PROCESS FACTORS AMONG URBAN, RURAL, PUBLIC AND PRIVATE JUNIOR HIGH SCHOOLS IN THE CENTRAL REGION OF GHANA: ENHANCING QUALITY TEACHING AND LEARNING

ABSTRACT

Globally, there is the quest to improve quality education as stated in the goal 4 of the SDG. One of the quintessential factors that could facilitate the attainment of this global goal is effective and adequate process factors. The study specifically sought to assess the availability of process factors such as teacher use of instructional time, level of parental and community involvement, type of leadership, curriculum coverage among urban, rural, public and private junior high schools in the Central Region of Ghana. Descriptive survey design was used to carry out the study. Through stratified sampling technique, 1260 respondents comprising 126 head teachers, 378 JHS three teachers, and 756 JHS 3 students were engaged in the study. Three sets of questionnaires were designed for the headteachers, teachers, and the students. Data gathered were analysed using frequencies, percentages, means and standard deviations. It was found that process factors were better in urban schools as well as private schools. For rural schools and public schools, the process factors were poor, particularly, percentage of syllabus coverage was low in for English, Mathematics and Integrated Science. It was concluded that process factors such as headteachers' leadership styles; relationships among teachers, staff, students, parents/guardians, and community members/leaders; and teachers' and students' regularity and punctuality to school when not dealt with pose threat to the quality of education.

Keywords: Process Factors, Junior High School (JHS), Rural Schools, Urban Schools

INTRODUCTION

Access to education in Ghana is seen both as a fundamental human right and an essential element in the national development strategy to promote growth and ensure preparedness for a productive life. Ghana's aspiration to become a middle-income country by 2020 rests to a large extent on her ability to improve educational access to the point whereby it has a highly educated population which can provide the human resource base for accelerated development (World Bank, 2004).

The concept of primary education for all children in Ghana (formerly Gold Coast) first took centre stage in the Accelerated Development Plan in 1951. This plan laid the foundation for six years of free and compulsory primary education and produced massive

increase in primary school enrolments (World Bank, 2004). The goals of basic education in Ghana were set in fulfillment of the mission of the Education Ministry by providing the following:

(a) Facilities to ensure that all citizens, irrespective of age, gender, tribe, religion and political affiliation, are functionally literate and self-reliant;
(b) Basic education for all children;
(c) Opportunities for open education for all;
(d) Education and training for skill development with emphasis on science, technology and creativity (Ministry of Education (MoE), 2003).

In providing these services, the Ministry of Education was to be guided by the following values: (1) quality of education provided, (2) efficient management of resources, (3) accountability and transparency, and (4) equity (MoE, 2003). Education in Ghana, more especially, at the basic level, has witnessed a downward trend in academic outcome. According to available records, the last decade alone saw over 3,669,138 Basic Education Certificate Examination (BECE) candidates sitting for that examination but out of that figure, 1,562,270 (43%) of them failed to make the required grades (i.e., those who had aggregates 30 and above) for progression to any secondary, technical or vocational school. If as a country, we fail to arrest this situation early enough, education in the country will lose its credibility ultimately.

In a study on coverage of the syllabus conducted at the basic level in Ghana by Mereku, Amedahe and Etsey (2005), about 30% of teachers indicated they were able to cover only half of the English syllabus. Only about 20% completed the English syllabus but the majority of teachers were not able to cover 80% of the content of the English syllabus. It also came to light that 31% of teachers covered only half of the mathematics syllabus content while only 21% of the teachers indicated that they covered all contents in the syllabus. Mereku et al. also reported that the majority of the teachers were not able to cover 80% of the content of the mathematics syllabus.

Due to inadequate supply of textbooks and non-existence of supplementary readers, children essentially go home without any reading materials to read in the evening. Attram (2014) confirmed this by stating that due to the deficit syndrome, the syllabi are not completed before transition of students from one level to another takes place. With respect to teacher quality, according to Ministry of Education (2016), 71.1% of teachers at the JHS level in both public and private schools were trained with 28.9% untrained. The percentage of trained teachers in public JHS schools stood at 89.6% while that of the private JHSs is 18.7%.

