tolon, some parents withdrew their children from school because a head teacher insisted they wear school

uniforms which cost an average of GH¢5.00 at the time. This is in spite of the fact that school fees were subsidized by the Government.

Projections made on the requirement, resource envelope and gaps for basic education in the Education Sector Development, (2006- 2015) is shown in Table 1.

Table 1: Requirements, resource envelope and gaps for basic education, 2006-2015 (US\$m)

Year	Requirement	Resource Envelope	Gap
2006	521	474	41.39
2007	864	488	376.30
2008	905	526	378.70
2009	948	555	392.99
2010	820	586	234.29
2011	872	618	253.70
2012	875	653	221.63
2013	887	690	196.74
2014	904	730	174.46
2015	917	732	185.54

Source: MOESS: Education Sector Annual Review (2006- 2015)

Despite government’s commitment to funding basic education, it is clear that government alone cannot bear the cost of free universal basic education by phasing out completely the household financing for children in school and will

need support from parents and donors to make government's policies of making basic education free and sustainable.

Studies have shown that where the household income is low, funding of basic education becomes a big issue and hence the enrolment of children, especially girls in school become low, (Suliman and El-Kogali, 2002). In testing the relationship between household ability to afford educational cost and child's school, (Filmer and Pritchett, 1999) showed that there is a positive relationship between school attendance and household income or wealth. Also "demand for basic education may be much less for low income families living in rural areas who may weigh the opportunity costs and become less inclined to invest in personal energy and resources into enrolling and keeping their children in school" (Akyeampong et al, 2007). The withdrawal of fees significantly increases school enrolment as evidenced in Uganda in 1997/98 which resulted in an increase in enrolment of nearly three million. Also in Ghana, the introduction of the Capitation Grant and National School Feeding Programme increased access by 17 percent to basic education, according to the Ghana Education Service report 2005/2006 academic year.

Similar to household poverty is the opportunity cost of educating a child by a poor family. Lipsey, (1979) defined the concept of opportunity cost as "one which emphasizes the problem of choice by measuring the cost of obtaining a quantity of one commodity in terms of the quantity of other commodities that could have been obtained instead". For the purpose of this review the study defines commodities to include both tangible and intangible items including

education and labour. Thus the study considers the forgone benefits of the services of a child to his or her parents as a result of choosing to send that child to school as the opportunity cost of education.

The devastating effects of poverty coupled with rising cost of basic education represents a justifiable reason for many parents to keep their children out of school and use them for labour and other household chores instead, to supplement household income. Opportunity cost makes even free basic education an unaffordable 'commodity' for some poor families which in turn has a direct bearing on the children's access to basic education. Hence, the opportunity to develop the children's basic skills through basic education which would eventually make them better resourceful for better jobs in the future eludes the majority of school going children. Working children who even have access to basic education but do not attend school regularly end up performing poorly academically as they would have little time to study. Children from poor family households are also more likely to be malnourished and this affects their achievement level even further. In rural and rural urban communities in Ghana, girls in particular have to work several hours to support family income or take care of their younger siblings to enable their parents work.

Other research has however, shown that most parents may be willing to educate their children at any cost provided they perceive the returns on investment in education to be high in future. On the other hand where parents especially the poor or the community at large have low perception of the value of education, perhaps, due to its poor quality or lack of mentors in the community, they tend to

be unwilling to enroll their children in school even if it costs nothing. In Mexico for instance, where low enrolment in basic education is not attributed to cost, the government's Progresa Program which gives funds to parents to encourage them to enroll their children in school yielded little results. In fact, cost in the form of user payments may even have a positive impact on school enrolment if it enhances the quality of basic education, (Hillman and Jenkner, 2004). If parents understand the value of education, are assured of its benefits and also know that user fees will go to motivate teachers and improve the facilities and services in the school, they will be more than willing to educate their children and make them better resourceful to the community and to themselves. This may explain why there is large patronage of the growing number of private schools in some communities in Ghana despite the relatively low cost of public schools. Parents will be willing to pay any price to educate their children if they understand the value of education and are assured of good quality worth the amount they pay for it.

Conclusion

The main purpose of basic education is to develop the individual's numerical and literate capability and to prepare him/her for further educations in order to enhance a quality future life.

Cost is always a major factor when it comes to the access to quality basic education. Cost of basic education is a critical determinant of whether a child will go to school, which school he or she will go to, which child will go and whether

he or she will complete the school. The Government is making strides in funding basic education but the efforts are, however, inadequate to make quality basic education completely free for all. It is obvious that capitation grant is making impact in reducing the cost of basic education; however, key areas such as infrastructure, manpower training and public awareness of the importance of basic education need to be addressed.

Parents may or may not be willing to spend on basic education depending on the value they place on basic education. In general however, low cost or affordable cost of basic education with adequate funding makes access to basic education universal and equitable which in turn enhances the development of basic literate skills for a resourceful workforce.

CHAPTER THREE

METHODOLOGY

Introduction

The study was conducted in Teshie Old Town using data from the indigenes and settlers, formal and informal workers and literates and illiterates. Using the survey method of research design, data was gathered from a total number of two hundred and fifteen (215) respondents across the entire township. Purposive and simple random sampling method was used to sample respondents which included all stakeholders in basic education; parents, teachers, Junior High School pupils and circuit supervisor. Questionnaire and interview schedule were the instruments used to collect primary data from respondents. Limitations during data gathering included respondents' unwillingness to give out personal information. Data gathered was sorted out and analysed using the Statistical Package for the Social Sciences (SPSS) software programme.

Profile of study area - Teshie Old Town

Teshie Old Town is one of the thirteen sub metro district councils created by the Ministry of Local Government in 2003 to facilitate the decentralization process. It falls under the Kpeshie sub-metro district and has a population of about 35,410 (Accra Metropolitan Assembly Medium Term Development Plan,

October, 2006). The town is about 45 minutes drive from the central business area of the capital city- Accra and about one hour drive from the port city of Tema,

The community is made of the indigenes who are Gas of the Ga Adangbe tribe and also settlers from all over Ghana. The residents are predominantly fishermen, fishmongers, drivers, petty traders and a few formal sector workers. The community is currently confronted with a very serious water problem. At the moment, one bucket of water is sold for GP15. It also has a poor sanitation management system and is well known for its heavy vehicular traffic nature in the rush hours of the day. The buildings in the area are so clustered that accessibility by vehicles is often difficult.

