

Briefing Paper

Ghana Center for Democratic Development (CDD-GHANA)

Volume 12 Number 3

May, 2014

SATISFACTION WITH EDUCATION SERVICE DELIVERY IN PUBLIC PRIMARY SCHOOLS IN GHANA

Daniel Armah-Attoh

■ Introduction

In contemporary times, and within the context of Education for All [(EFA) a global commitment to ensure that all children, irrespective of their backgrounds have access to universal basic education by the year 2015] which is aimed at improving education quality and outcomes and strengthen accountability for results, emphasis has been shifted to stakeholders' involvement in school management at the local level (USAID, 2006). This paradigm shift required substantial information being available to school officials and community level stakeholders such as School Management Committee (SMC) and Parent Teacher Association (PTA) members; retired educationists; opinion leaders; and parents as a way of ensuring transparency, effective assessment of school performance and the efficiency in service delivery at the local level.

One major tool that has been used to assess public service delivery is the Citizen Report Card (CRC). Developed in Bangalore, India, in 1993 by civil society in response to concerns about the quality of public services, the CRC is a simple tool that provides a public service delivery agency with systematic

feedback from a random sample survey of service users regarding their experiences with the quantity and quality of service. Such feedback enables the service provider to identify strengths and weaknesses in their work.

Over the years, countries such as Kenya, Mozambique, South Africa and Uganda have used CRCs purposely to ensure accountability and transparency in the delivery of public services.¹ In Ghana, the CRC has been used to gauge the opinions of city dwellers within the Accra Metropolitan Area on the delivery of public services such as water, refuse collection and management, education, sanitation among others.²

The Citizen Report Card (CRC) methodology for assessing citizens' knowledge and experiences with public primary education service delivery using a household survey approach is a follow-up to CDD-Ghana's Public Expenditure Tracking Survey (PETS) project which examined leakages in the distribution of core textbooks in thirty (30) public primary schools located in six (6) districts - Abura-Asebu-

¹ See World Bank, 2004.

² See World Bank, 2010.

Note: BECE is a key achievement test taken by Junior High Schools (JHS) pupils as a termination examination of the nine-year basic education program. Pupils performance in this examination determines their progression or otherwise to Senior High School.

Kwamankese, Ajumako-Enyan-Essiam, Awutu-Efutu-Senya, Asikuma-Odoben-Brakwa, Cape Coast and Twifo-Hemang-Lower Denkyira in the Central region of Ghana. This was part of the multi-year CDD-Ghana / Results for Development (R4D) funded Transparency and Accountability Project (TAP) in Ghana.

Study methodology: The CRC survey used both secondary and primary data collection methods to gather data. The secondary method involved a review of publications on global and local education policies from sources such as the World Bank, UNESCO, IIEP, DFID, USAID, Ministry of Education (MoE) and the Ghana Education Service (GES) etc. Reports on citizen report card surveys carried out in other countries were also reviewed. The primary data collection method involved the designing of data collection tools and the use of same to gather information from key stakeholders in education in the survey districts.

This briefing discusses the level of satisfaction with sampled residents of the survey districts with public primary education service delivery in these districts. Specifically, it focuses on education service users' satisfaction with the provision of educational inputs, infrastructure, and water, sanitation and hygiene (WASH) facilities. It also examines users' satisfaction with teachers' attitude to work, BECE performance and their retrospective assessment of education service delivery.

It further attempts to understand the nature and strength of the association between education

service users' retrospective assessment of education service delivery and their satisfaction with the various aspects of education services listed above. Finally, it seeks to identify which aspect of service users' satisfaction has the strongest impact on their retrospective assessment.

■ Satisfaction with the provision of educational inputs

Citizens' satisfaction with the provision of education inputs and resources which are fundamental to improved learning outcomes are mixed. While seven in every ten respondents (71%) expressed satisfaction with the provision of school furniture such as desks, chairs and blackboards, 15% were not satisfied. Those satisfied with the provision of capitation grant (54%) and textbooks (48%) were in the majority. With respect to the provision of supplementary readers, the satisfied (36%) and unsatisfied (35%) were equally split (see overall average in Table 1^A).

At the district level, significant variations in the level of satisfaction with the provision of education inputs were observed. For instance, two districts - Awutu-Efutu-Senya and Abura-Asebu-Kwamankese were the key drivers of satisfaction with the supply of textbooks.