However, the private school pupils tended to perform better than the public schools in the BECE over the years. Coupled with this, Nugba (2021) found that the input factors in schools in Ghana were generally not encouraging. Particularly, class sizes and pupil-textbook ratio did not meet the recommended standards by Ghana Education Service [GES]. Also, the rate of accessibility or availability of input factors in urban schools were better than in rural schools. This is an issue worrying in Ghana's quest to promote quality education.

While the country has, over the years, improved upon access of basic education to the citizenry, there are concerns about the quality of the outcome. According to Ampiah (2010), countries that are striving to guarantee all children the rights to education have their main focus on access and often overshadowing attention to quality. Yet, quality determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits (UNESCO, 2005). UNESCO indicated that most pupils may find themselves in school but due to poor education delivery and quality, their achievement may be low. Mishra (2007) also indicated that quality education delivery becomes poor when there is poor management of the system. This is evidenced by a national biennial representative measure of pupil competency in Mathematics and English language in Ghanaian basic school Grades 3 and 6 (BS 3 and BS 6) in the National Education Assessment (NEA).

The NEA has consistently revealed that children in both grades were finding it difficult to complete the English test and to perform grade-appropriate or simple mathematical operations (MoE, 2013). In the NEA, the minimum competency level is put at 35% of the total score while the proficiency level is established to be 55% performance. Table 1 indicates the results of the NEA as conducted in Ghana for lower and upper primary pupils in English Language and Mathematics between 2005 and 2011. From Table 1, the percentages for minimum competency and proficiency for primary 3 in English decreased by 0.4% (M-C) and (1.4%) in 2007, but increased progressively in 2011, however, in terms of mathematics, percentages for both minimum competency and proficiency appear to be fluctuating over the years. In terms of primary 6, the percentage pass for minimum competency for English increased from 2005 to 2011. In the case of mathematics, the percentage passes fluctuated over the years in terms of minimum competency and proficiency.

Table 1- Overall Distribution of Minimum-Competency and Proficiency NEA 2005, 2007, 2009, and 2011

	Primary 3	Primary 6

Year	English		Mathematics		English		Mathematics	
	M-C	Profic	M-C	Profic	M-C	Profic	M-C	Profic
2005	50.6	16.4	47.2	18.6	63.9	23..6	47.2	9.8
2007	50.2	15.0	42.6	14.6	69.7	26.1	46.2	10.8
2009	57.6	20.0	61.2	25.2	76.9	35.6	61.9	13.8
2011	66.3	24.2	52.6	18.2	78.9	35.3	56.9	16.1

*Source: MOE (2011, 2013) ***M-C level fixed at 35% and Proficiency level at 55%*

In 2013, a few items were added to the test, specifically, to help assess children's basic reading and mathematics competency. For basic six mathematics, only approximately 11% of the pupils reached the proficiency level and 22% in basic three. In English, the results were relatively better with 28% of the pupils reaching proficiency at basic three and 39% at basic six. In Ghana, both basic three and six, approximately 40% of the pupils failed to achieve the minimum competency in Mathematics and English. This poor performance has serious implications for the management of learning in the next decade because this poor elementary performance flows upward through the system, creating weak performance at higher levels in education.

Another evidence of relatively poor teaching effectiveness at the basic level is shown in terms of students' performance published by West African Examination Council (WAEC) in 2015 Basic Education Certificate Examination (BECE) for three core subjects of Mathematics, English and Science. The detail results are presented in Table 2.