The people of Teshie Old Town celebrate Homowo (meaning hooting of hunger) as their festival in the month of August. This is usually preceded by a one week ban on drumming and any form of noise making believed to be a period when the indigenes pay respect to their ancestors and gods in order to obtain their blessing for a successful celebration of the festival.

Teshie Old Town is one of the towns in the Greater Accra with a large number of private schools of about 40 (registered number with the Kpeshie sub metro education office) and three major cluster of schools made up of circuits 30, 31 and 32. Circuit 30 has 18 basic schools, circuit 31 has 20 basic schools including 5 kindergartens and circuit 32 has 21 basic schools including 2 kindergartens. Notwithstanding the large number of schools in the area, school attendance and completion of the community members especially among the natives is low; most traders and fishermen have little or no education at all. The

large number of school drop outs and teenage mothers is a source of concern to both community leaders and local authorities. This phenomenon has led to a high rate of youth unemployment especially during the lean fishing season as can be inferred from the number of young men and women found sitting idle during the rush hours of the day.

Research design

The research design employed here is the survey method. This is because the population is large and needs to be sampled to enable a wide coverage for the study given the limited resources and time at the disposal of the study. Survey method also allows the use of descriptive statistics in the presentation and analysis of the findings. The explorative research design method was also used to source further information on parent's level of awareness of the importance of basic education to the development of their children. This method was used to explore parents opinions as the study topic was the first of its kind in the study area.

Sources of data

Both primary and secondary data were sourced for the study. Primary data was sought from circuit supervisors, district education officers, head teachers, teachers, parents, some employers of junior high school leavers as well as pupils through interview and questionnaire. Reports, articles, other research works on basic education as well as newspaper publications were also relied on for secondary data using libraries and internet search engines.

Study population

The study selected a cross section of parents, teachers, junior high school pupils and owners of auto mechanic shops and hair dressers shops as target population since the study is about basic education and its role in human resource development. Hair dresser salons owners and auto mechanic shop owners were included because they mostly employ upper primary and junior high school leavers or drop outs and offer them apprenticeship training. Data collected from these categories of employers also enabled the study to make comparison between apprentices who have received some form of formal education and others who have not got any form of formal education in the ability to learn fast during skills training. Pupils and teachers from ten (10) private schools and ten (10) public schools were selected out of about forty (40) private schools and five (5) clusters of public schools and eighty nine (89) parents were also selected. This is because the area of study is densely populated and attempting to reach more respondents will require more time and material resources than what is available for the study. Teachers of primary 1 through to junior high school form 3 were served with questionnaires. Also Circuit Supervisors were contacted to obtain further information on the effectiveness of the capitation grant and school feeding programme and how cost of basic education in general is affecting teacher/pupil performance.

Sampling procedures

The sample size for the study is two hundred and fifteen (215) comprising all categories of respondents seen as having a stake in basic education. These included, eighty nine (89) parents including hair dressers saloon owners and auto mechanic shop owners who are also users of skills of basic school leavers, fifty four (54) teachers and head teachers, seventy (70) junior high school pupils from both private and public schools and two (2) circuit supervisors.

Purposive sampling and simple random sampling were used to select respondents. The reason is that the study is specifically on basic education and its importance to human resource development, and it affects almost everybody in a community which is densely populated. Parents were of particular interest because in most cases they bear the cost of funding basic education besides government funding. They were randomly selected from the indigenous fishing community, the residential areas and settler community made up of formal and informal workers. However, in selecting parents owners of hair dresser salons and auto mechanic shops were also purposely selected since they form a core group of employers in the township who provide skill training to basic school leavers who could not further their studies to the senior high school Level. Circuit supervisors and head teachers were also purposively sampled to solicit specific information relating to the implementation of government policies on education at the basic level. This gave firsthand information on the situation on the ground.

Seventy students of both private and public junior high schools were purposively sampled for data collection. This method was used to enable

comparison of the cost of funding basic school in public and private schools and also to enable the study to gather information on opinions on the services of these categories of schools. The pupils were purposively selected from schools perceived to be high class schools in the affluent residential areas, other private schools located in the community resided by formal and non formal workers and public schools located near the indigenous fishing community. Junior high school and upper primary pupils were chosen over the lower basic level because they were in a better position and matured enough to appreciate the importance of education.

By using the two sampling techniques the research was able to cover a wide range of stakeholders in basic education using limited time and resources. The techniques also enhanced the gathering of first hand information on cost of basic education, how it affects the implementation of policies on basic education and how it affects skills development in particular and human resource development in general. This minimized any form of biasness and ensured fair representativeness of all categories of stakeholders in the basic education sector.

Instruments of data collection

The researcher collected both primary and secondary data for the study using questionnaires, interview schedules, as well as existing literature. Questionnaires and interviews were used as instruments to collect primary data whilst research into existing literature was used to get secondary data

Primary data collection was by means of questionnaire administration and structured interview schedules. Both open ended and closed ended questionnaires were used. In designing the questionnaire the educational levels of the people were considered. This enabled in-depth information to be elicited to make informed analysis, discussions and conclusions.

Questionnaires and interviews schedules were divided into the following four sections:

- Section 1: Demographic (general) data – age, gender, level of education, class, occupation and choice of school (whether private or public) for a child.
- Section 2: Value of basic education on human resource development
- Section 3: Cost of basic education
- Section 4: Implication of cost of basic education on human resource development

Sample of questionnaires and interview schedules are attached as Appendix 1, 2, 3 and 4. Respondents were given three weeks to answer the questionnaires.

Secondary data which formed the build-up of the background and literature review was obtained by research in the libraries, newspapers publications, magazines and on the internet.

Pretesting of data collection instruments

The questionnaire and interview schedules were pretested on 30 respondents as a pretest from two public schools and two private schools and ten parents in the Teshie Tsui Bleo a suburb of Teshie. This was to ascertain which questionnaire and items of the instrument were not understood or misunderstood so as to afford the researcher the opportunity to modify them to ensure validity and reliability. The outcome of the pilot study was that some respondents did not understand the questions on the fourth section which sought to seek information on the relationship between cost of basic education and human resource development. The fourth section was revised to meet the understanding level of respondents. Respondents were given three weeks to answer the questionnaires.

Data collection/field work

Questionnaires were administered to parents with the assistance of the senior high school students who are indigenes and some teachers which enabled a large area to be covered and also helped reduce any error that may occur due to difficulty in understanding the English language by uneducated respondents. Questions were interpreted where there was difficulty in understanding and responses well documented to contain only the salient points.