In Ajumako-Enyan-Essiam, Abura-Asebu-Kwamankese and Asikuma-Odoben-Brakwa, respondents' satisfaction with the capitation grant was above the overall average. Only in one district -

Table 1^A: Satisfaction with specific education inputs provision

	Textbooks		Capitation Grant		School Furniture		Supplementary Readers	
	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied
Abura-Asebu-Kwamankese	16%	66%	18%	72%	3%	95%	24%	45%
Ajumako-Enyan-Essiam	31%	46%	4%	78%	10%	69%	48%	30%
Awutu-Efutu-Senya	15%	67%	16%	49%	16%	74%	17%	61%
Asikuma-Odoben-Brakwa	19%	44%	12%	56%	12%	73%	25%	28%
Cape Coast	57%	38%	50%	30%	20%	66%	59%	34%
Twifo-Hemang-Lower Denkyira	38%	29%	13%	36%	27%	41%	39%	20%
Overall Average	29%	48%	19%	54%	15%	70%	35%	36%

Twifo-Hemang-Lower Denkyira - did researchers find the level of those satisfied with the provision of school furniture to be below half of those interviewed (i.e. 41%).

On the other hand, a majority of users indicated their dissatisfaction with the provision of free laptops (63%), school feeding (61%), exercise books (47%) and free school uniforms (45%). Those satisfied with these inputs constituted 8%, 20%, 33% and 39%, respectively.

The dissatisfaction rate for exercise books and school uniforms by respondents in Ajumako-Enyan-Essiam, Cape Coast and Twifo-Hemang-Lower Denkyira underpins the overall dissatisfaction rates for these inputs. Again, two of these districts - Cape Coast and Twifo-Hemang-Lower Denkyira together with Ajumako-Enyan-Essiam and Asikuma-Odoben-Brakwa were dissatisfied with the delivery of laptops and the school feeding program. These were the major drivers of the overall dissatisfaction rates for these inputs (see overall average in Table 1^B).

The findings regarding dissatisfaction with the provision of school uniforms and exercise books clearly raise serious questions about the Ghana Education Service (GES) report that indicated that during the 2010/11 academic year alone, 1,258,690 uniforms and 39,536,119 exercise books (which cost the country GH¢10 million) were distributed to needy children in deprived communities. The question is what modalities or criteria did the GES use to select the beneficiary needy communities and pupils and how was the distribution carried out?

Similarly, the dissatisfaction with the school feeding program in basic schools somehow confirmed earlier conclusions of a study conducted by SEND Foundation, Ghana in 2012. The report highlighted myriads of problems plaguing the implementation of the school feeding program. These include the lack of awareness of roles and responsibilities by implementation agencies, rampant marginalization of major stakeholders in decision-making process and weak accountability mechanisms resulting in flagrant violation of procurement procedures.

Table 1^B: Dissatisfaction with specific education inputs provision

	Exercise Books		School Uniforms		Laptops		School Feeding	
	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied
Abura-Asebu-Kwamankese	30%	54%	16%	75%	39%	15%	40%	27%
Ajumako-Enyan-Essiam	63%	9%	81%	13%	95%	2%	95%	4%
Awutu-Efutu-Senya	22%	64%	26%	56%	40%	15%	41%	39%
Asikuma-Odoben-Brakwa	42%	30%	34%	47%	77%	1%	64%	22%
Cape Coast	74%	24%	66%	28%	77%	10%	73%	18%
Twifo-Hemang-Lower Denkyira	50%	17%	49%	12%	50%	5%	52%	10%
Overall Average	47%	33%	45%	39%	63%	8%	61%	20%

Table 2: Satisfaction with specific education infrastructure provision

	School Buildings & Other Structures		Classrooms' Ventilation & Lighting		Library Block		Sports or Play Ground	
	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied
Abura-Asebu-Kwamankese	3%	95%	2%	95%	33%	36%	5%	94%
Ajumako-Enyan-Essiam	12%	66%	7%	68%	77%	12%	3%	82%
Awutu-Efutu-Senya	11%	81%	23%	66%	27%	57%	2%	93%
Asikuma-Odoben-Brakwa	10%	84%	19%	40%	68%	9%	5%	73%
Cape Coast	9%	82%	9%	76%	67%	20%	8%	87%
Twifo-Hemang-Lower Denkyira	6%	71%	22%	45%	27%	33%	6%	76%
Overall Average	9%	80%	14%	65%	50%	28%	5%	84%

■ Satisfaction with Education Infrastructure

To a large extent, satisfaction with the provision of education infrastructure, another key input for improved learning outcomes is very high in the survey districts. Absolute majority are satisfied with schools' sports facilities and compound (84%), classroom buildings and other structures (80%) and ventilation and lighting in classrooms (65%). Less than a fifth (5%, 8% and 14% respectively) however expressed dissatisfaction with these infrastructure. Half of those interviewed (50%) however were dissatisfied with library facilities. Again, remarkable district differences were observed (see overall average in Table 2).