Table 2- National Results of the BECE in Mathematics, English and Science in 2015

	Mathematics			English			Science		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Total	435,322	228,440	206, 882	435,322	228,440	206,882	435, 322	228,440	206,882
Pass	330,321	177,542	152,779	329,304	171,173	158,131	331,169	177,515	153,654
% pass	75.9%	77.7%	73.8%	75.6%	74.6%	76.4%	76.1%	77.7%	74.3%

****A student is considered to have passed if he/she achieved grade 1-8*
Source: MOE (2015).

From Table 2, it can be seen that candidates of the Basic Education Certificate Examination could not obtain 80% pass rate in any of the core subject areas nationwide. In the Central Region, for example, the results were not better than the national average.

The government, as a stakeholder, has come out with measures to uplift the performance at the BECE level such as: (a) capitation grants, (b) free compulsory universal basic education, (c) school feeding programme instituted in some basic schools, and (d) district mock examinations, among others. Yet, the situation has not changed much as some schools still get zero percent in the BECE. It is, therefore, pertinent to examine the state of process factors such as teacher use of instructional time, level of parental and community involvement, type of leadership and curriculum coverage among junior high schools in the Central Region of Ghana.

Objective of the Study

The study specifically sought to assess the availability of process factors such as teacher use of instructional time, level of parental and community involvement, type of leadership, curriculum coverage among urban, rural, public and private junior high schools in the Central Region of Ghana.

Research Question

How effective are process factors among Junior High schools in the Central Region of Ghana to enhance quality teaching and learning?

METHODOLOGY

Descriptive survey design was used to carry out the study. According to Aggarwal (2008), descriptive design is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. Since the present study is undertaken to describe the availability process factors in the junior secondary school education in the Central Region of Ghana, the descriptive survey research design was deemed the most appropriate. The target population for this study was made up of public and private JHSs in all the 20 Metropolitan/Municipal/District Assemblies in the Central Region. There are 1,871 junior high schools in the 20 Metropolitan, Municipal and Districts in Central Region made up of 1,190 (63.60%) public and 681(36.40%) private schools (EMIS, 2016). The accessible population was made up 6 districts (30%) out of the 20 districts in Central Region. Two (2) of the districts were selected from the top, middle and bottom purposively making the six districts for the accessible population. This was done based on the ranking of

districts according to their academic achievement level in the 2015/2016 BECE core subjects (mathematics, English and science) by the Ghana Education Service. By implication, six districts with a total of 420 JHSs were selected.

We used proportionate stratified random sampling to ensure that the proportion of each stratification variable (private urban, private rural, public urban and public rural) in the sample reflects their proportion in the wider population. To determine the number of schools in the study, 30% of the total number of schools of 420 was taken which was 126 to make up the sample. To select the schools for the study, we used two main stratification variables, namely type of location (i.e., urban and rural) and type of school (public and private). Respondents for the study were made up of 126 head teachers, 378 JHS three (3) teachers (thus, those who were teaching English language, mathematics and science) and 756 JHS 3 students, six (6) students were randomly selected per school. In all, the participants for the study were 1260.

Questionnaire was used for data collection. The data for the study were collected using three questionnaires, namely, (a) head teachers' questionnaire; (b) teachers' questionnaire; and (c) students' questionnaire. The data collected with the questionnaires were coded and inputted using the Statistical Package for Service Solutions (SPSS) software version 25.0. Data gathered were answered using frequencies, percentages, means and standard deviations. The mean scores for the responses were used for the analysis. A criterion mean of 2.5 was, where items with mean scores 2.5 or above depict agreement, whereas items with mean scores below 2.5 depict disagreement.

RESULTS

The study collected data from 1260 participants in three sub-sample groups: teachers, head teachers and pupils. On the part of teachers, 325 out 378 JHS teachers participated with a response rate of 86%. One hundred and eleven (111) representing 88.1% out of the 126 head teachers participated. In terms of students, 674 out 756 participated, and this represents a return rate of 89.2%. The overall return rate is 88.1%.

Process Factors

How effective are process factors, namely, teacher use of instructional time, level of parental and community involvement, type of leadership, curriculum coverage being utilized among urban, rural, public and private junior high schools in the Central Region of Ghana to enhance quality teaching and learning? This research question sought to examine the process factors available, and also to determine how effective these factors are. The responses of the respondents based on the research question are presented in Tables 3 and 4.