Teachers, head teachers, pupils and circuit supervisors in selected schools were directly contacted with the questionnaire by the researcher. This enabled the researcher to keep track of distributed questionnaire, appeal to the respondents to fill the questionnaires and also offer some explanation where necessary. It also

ensured that the right people (stakeholders in basic education) filled the questionnaire or were interviewed.

Besides the above formal means of gathering data, an informal means (by way of conversation with hair dressers and auto mechanic friends) was also employed where appropriate to gather information on the use of basic education. This enabled important information to be gathered without putting them in an “exam like” situation. This method was considered appropriate to use after realizing that questionnaires administered to 10 of such category of respondents were left unanswered after a number of weeks. Reasons given included their inability to write well and lack of understanding of some of the questions.

The anonymity of people interviewed was assured in a written form on the questionnaire and in a verbal form to those who could not read the questionnaires by themselves. The purpose of the study was also disclosed both on the questionnaire and verbally to respondents.

Data processing and analysis

Field data from the field was first sorted out upon receipt to separate the distorted ones from the correct ones. Distorted ones included totally unanswered questionnaires, those with incomplete sentences and others with more than one choice ticked. The data was coded with simple and short phrases to stand for the responses to be captured by the SPSS software version.

Data was presented and analysed using descriptive statistics and qualitative discussions of the main findings of the study. Data were presented

with the aid of tables, charts, frequency counts and percentages to ease interpretation and discussion.

Limitations to data collection

Collecting data from especially the indigenes posed a challenge to the study. Some respondents were unwilling to give out information about their age, and educational level expressing some reservations about the use of the data. This hurdle was overcome by reassuring respondents with a show of her student identification card that the research was for purely academic purpose.

Besides, logistical resource in terms of time, transportation and money available were inadequate to reach the various areas in the township. These problems were well handled by using available time like break times, and asking some time off from in the mornings to contact teachers and pupils. Also the most economical means of transport and sometimes making the journey on foot were used to reach as many respondents as possible.

Another major hurdle is the difficulty in getting copies of documents from libraries and institutions which did not have photocopier machines around and yet will not allow the document to be borrowed or taken out. The researcher was sometimes accompanied by an official of the institution at an extra cost to enable photocopies to be made outside the premises of the institution.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents an in-depth analysis of the data that was collected during the field survey. Analysis of data is based on the information obtained from questionnaires, interviews and discussions with parents, teachers, pupils in upper primary and junior high schools as well as some employers of junior high school leavers. Data for the study is analyzed to suit the underlying objectives. The analysis is well presented in tables, frequency counts and others. The analysis covers the following areas: sex and educational distribution, contribution of basic education to human resource development, parents, teachers and pupils views on free basic education among others.

Demographic characteristics of respondents

Table 2 depicts the sex and educational distribution of parents. It is evident that a greater number (64%) are male while female constitute a small proportion of 36 percent. Literacy wise, it is shown from the table that all parents contacted and interviewed have obtained some of form of formal education at least up to the basic level. Their level of education is however not evenly distributed.

Table 2: Sex and educational distribution of parents [n=89]

Response		Level of education			Total
		Basic	Secondary school	Tertiary	
Sex	Male	1 (1.1)	13 (14.6)	43 (48.3)	57 (64.0)
	Female	1 (1.1)	10 (11.2)	21 (23.6)	32 (36.0)
Total		2 (2.2)	23 (25.8)	64 (71.9)	89 (100.0)

Source: Field Survey, 2007 [Figures in brackets are percentages]

Just about 1.1 percent of both sex attained basic education and about a quarter (25%) had secondary school education. An overwhelming 71.9 percent are educated at the tertiary level and this gives a very strong inkling that parents understand the importance of education and its impact on human resource development.

The literacy level of respondents was carefully selected in order to elicit the required information on the importance of basic education and what value it places on children's further education. Involving both sexes in the study also gives a true representation of the responsibility of both parents in the education of a child.

In Table 3, data on the qualification and number of staff of the various schools illustrate that female respondents were in the majority. In the table it is shown that more than half (70.4%) of the teachers were females whereas the males constitute only 29.6 percent.

Table 3: Sex and educational distribution of teachers [n=54]

Response		Level of education				Total
		Diploma	Teachers Cert A	Graduate	Secondary	
Sex	Male	4 (7.4)	4 (7.4)	7 (13.0)	1 (1.9)	16 (29.6)
	Female	7 (13.0)	21 (8.9)	5 (9.3)	5 (9.3)	38 (70.4)
Total		11 (20.4)	25 (46.3)	12 (22.2)	6 (11.1)	54 (100.0)

Source: Field Survey, 2007 [Figures in brackets are percentages]

Academically, those who possess Teachers Certificate A were in the majority – 46.3 percent while Bachelors Degree and Diploma holders represent 22.2 percent and 20.4 percent respectively. A little over a tenth (11.1%) was secondary school graduates employed under the National Youth Employment Programme. This is shown in Table 4.

Table 4: Sex and educational level pupils wish to attain [n=70]

Response		Target future level of education			Total
		Senior High School	Polytechnic/ Technical	University	
Sex	Male	1 (1.4)	3 (4.3)	30 (42.9)	34 (48.6)
	Female	1 (1.4)	1 (1.4)	34 (48.6)	36 (51.4)
Total		2 (2.9)	4 (5.7)	64 (91.4)	70 (100.0)

Source: Field Survey, 2007 [Figures in brackets are percentages]

Table 4 features the distribution of pupils by sex and the level of education they wish to attain in the future. Males and females constituting 48.6 percent and 51.4 percent respectively responded to the questionnaires portraying that gender is more or less evenly represented. When pupils were asked the level of education they wish to attain in the future, over 90 percent (91.4%) asserted their target is university education and just 5.7 percent pointed out that they aim at achieving polytechnic or technical education. It is also quite interesting to observe that an equal small proportion (1.4%) of both males and females pupils/students wish not to further their education beyond the senior secondary school level. However varied their views were, the general perception is that pupils appreciate the importance of basic education and its role in building a successful future for themselves. It is also encouraging to note that a greater number of them (64), especially the females wish to proceed to the university in their educational career. This implies that the nation's agenda to develop its human resources for accelerated national growth will receive the necessary public cooperation since the interest for higher learning is being cultivated at an early stage.