Respondents' dissatisfaction with library facilities is also consistent with Alemna (2002) conclusions that governments of Ghana, through the Education Ministry have over the years recognized the role of school libraries in education, but have done little by way of providing these facilities in schools.

Education service users' sentiments regarding the provision of school buildings could probably be informed by recent efforts by government at constructing more classrooms to eliminate what has come to be known as 'schools under trees' from the system. The GES indicated in its 2011 report that a total of 1,226 classroom facilities were under construction to help solve this problem.

■ Satisfaction with WASH Facilities

Most people interviewed appeared pleased with the provision of water, sanitation and hygiene (WASH) facilities in schools in their (or nearby) communities. At a minimum, six in every ten respondents expressed satisfaction with the provision of toilet facilities (69%), drinking water (64%), and garbage pits for waste disposal (60%) in local primary schools. Indeed, absolute majority (84%) were also satisfied with the level of cleanliness of the compounds of schools in their communities. Only minorities (4% to 25%) remained dissatisfied. Indeed, the high levels of satisfaction with the supply of these facilities generally cut across the six districts (see overall average in Table 3).

The satisfaction with the delivery of WASH facilities such as supply of running water and separate toilets for girls and boys in schools is encouraging because the availability of these facilities in schools has been associated with improved access for girls and children with disabilities (see Academy of Educational Development (2002) cited by Akyeampong et al, (2007)). It is therefore not surprising to find in the GES' 2011 report that about 350 boreholes, 99 gender-friendly lavatories and 250 urinals were provided in basic schools in deprived districts.

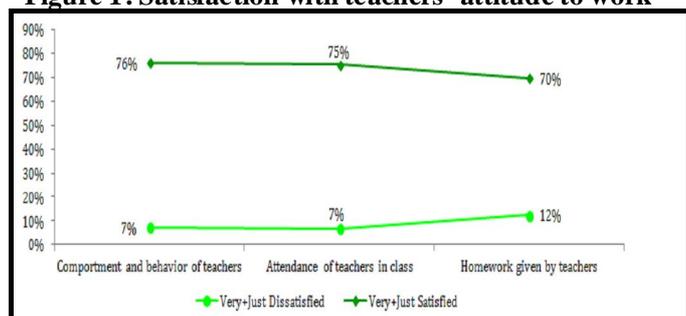
Table 3: Citizens' satisfaction with WASH facilities provision

	Drinking Water		Toilet Facility		Garbage Pit		Cleanliness of compound	
	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied
Abura-Asebu-Kwamankese	9%	88%	4%	88%	6%	77%	0%	97%
Ajumako-Enyan-Essiam	27%	61%	28%	61%	27%	62%	4%	85%
Awutu-Efutu-Senya	22%	72%	14%	78%	12%	75%	5%	90%
Asikuma-Odoben-Brakwa	35%	49%	9%	78%	21%	42%	4%	74%
Cape Coast	26%	65%	42%	47%	32%	50%	4%	91%
Twifo-Hemang-Lower Denkyira	33%	47%	15%	60%	20%	53%	6%	69%
Overall Average	25%	64%	19%	69%	20%	60%	4%	84%

■ Satisfaction with Teachers' Attitude to Work

As the frontline service providers whose attitude to work and general comportment impact on pupils' academic exploits and consequently, academic outcomes, it is quite satisfying to find that respondents largely approved of the conduct of teachers in public primary schools in their (or nearby) communities.