Table 3- Distribution of Teachers' Responses on School-related Process Factors (Teachers)

Factors	All		Location				Sch. Type			
			Rural		Urban		Private		Public	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
My students are regular to school.	3.04	.64	2.98	.614	3.11	.65	3.24	.65	2.96	.615
My students are punctual to school.	2.84	.69	2.83	.61	2.85	.76	2.97	.76	2.79	.65
I find it difficult to complete the syllabus on time for the Form 3 students in my subject area.	2.08	.88	2.19	.90	1.97	.83	2.05	.96	2.10	.84
I am able to complete the syllabus on time for the Form 3 students in my subject area.	3.15	.79	3.01	.82	3.30	.74	3.33	.81	3.08	.78
I find it easy to approach the head-teacher.	3.41	.82	3.34	.85	3.48	.78	3.39	.85	3.42	.81
I have a good relationship with other staff, students, parents/guardians, and community members/leaders.	3.45	.63	3.48	.57	3.42	.70	3.49	.60	3.43	.65
On school issues, decision making is done by committees.	3.02	.79	3.01	.77	3.03	.81	3.26	.69	2.92	.80
My head-teacher delegates management responsibilities to staff members.	3.21	.74	3.34	.65	3.06	.80	3.15	.78	3.23	.72
My head-teacher responds to expressed feelings by staff and students.	3.29	.68	3.38	.66	3.20	.70	3.29	.67	3.29	.69

Source: Field survey (2019)

The data in Table 3 reveal that most of the teachers reported that they had a good relationship with other staff, students, parents/guardians, and community members/leaders (*M* = 3.45, *SD* = .63), the teachers also indicated that they found it easy to approach their head teachers (*M* = 3.41, *SD* = .82) and that their head-teachers responded to expressed feelings by staff and students (*M* = 3.29, *SD* = .68). They also indicated that their head-teachers delegated management responsibilities to staff members (*M* =3.21, *SD* = .74). They further agreed that they were able to complete the syllabus on time for the Form 3 students in their subject areas (*M* =3.15, *SD* = .79). It was, however, evident in Table 3 that the teachers did not agree to some items regarding availability of school-related process factors and how effective these factors were. For instance, teachers disagreed to the fact that they found it difficult to complete the syllabus on time for the Form 3 students in my subject area (*M* = 2.08, *SD* = .88).

As presented in Table 3, teachers indicated that head-teachers in the urban settings (*M* = 3.48, *SD* = .78) were more approachable than head teachers in the rural settings (*M* = 3.34, *SD* = .85). On school issues, schools from the urban settings (*M* = 3.03, *SD* = .81) engages committees better than schools from the rural settings (*M* = 3.01, *SD* = .77). In terms of school type, the relationship among staff, students, parents/guardians, and community members/leaders in private schools (*M* = 3.49, *SD* = .60) was better than in public schools (*M* = 3.43, *SD* = .65). Again, students in private schools were punctual (*M* = 2.97, *SD* = .76) to school than students in public schools (*M* = 2.79, *SD* = .65). Similarly, students in the private school were regular to school (*M* = 3.24, *SD* = .65) than students in the public schools (*M* = 2.96, *SD* = .62).

Regarding the results in Table 4, the head teachers agreed to all the statements pertaining to the availability of school-related process factors and how effective these factors were. They reported that teachers were regular to school (*M* = 3.38, *SD* = .61), expressed feelings by staff and students (*M* = 3.37, *SD* = .76), indicated that they delegated management responsibilities to staff members (*M* = 3.32, *SD* = .79), and agreed to the statement that decision making on school issues were done by committees (*M* = 3.21, *SD* = .79). As shown in Table 4, the head teachers also agreed to the following statements with reference to school-related process factors and how effective these factors were: teachers were punctual to school (*M* = 3.25, *SD* = .75), students were regular to school (*M* = 3.14, *SD* = .68), students were punctual to school (*M* = 3.07, *SD* = .59), teachers found it difficult to complete the respective syllabi on time for Mathematics (*M* = 2.96, *SD* = .60), teachers found it difficult to complete the respective syllabi on time for English Language (*M* = 2.87, *SD* = .65) and teachers found

it difficult to complete the respective syllabi on time for Integrated Science (*M* = 2.86, *SD* = .72).