The contribution of basic education to human resource development

Information gathered during interview of respondents confirmed the importance of basic education to the individual, society and national development. Table 4 below exhibits some of the contribution of basic education to a child's development as stated by respondents.

Table 5: Parents’ reasons for sending children to school [n=89]

Reasons	Frequency	Percent
To acquire knowledge	32	36.0
To have a good future	31	34.8
To get a good job	6	6.7
To be a responsible adult	12	13.5
All the four	4	4.5
No response	4	4.5
Total	89	100.0

Source: Field Survey, 2007

Human resource is the most valuable asset of every society and without the meanings provided by the human mind, organizations are only a pile of machinery. Conscious efforts are therefore made to build the knowledge base of individuals in society through basic education. It is therefore not surprising that as many as 36 percent of parents as shown in Table 4 cited the acquisition of knowledge as the rationale behind sending their wards to school. Knowledge is said to be power and every knowledge driven economy has accelerated growth. Nonetheless, prosperity in terms of earning more money which is usually associated with education was not left out as a reason for enrolling a child in school. A significant number of parents i.e 34.8 percent were of the view that the aim of sending a child to school is to build a solid foundation for a better future. A better future will not only give the children a comfortable life but also give financial security to the parents at their old age. A smaller number (6.7%) were

concerned with establishing a good career for their wards whereas 4.5 percent noted that acquisition of knowledge, a good career and a brighter adulthood future are not mutually exclusive hence their reason for sending a son or daughter to school is to fulfill all the objectives stated in Table 6.

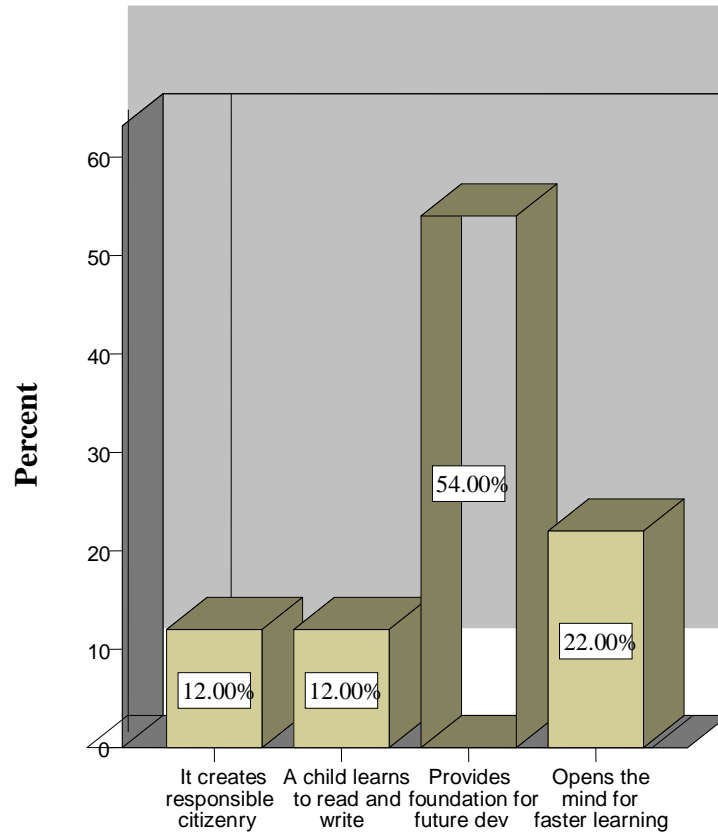


Figure 1: Teachers' views on how basic education help in human resource development

Source: Field Survey, 2007

As depicted in Figure 1, teachers from the various schools interviewed were equally assertive of the invaluable contribution of basic education to human resource development. The developmental aspect of basic education was however an overriding opinion of the teachers. According to them a future without basic

education could lead to stagnant growth because basic education is the stepping-stone to higher education and in fact an “opener to various opportunities” as one puts it. It is on these grounds that 54 percent constituting majority of the teachers re-echoed that basic education provides the foundation for future development of the country and 22 percent sounded strongly that education at the basic level opens the mind for faster learning in the higher institutions. 12 percent averred that basic education makes the individual a responsible personality and emphasized that if every individual attains at least basic education then all the country’s health and environmental problems will be over.

Majority of the teachers argue in favour of basic education in line with development perhaps because they are the implementers of government’s policies on human resource development. This could explain why whereas the parents have an individualistic view about basic education teachers see it as a national interest.

Motivation for the acquisition of basic education

Respondents gave varied reasons as their motivation to acquire basic education or give basic education to their children. Reasons included the desire for a better future than they the parents have now, basic education serving as a stepping stone to a successful career among others as shown in Table 5.

Table 6: Pupils' reasons for attending school [n=70]

Reasons	Frequency	Percent
For a better future	19	27.1
Achieve my professional aim	28	40.0
To acquire knowledge	22	31.4
Not certain	1	1.4
Total	70	100.0

Source: Field Survey, 2007

The motivation of pupils for attending school does not in any way differ from that of the parents' reasons for sending their children to school. Table 6 shows that out of the seventy (70) pupils interviewed to seek their views for being in school, 40 percent maintained they want to achieve their professional goal of being an accountant, an engineer, doctor, lawyer etc. Yet another 31.4 percent indicated that they are in school to acquire knowledge which is the most important thing and that as the years go by they will know how to apply the knowledge so acquired to better their lives. It came as a surprise that 1.4 percent could not say for sure why they are in school. This could be explained by the reason that such students are either academically poor and thus do not enjoy studies or are just in school because their parents want them to be there. When others were asked the difference between them and their colleagues not in school, they indicated that a gap exist because those in class room are able to read and write and stand the chance of having a brighter future.

Majority of the pupils' opinions go in line with that of the parents in that their reasons are more for individual benefits than for national benefits. This could be explained by the fact that the pupils are yet to appreciate the societal and national benefits of acquiring basic education.

Table 7: Quality of basic education and type of school parents prefer for children [n=87]

Response		Type of child's school			Total
		Public school	Private	Public and Private	
Quality of basic education gives successful career	Strongly agree	13 (14.9)	48 (55.2)	3 (3.4)	64 (73.6)
	Agree	3 (3.4)	13 (14.9)	5 (5.7)	21 (24.1)
	Strongly disagree	0 (0.0)	1 (1.1)	1 (1.1)	2 (2.3)
Total		16 (18.4)	62 (71.3)	9 (10.3)	87 (100.0)

Source: Field Survey, 2007 [Figures in brackets are percentages]

The submission by parents, teachers and pupils albeit true that basic education is the foundation for a brighter future, it must be stated that its quality is a force to reckon with. Basic education is necessary but its lack of quality could be an obstacle to pupils' progress. Concern for quality education has received

attention in many quarters. Quality education is the fundamental reason for the establishment of regulatory and accreditation institutions to monitor and ensure quality delivery in schools. According to many of the parents, if a child is to achieve higher education, quality must not be compromised.

It is demonstrated in Table 7 that a greater number of parents – 73.6 percent strongly agreed that a successful career for a child depends on the quality of basic education and this is substantiated by the fact over half (55.2%) of the parents have enrolled their wards in private schools for quality tuition. A total of 14.3 percent strongly hail quality basic education but have enrolled their children in public schools citing financial barriers as reasons. This implies that with adequate funds they will not hesitate to opt for quality tuition from the private schools where they perceive to offer quality education.

Indeed, as shown in Table 7, the fact that few (between 0-1%) parents raised objections to quality basic education as a panacea to a successful career gives a high level of reliability that quality tuition provides a formidable ground for children to succeed in future thereby adding to the stock of already existing human resource base of the country.

The impact of cost on access to basic education

Empirical literature on access to basic education revealed that higher cost is a major factor that affects access to basic education. Studies conducted by (Filmer, 1999) and (Suliman E.A et al, 2002) have shown that when cost is low access to basic education increases. In a developing country like Ghana where 40

percent of the population have income below the upper poverty line (Overview of the Ghana Poverty Reduction Strategy, November 2003), rising cost of basic education has been a barrier to accessing quality basic education.

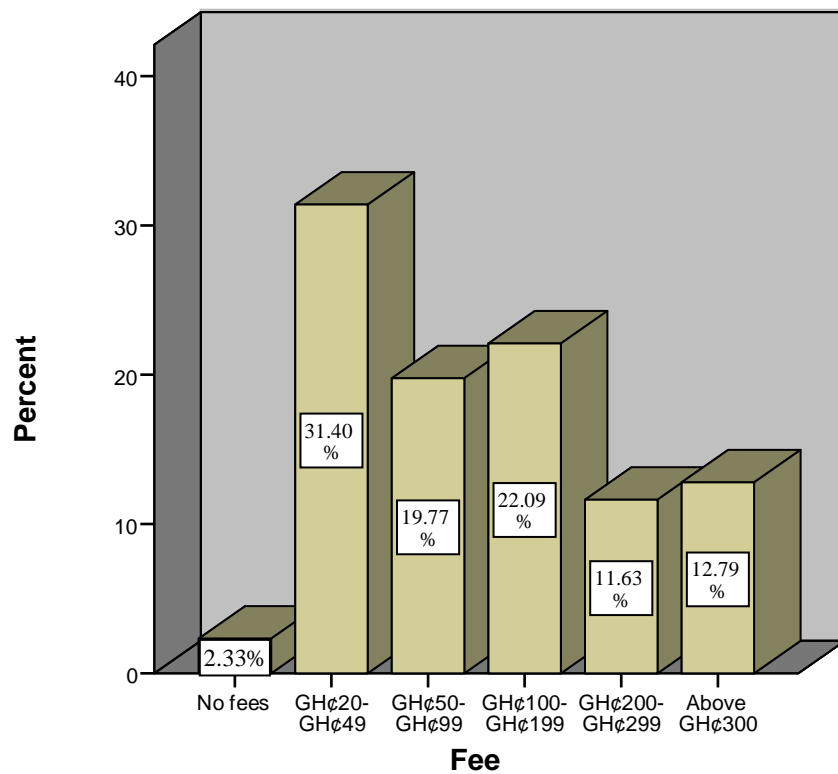


Figure 2: Average fees per term per child

Source: Field Survey, 2007

Figure 2 shows the average fees parents pay per a child in a term to enable the child attend basic school. It is apparent from the statistics that many parents spend an estimated amount of GH¢20 to GH¢50 per child per term in basic education. Almost 20 percent of the parents contended that they pay GH¢50 to GH¢100 while 11.6 percent and 12.8 percent respectively held that they spend

about GH¢200 and GH¢300 per ward in a term as school fees in basic education. It was however apparent from interviews with parents that school fees differ considerably depending on the school in which a parent decides to enroll his or her child and the value a person attaches to education. Many of the respondents indicated that private schools are financially demanding but deeply rewarding. Those who fall in the category of higher fees (above GH¢300.00) contend that though it is financially burdensome to enroll a child in the private school and pay higher fees they think it is rewarding because quality tuition is most often than not assured. It is surprising to note that few parents (2.33%) fall in the category of no fees. This could be explained by the large number of private schools in the area and the general belief that cost goes with quality tuition. Therefore majority (31.40%) will prefer to pay a little more to get quality tuition than nothing at all.

The social and economic conditions of some parents also exert far reaching influence on the type of school that they choose for their children. It was observed during the field survey that residential/estate areas believed to be housed by wealthy people have most of their children attending private schools while peri-urban areas and people residing in ramshackle structures with poor income levels will prefer public schools for their children.

Notwithstanding this popular opinion, it came out during the survey that some parents including those living in 'non estate' areas understand the value of education on a person's life and are therefore ready to spend their last pesewas to ensure that their children get the best of tuition. This is explained in Table 8 below.

Table 8: Type of child’s school and factors that inform parents’ choice of child’s school [n=89]

		Factors that inform choice of child's school				Total
		Proximity	Quality of tuition	Cost of fees	all the three	
Type of child’s school	Public	1 (1.1)	2 (2.2)	2 (2.2)	12 (13.5)	17 (19.1)
	Private	8 (9.0)	31 (34.8)	0 (0.0)	24 (27.0)	63 (70.8)
	Public and Private	0 (0.0)	2 (2.2)	1 (1.1)	6 (6.7)	9 (10.1)
	Total	9 (10.1)	35 (39.3)	3 (3.4)	42 (47.2)	89 (100.0)

Source: Field Survey, 2007 [Figures in brackets are percentages]

It was evident that quality of tuition was an overriding factor for 34.8 percent of parents who enrolled their children in private schools. Though parents who opt for private schools are of the majority it should be noted that this trend could be attributed to the general perception that private schools offer the best tuition. This is because it was observed during visits to some private schools that available infrastructure (playing ground, toilet facilities, library and even classroom blocks) are either poorly constructed, limited or not available. The point to note, however, is that parents know what is good for their children and

will give equal attention to quality and cost as portrayed by the equal percentage (2.2%) of responses parents gave for choosing public school over private school.