Table 4- Distribution of Head teachers' Responses on School-related Process Factors (Head teachers)

Factors	All		Location				Sch. Type			
			Rural		Urban		Private		Public	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Students are regular to school.	3.14	.68	3.02	.63	3.29	.71	3.33	.73	3.08	.65
Students are punctual to school.	3.07	.59	2.95	.63	3.23	.52	3.19	.48	3.04	.63
Teachers are regular to school.	3.38	.61	3.31	.65	3.48	.55	3.41	.69	3.38	.58
Teachers are punctual to school.	3.25	.75	3.17	.75	3.34	.80	3.42	.81	3.19	.73
Teachers find it difficult to complete the syllabus for final year students in general.	2.37	.76	2.32	.80	2.44	.71	2.44	.80	2.35	.75
Teachers find it difficult to complete the respective syllabi on time for English Language.	2.87	.65	2.85	.72	2.90	.56	2.89	.80	2.87	.60
Teachers find it difficult to complete the respective syllabi on time for Mathematics.	2.96	.60	2.94	.62	3.00	.58	3.04	.76	2.94	.55
Teachers find it difficult to complete the respective syllabi on time for Integrated Science.	2.86	.72	2.83	.73	2.92	.71	2.93	.78	2.85	.70
Teachers find it easy to approach me as the head-teacher.	3.20	.97	3.27	.92	3.10	1.04	3.30	.91	3.17	.99
On school issues, decision making is done by committees.	3.21	.79	3.10	.86	3.38	.67	3.26	1.02	3.20	.71
As a head-teacher, I delegate management responsibilities to my staff members.	3.32	.79	3.22	.75	3.44	.82	3.22	.89	3.35	.75
As a head-teacher, I respond to expressed feelings by staff and students.	3.37	.76	3.44	.67	3.27	.87	3.22	.85	3.42	.73

Source: Field survey (2019)

In terms of school types, head teachers reported that teachers in the private school (*M* = 3.42, *SD* = .81) were punctual at school compared to their counterparts in the public schools (*M* = 3.19, *SD* = .73). Head teachers further indicated that teachers in the rural settings (*M* = 3.27, *SD* = .92) found it easier to approach their head teachers as compared to teachers in the urban settings (*M* = 3.10, *SD* = 1.04). Head teachers however reported that teachers in the private school (*M* = 3.30, SD = .91) found it easier to approach their head teachers than their fellow teachers in the public-school *M* = 3.17, *SD* = .99).

Aside the aforementioned school-related process factors, respondents (teachers and head teachers) also responded to process factors relating to the percentage of syllabus coverage in Form 3. The responses of the respondents are presented in Tables 5 and 6.

Table 5- Teachers' Responses on the Rate of Syllabi Coverage in English Language

Percentage coverage	Location				Sch. Type			
	Rural		Urban		Private		Public	
	F	%	F	%	F	%	F	%
Below 50%	-	-	-	-	-	-	-	-
Between 50 – 60%	3	4.8	1	2.1	3	11.1	1	1.2
Between 70 – 80%	38	60.3	25	52.1	13	48.1	50	59.5
Above 90%	19	30.2	21	43.8	10	37.0	30	35.7
N/A	3	4.8	1	2.1	1	1.2	3	3.6
Total	63	100	48	100.0	27	100.0	84	100.0