It can thus be inferred from the discussion that many parents understand the importance of education as an indispensable instrument of building a future for their children and are willing to let their children attend schools with quality tuition. Many are however limited in their choice of schools for their children due to their economic or social conditions. The implication is that many parents understand the impact of quality basic education on the lives of their children, but they cannot afford the cost of opting for anything more than the public schools where quality is generally considered to be low. When a child is poorly educated from the basic level he/she stands a limited chance of passing her/his exams and moving higher up to the university to become the doctor or engineer she/he may wish to be.

Implication of cost of basic education on human resource development

Though previous discussions have shown that some parents are no longer sensitive to high cost of basic education, a lot more held contrary views. Similar to the issue on effect of cost on access to basic education, it is apparent from Table 8 that many of the parents who were interviewed stressed free basic education as the only solution to the country's high illiteracy rate and the building of a sustainable human resource base for the country.

Table 9: Parents’ Views and Reasons on Free Basic Education [n=86]

Response		Reasons for free basic education					Total
		For high literacy rate	For quality basic	To make parents	To cut cost on State	No comment	
Free Basic Education	Agree	25 (29.1)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.2)	26 (30.2)
	Strongly agree	29 (33.7)	0 (0.0)	1 (1.2)	4 (4.7)	2 (2.3)	36 (41.9)
	Disagree	0 (0.0)	6 (7.0)	6 (7.0)	4 (4.7)	1 (1.2)	17 (19.8)
	Strongly disagree	0 (0.0)	5 (5.8)	1 (1.2)	1 (1.2)	0 (0.0)	7 (8.1)
	Total	54 (62.8)	11 (12.8)	8 (9.3)	9 (10.5)	4 (4.7)	86 (100.0)

Source: Field survey, 2007 [Figures in brackets are percentages]

When parents were questioned on whether or not basic education should be free, 41.9 percent of them strongly agreed that basic education should be free. According to them basic education at no cost is necessary to curb the high level of illiteracy rate which will go a long way to increase a country’s capacity for development.

Nevertheless, 19.8 percent held contrary views and disagreed that basic education should be free. They are of the opinion that any service offered free is of little quality and loses its value. Therefore if basic education is to be run at no cost, quality tuition will not be achieved and this will downplay its importance to

human resource development. On the whole, we can surmise based on table 8 that many parents are particularly concerned with increasing the literacy rate in a country and will therefore opt for a free basic education. However, there are others who will consider quality as a priority in basic education.

Also, 67.9 percent as opposed to 32.1 percent of teachers who were interviewed on the same issue of quality and cost of basic education also gave credit to free basic education. They maintained that free basic education is not a new policy but dates back to the immediate post independent government where basic education was seen as a means of encouraging enrolment.

As can be inferred from Table 10, many of the teachers – 67.9 percent embraced free basic education as the mechanism for building a prosperous society. Of the thirty six (36) teachers who endorsed free basic education, 60.4 percent of them alluded that when basic education is free, it affords many the opportunity to attend school. The emphasis on quality basic education continues to receive attention as 32.1 percent of the teachers said no to free education by arguing that when basic education is free, quality will be sacrificed for numbers.

The rationale for free basic education is not only a nagging concern to parents, responsible adults, civil society organizations and many stakeholders but also basic schools pupils equally endorse free basic education as the impetus to building a literate society through an all-inclusive enrolment.

Table 10: Teachers' views and reasons on free basic education [n=53]

Response	Reason for free basic education				Total	
	So that many can attend	To make parents/student serious	To make education quality	No comment		
Should basic education be offered free	Yes	32 (60.4)	3 (5.7)	0 (0.0)	1 (1.9)	36 (67.9)
	No	0 (0.0)	8 (15.1)	8 (15.1)	1 (1.9)	17 (32.1)
Total		32 (60.4)	11 (20.8)	8 (15.1)	2 (3.8)	53 (100.0)

Source: Field Survey, 2007 [Figures in brackets are percentages]

During discussions with the pupils, it came out that some of their classmates had stopped coming to school due to lack of money for fees. This presupposes that withdrawal of fees from basic schools will be the only remedy of getting all children into schooling. As per their opinions, an overwhelming 75.4 percent responded affirmatively that basic education should run without fees. According to them, when basic education is free it will provide comprehensive attendance by luring people who struggle at the margin of the economy to send their wards to school. Just like the parents and teachers, an estimated 24.6 percent raised objections to free basic education by explaining that when basic education

is free, the tendency for its quality to be relegated to the background is high. They insisted that if education is to achieve its global priority of enhancing human resource development, then quality must not be sacrificed for numbers. Pupils who supported the free basic education policy were also quick to add that downright removal of fees will not make parents and children serious towards schooling. In their opinion basic education should rather be subsidized.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarises findings of the study, proposes some recommendations based on the findings and also draws conclusion to conclude the study.

Summary

The study was undertaken to determine the implication of the cost of basic education on human resource development. It was motivated by the critical role basic education plays in human capital formation and the fact that human resource is the most important resource in national development.

Using simple and purposive random sampling procedures, data was collected from a cross section of stakeholders in basic education including parents/guardians, teachers/head teachers, circuit supervisors, district education officers, pupils, hair dressers and auto mechanic shop owners. The study came out with the following findings.

- There is high level of awareness of the importance of basic education in human resource development among respondents. People interviewed understand that a child's ability or inability to take

advantage of opportunities in life depends on his/her cognitive skills (reading, writing, calculating, reasoning etc) which can only be developed through formal basic education. They asserted that basic education opens the individual's mind for higher learning and offers opportunities for career development. This level of awareness could be as a result of the greater number of basic schools, especially private schools in the township, the introduction of the capitation grant and governments urging parents to send their children to school;

- Apart from the personal benefits of basic education to a child, it was acknowledged that human resource development through basic education has immense social benefits in terms of participation in governance, creating of good morals, sanitation and health, which go a long way to help in the development of nation;
- The study revealed that several factors motivate parents/guardians to enroll their children in school. Prominent among the factors are the economic and social benefits education stands to offer. Parents/guardians would enroll their children in basic school with the belief that the child can go further in education and earn a higher income. When children earn good income due to education, parents are assured of financial security in their old age. The future financial security could be as a result of children earning good income and therefore being able to assist parents in their financial needs or the children being independent so that parents can comfortably enjoy their own

pension remittance without having to share it with their children. Pupils on the other hand are encouraged to go to school in order to enjoy better living conditions in the future. They have come to know that without basic education one cannot read and write and be able to progress further to achieve their dream career of becoming a medical doctor, clinical nurse, engineer, accountant etc. They believe that basic education provides the foundation and the opportunity for one to becoming a wealthy individual in future;

- It was also found that low or no cost of basic education increases access to basic education. The majority of respondents (41.1%) shared the opinion that basic education should be offered freely so that the nation can achieve a high literacy rate. However, 8.1 percent strongly disagreed that basic education should be offered for free. They hold the view that good things come at a cost and that if basic education is offered completely free, quality in terms of tuition, infrastructure, learning materials etc will be affected and this will invariably affect human resource development. Therefore, though some parents find the fees they pay in private basic schools exorbitant, they are willing to bear the extra cost because they are assured of its quality;
- Moreover, the cost of basic education was found to have a direct bearing on human resource development. Where the cost of basic education is out of reach of parents/guardians, children are driven out of school for non-payment of fees which makes them miss lessons or

do not get to enroll in school at all. In responding to the questionnaire, 48 percent of the pupils attested to the fact that some of their mates have abandoned schooling because they could not afford extra classes and other fees that go with preparations towards final examination. Also over half (56%) of teachers interviewed confirmed that pupils do not participate effectively during class room lessons if they do not have all the learning materials or do not attend school regularly. These factors and others were found to hinder a child's effective learning process and hence limit his/her chances of passing an examination. This explains why over 40 percent (41.1%) of the respondents strongly agreed that basic education should be offered freely with the majority arguing that it is necessary for the attainment of a higher literacy rate and national development.

Conclusions

In concluding this study, it is worth noting that development of quality human resource depends on the accessibility of quality basic education which also depends a lot on adequate funding. The findings of the study have shown that free quality basic education is a desirable social service for both the poor and the rich.

The high cost of basic education affects access to quality basic education because if people cannot afford the cost of quality schooling they will either not access it all or will access poor quality ones which they can afford. When the

foundation of education is not properly built it affects the development of the individual's cognitive skills and hence any other opportunity for further learning. The overall effect is that the nation would not be able to utilize its human resources effectively for national development.

Since quality of basic education cannot be achieved without a cost, funding should not be left as the sole responsibility of government. Parents, NGOs and development partners (donors) should support to make free basic education a quality and meaningful one. Also it is not enough to increase enrolment by way of implementing Capitation Grant and School Feeding Programme, attention should be given to the quality of tuition, provision of adequate teaching and learning materials, availability of physical infrastructures and motivation of teachers to concurrently improve the quality and quantity of education provision.

Recommendations

Careful analysis of data obtained and interactions with respondents as well as review of existing literature, the following recommendations are submitted:

- Given that parents/guardians are aware of the important role basic education plays in a child's development, government should step up effort to improve the livelihoods activities of community members to enable them bear the extra cost apart from school fees that goes with basic schooling. This could be done by completely arresting pair trawling which has been a major source of concern to fishermen, reduce pre-mix

fuel, subsidize the cost of fishing nets and other fishing materials to boost fish production in the area. This will go a long way to improve parents' income to enable them afford quality basic education for their children. With a good income, parents can afford to buy books for their children to read at home, or even get private teachers to give them lessons at home where the parents can directly supervise the performance of the children and the private teacher. The Government should also improve quality alongside quantity in basic education by ensuring that there is adequate infrastructure like libraries and classroom blocks, adequate teaching staff as well as teaching and learning materials. This will ensure that quality is not compromised for quantity;

- The need to strengthen job creation and marketable opportunities for basic school leavers' skills in the job market should be a priority on government's agenda in job creation policy making and implementation. Following the revelation that higher income and financial security motivates people in sending their children to school, it would be discouraging if pupils cannot proceed to higher levels in education to achieve their desired careers or get jobs that will enable them utilize the basic skills acquired from basic education;
- Besides that, the government should extend the school feeding programme to all schools, both private and public. It is obvious that available public schools in the study area cannot absorb all school going children and so it

is necessary to at least subsidize the cost of accessing basic school in the private schools so that every child can have access to quality education;

- The government should deploy more and well trained national service personnel to the basic education sector to reduce the cost of teachers' salaries and at the same time increase the number of teachers. Besides that, donor support in the supply of text books and other teaching and learning materials should be pursued vigorously to increase teachers/pupils access to teaching and learning materials; and
- The Educational Fund could also be instituted out of the Member of Parliament Common Fund, contributions from wealthy community members or funds generated from market and other levies to offer scholarship to needy but brilliant children. This will encourage students to learn hard and parents to show seriousness in the academic work of their children in order to access the scholarship.

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APPENDICES

APPENDIX 1

M.A. HUMAN RESOURCE DEVELOPMENT RESEARCH

QUESTIONNAIRES TO PARENTS

This questionnaire is being administered to solicit information from you for a research on the topic “The Cost of Basic Education and its implications on Human Resource Development”. Please be assured that information disclosed in this questionnaire will be treated with utmost confidentiality.

Please tick the appropriate where answers are provided.

Section 1: General questions

- 1. Gender.....
- 2. Occupation.....
- 3.. Level of Education

Section 2: Value of basic education to human resource development

- 4 How many children do you have?
- 5. Are all your children of school going age in school? Yes
No
- 6. If no, why are some not in school?.....
.....
.....

7. What level of education is your most senior child?
1. Basic School 2. Senior High School , 3. Technical
/Vocational
5. University

8. Why do/did you send (some) your child to school?
.....
.....

9. How is basic education helping in your child's
development?.....
.....
.....

10. A successful career in future depends on the quality of basic education.
1. Strongly Agree , 2. Agree , 3. Disagree , 4. Strongly disagree

Section 3: Cost of basic education

11. What type of school are your children enrolled in? (Please tick the
appropriate) box). 1. Public 2. Private 3. Both Private and
Public

12. What factor(s) did you consider in choosing a school for your child?

(Please tick the appropriate)

- 1. Proximity/Location
- 2. Quality of tuition
- 3. Cost of fees and materials
- 4. Security
- 5. All the above

13. Do you find the fees you pay affordable to majority of the community members (Please tick the appropriate box) Yes , No

14. How much school fees do you pay on the average for a child in primary school in a term?

- 1. No fees 2. GH¢20.00-GH¢49.00 3. GH¢50.00 - GH¢99.00
- 4. GH¢100.00 - GH¢199.00 5. GH¢200.00 - GH¢299.00 5. above GH¢300.00

15. What other expenses do you pay for to enable your child to go to school on a daily basis?

.....
.....
.....