Source: Field survey (2019); N//A–No response, F= Frequency, % = Percentage

As shown in Table 5, more teachers in rural settings (4.8%) than urban settings (2.1%) covered 50 – 60% of the English language syllabus. Similarly, 60.3% of teachers from rural settings and 52.1% of teachers from urban settings covered 70 – 80% of the English language syllabus. However, more teachers in urban settings (43.8%) than the rural settings (30.2%) covered above 90% of the English language syllabus. In all, it can be said that teachers in the urban settings covered more of the syllabus than the teachers from the rural settings. In terms of school type, while 59.5% of teachers in the public schools covered 70 – 80% of the English language syllabus, 48.1% of teachers in private schools covered an equal amount of the English language syllabus. Table 6 presents teachers' response on core mathematics coverage.

Table 6- Teachers' Responses on the Rate of Syllabi Coverage in Core Mathematics

Percentage coverage	Location				Sch. Type			
	Rural		Urban		Private		Public	
	F	%	F	%	F	%	F	%

Below 50%	13	21.3	-	-	-	-	12	14.8
Between 50 – 60%	16	26.2	3	7.3	1	4.7	21	25.9
Between 70 – 80%	19	31.1	9	22.0	2	9.5	37	45.7
Above 90%	13	21.3	29	70.7	18	85.7	11	13.6
Total	61	100	41	100.0	21	100.0	81	100.0

Source: Field survey (2019); N//A – No response F= Frequency, % = Percentage

From Table 6, a vast majority (70.7%) of teachers in the urban settings covered more than 90% of the core mathematics syllabus compared to 21.3% of teachers in the rural settings. In addition, 85.7% of teachers in private schools covered more than 90% of the core mathematics syllabus. On the contrary, 13.6% of teachers in the public schools covered above 90% of the syllabus. In all, it can be said that teachers in urban schools and those from private schools covered a greater portion of the core mathematics syllabus.

Table 7- Teachers' Responses on the Rate of Syllabi Coverage in Science

Percentage coverage	Location				Sch. Type			
	Rural		Urban		Private		Public	
	F	%	F	%	F	%	F	%
Below 50%	9	14.3	-	-	1	3.7	14	16.5
Between 50 – 60%	17	27.0	6	12.2	2	7.4	22	25.9
Between 70 – 80%	27	42.9	13	26.5	5	18.5	36	42.4
Above 90%	10	15.9	30	61.2	19	70.4	13	15.3
Total	63	100	49	100.0	27	100.0	85	100.0

Source: Field survey (2019); N//A – No response F= Frequency, % = Percentage

As shown in Table 7, comparatively, 61.2% and 15.9% of teachers in the urban and rural settings respectively covered above 90% of the science syllabus. In a similar vein, 70.4% of teachers in private schools whereas 15.3% of teachers in public schools completed more than 90% of the science syllabus. In all, the results saw more teachers in urban than rural settings; and private than public schools completing a greater chunk of the syllabi for English language, core mathematics, and science.

Parent/guardians-related process factors were measured using a semantic differential scale that ranged from 1-4; where 1 = "Not at all" and 4 = "Very much." "Not at all" depicts situation where stakeholders do not involve themselves in school activities and "very much" depicts situation where stakeholders involve themselves in school activities and contribute to school developmental projects. Mean scores were computed. Mean scores of 2.5 depict a

situation where stakeholders fairly involved themselves in school activities. A mean score greater than 2.5 depicts situation where stakeholders involved themselves in school activities and contributed to school developmental projects. Respondents (head teachers) were asked to respond to series of questions pertaining to parent/guardians-related process factors and their responses are presented in Table 8.