16. How do you finance the cost of your children's education? Please tick the appropriate

1. Government Scholarship , 2. Monthly Income , 3. Profit from trade ,
4. Sponsorship from relations/friends , 5. Donation from philanthropist ,

Section 4: Implication of cost of basic education on human resource development

17. Basic education should be offered free. Please tick the appropriate

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

18. Please give your reason.....

.....
.....

19. Does cost of basic education have any effect on your child's development?

- Yes , No

20. Please give your reasons.....

.....
.....
.....

Thank you very much for your time!

APPENDIX 2

M.A HUMAN RESOURCE DEVELOPMENT RESEARCH

QUESTIONNAIRES TO TEACHERS/HEADTEACHERS

This questionnaire is being administered to solicit information from you for a research on the topic “The Cost of Basic Education and its implications on Human Resource Development”. Please be assured that information disclosed in this questionnaire will be treated with utmost confidentiality.

Please tick the appropriate where answers are provided.

Section1. General Questions

- 1. Gender:.....
- 2. Type of School: 1. Private 2. Public
- 3. What class do you teach?:.....
- 4. Level of Education:

Section 2: Value of basic education to human resource development

- 5. Basic Education is a luxury and not a necessity.
1. Agree , 2. Strongly Agree , 3. Disagree , 4. Strongly disagree
- 6. Depending on your choice above, give reasons?
.....
.....

7. How does basic education help in human resource development?

.....
.....
.....

8. Do you have regular attendance of all students in your class? Yes

No

9. What do you think is the reason?

.....
.....

10. How will you assess the seriousness of parents attach to their children's education? (Please tick the appropriate box)

1. by prompt payment of fees ,

2. by provisions of learning materials ,

3. by regular and early attendance to school ,

4. by provision of school uniform and food

5. Any other (please specify)

Section 3: Cost of Basic Education

11. What are the areas of cost in funding basic education by school administration?

.....
.....

12. Which area of funding in basic education is a major problem to majority of pupils in your class/school.....

.....
.....

13. How does the problem named above affect their education?.....

.....

14. What aspect of cost of basic education does the Capitation Grant cater for?

.....
.....

15. Do you think that Capitation Grant offer adequate relief to parents?

Yes , No

16. Give your reasons

.....
.....

17. Should basic education be offered free?. Please tick the appropriate

Yes , No

18. Please give your

reason.....

.....
.....

Section 4. Implication of cost of basic education on human resource development

19. Does cost of basic education have any effect on human resource development?

Yes , No 20. Please give your reasons.....

.....
.....
.....

Thank you very much for your time!

APPENDIX 3

M.A HUMAN RESOURCE DEVELOPMENT RESEARCH

QUESTIONNAIRES TO PUPILS/STUDENTS

This questionnaire is being administered to solicit information from you for a research on the topic “The Cost of Basic Education and its implications on Human Resource Development”. Be assured that information disclosed in this questionnaire will be treated with utmost confidentiality.

Please tick the appropriate where answers are provided.

Section1. General Questions

1. Gender.....
2. Class.....
3. School: 1. Private 2. Public

Section 2: value of basic education to human resource development

4. What is your age? 1. between 7 and 9years, 2. between 10 and 12years,
3. between 13 and 15years 4. between 16 and 18years 5. above 18years

5. Why do you attend school?

.....
.....

6. What level of education would you like to attain?

1. Senior High School , 2. Polytechnic , 3. Technical ,
4. University

7. What work do you want to do in future?

.....
.....

8. How will basic education help to make you what you want to be in future?

.....
.....

9. Do you know any of your age mates who are not in school? Yes

 No

10. If yes, why do you think they are not in school?

.....
.....

11. How different are you from someone who has never been to school?

.....
.....

Section 3: Questions on cost of basic education

12. Who takes care of the cost of your education?

1. parents 2. sister/brother 3. myself 4. government

13. What work does your parents/guardian do?

1. self employed 2. private work 3. government work 4.
unemployed

14. What are the things you/your parents spend money on to enable you get
basic education?

.....
.....

15. Do you attend school regularly and on time? Yes No

16. Why.....
.....

**Section 4: Implication of cost of basic education on human resource
development**

17. Should basic education be offered free? Yes No

18. What are your
reasons?.....
.....
.....

19. Does/did the cost of basic education affect your studies?
Yes No

20. What are your reasons?

.....

.....

Thank you very much for your time!

APPENDIX 4

INTERVIEW SCHEDULE

WITH KPESHIE SUB METRO CIRCUIT SUPERVISORS

This interview is being conducted to solicit information from you for a research on the topic “The Cost of Basic Education and its implications on Human Resource Development”. Please be assured that information disclosed in this interview will be treated with utmost confidentiality.

The question are centered around the following areas of basic education

- a. Value of Basic Education
- b. Cost of Basic Education
- c. Implication of Cost of Basic Education to Human Resource Development

General Questions

Name:

Rank:

Supervisor of which area:

No. of years as a Circuit Supervisor:.....

- a. Value of Basic Education
 - 1. What role does basic education play in the development of a child?

2. Do you think parents in the communities you supervise understand the value of basic education?
3. How do you assess the value parents place on their children's education in your community?
4. Is Universal Basic Education achievable in your community by 2015? Why do you think so?
5. Do parents/guardians in the community you supervise understand the value of basic education? How do you know?
- b. Cost of Basic Education
 6. What are the cost areas in funding basic education?
 7. Is Basic Education really free as it's claimed? Why?
 8. What accounts for the numerous private basic schools in the Teshie Community?
 9. What areas of basic education does capitation grant cater for?
 10. Is Capitation Grant sustainable? Why?
- c. Cost of basic education and its implications on human resource development
 11. Does cost of basic education have any effect on human resource development? Why?
 12. How will free basic education affect human resource development in your community?
 13. Do you agree that free basic education compromises the quality of basic education and hence human resource development? Why?

14. The private schools in this town are more than the public schools, what do you think account for this?
15. Has human resource development in the community you supervise changed since you started supervising in that community? Why/How?