Table 8- Parents/guardians-related Process Factors (Head teachers)

Factors	ALL		Location				Sch. Type			
			Rural		Urban		Private		Public	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Parents/guardians and community members are involved in building classrooms to assist the school	2.27	.91	2.44	.88	2.04	.92	2.22	.85	2.29	.94
In my school, there is good staff, parents/guardians (PTA) working relationship	3.20	.82	3.24	.80	3.15	.85	3.19	1.04	3.20	.74
Parents/guardians and community members involved in instilling discipline by engaging with the school to come out with rules that bind the conduct of students	2.73	.87	2.76	.86	2.69	.90	2.78	.97	2.71	.84
Apart from school fees, parents/guardians and community members and leaders contribute financially for school extra expenses	2.36	.94	2.56	.91	2.10	.93	2.19	1.00	2.42	.92

Source: Field survey (2019)

Regarding the results in Table 8, the head teachers indicated that a good working relationship existed between the staff and parents/guardians of students (M = 3.20, SD = .82). The head teachers also reported that on the issue of instilling discipline in students, parents/guardians and community members engaged with the school to come out with rules bounded the conduct of students (M = 2.73, SD = .87). The head teacher, however, reported that apart from school fees, parents/guardians and community members and leaders did not contribute financially to support school extra expenses (M = 2.3, SD = .94). It was also evident in the reports of the head teachers that parents/guardians and community members did not contribute their quota in building classrooms to assist the schools (M = 2.27, SD = .91).

In sum, it was found in the present study that process factors were better in urban schools as well as private schools. For rural schools and public schools, the input factors were poor. For example, it was discovered that the percentage of syllabus coverage was high in schools in urban schools and private schools. Similar trends were found for English, Mathematics and Integrated Science.

DISCUSSION

The purpose of this study was to evaluate how effective process factors were being utilised among urban, rural, public and private junior high schools in the Central Region of Ghana. This study examined process factors such as teacher use of instructional time, level of parental and community involvement, type of leadership and curriculum coverage by urban, rural, public and private schools. The findings of this study shows that process factors were better in urban schools as well as private schools. For rural schools and public schools. For example, it was discovered that the percentage of syllabus coverage was high in schools in urban schools and private schools. Similar trends were found for English, Mathematics and Integrated Science. Considering the use of instructional time as a process factor, it appears that supervision is more effective in urban and private schools as against supervision in public and rural schools. Similarly, the findings of the study could suggest that parents' involvement in their ward's education is more effective in private and urban schools compared to rural and public schools. The findings of this study agree with the findings of Kim (2012) who stated that the utilisation of process indicators is a way to understand "what's going-on in schools". The dynamic, integrated use of a wide variety of school indicators can provide rich information on the quality of resources, people and activities that shape children's day-to-day experiences (Scheerens, 2011).

CONCLUSION

It can be concluded that process factors such as headteachers' leadership styles; relationships among teachers, staff, students, parents/guardians, and community members/leaders; and teachers' and students' regularity and punctuality to school though were effective, they were not fully implemented by the schools in the Central Region. Generally, syllabi coverage for English language, mathematics, and science still appears not too good, since there were deficits in the aforementioned, and this is detrimental to the quality of education. This situation happens to be better for schools in the urban centres, and private schools. Therefore, the poor performance of pupils in rural schools can be attributed to the fact that process factors in these schools are not adequate and accessible in some cases. Generally, the government should not only be interested in providing input factors but also make sure that process factors exist, since adequate input factors will need sufficient process factors to improve academic performance. Irrespective of the availability and adequacy of input factors, performance will continue to be poor if process factors are inadequate.

RECOMMENDATIONS

1. Head-teachers of the various schools in Ghana should put in place strategies to ensure that teachers complete the syllabi on time. This can be done by regular supervision of the activities of the teachers.
2. During Parents Teachers Association meetings, parents/guardians should be sensitised on the need to play a part in instilling discipline among pupils. Doing so would help improve the issue of truancy and punctuality among students and teachers.
3. Ghana Education Service and heads of school should not only focus on providing input factors but also process factors in schools to improve academic performance. This is because even when input factors are present without adequate process factors, output is low.

4. The Ministry of Education, Ghana should give special attention to rural schools when providing input and process factors to schools. This is because the effect of the absence of input and process factors on output is large for rural schools.

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