Figure 1: Satisfaction with teachers' attitude to work



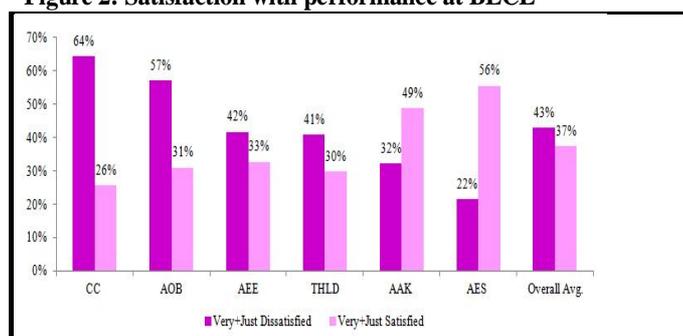
A large majority of survey respondents (76%) expressed satisfaction with the general comportment and behavior of teachers. Also, 75% were satisfied with teachers' attendance in class. Only 7% each appeared dissatisfied with these two aspects of the conduct of teachers.

Over two-thirds (70%) were also satisfied with the amount and quality of homework that teachers gave to pupils while 12% expressed dissenting opinions (see Figure 1).

■ Satisfaction with School Performance at BECE

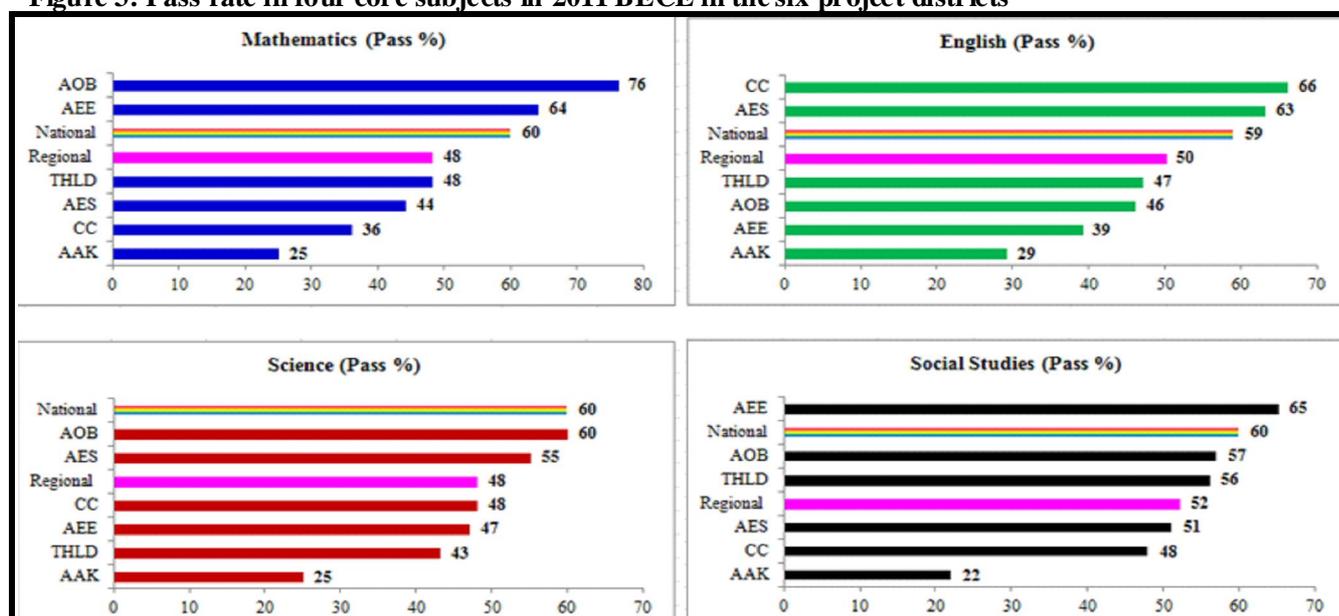
It is worth stating that the real aim of education service provision is to enhance teaching and learning, impart competencies and skills to pupils, communities and the society at large. *In spite of the generally positive approval ratings for the provision of educational inputs, education infrastructure, WASH facilities and teachers, a sizeable percentage of education service users were unhappy about pupils' performance in the Basic Education Certificate Examination (BECE).* Nearly half of those interviewed in the survey districts (43%) were dissatisfied with pupils' performance in Basic Education Certificate Examination (BECE). A little over a third (37%) however said they were satisfied.

Figure 2: Satisfaction with performance at BECE



Note: AAK = Abura -Asebu-Kwamankese; AEE = Ajumako -Enyan-Essiam; AES = Awutu -Efutu-Senya; AOB = Asikuma -Odoben-Brakwa; CC = Cape Coast; and THLD = Twifo -Hemang-Lower Denkyira.

Figure 3: Pass rate in four core subjects in 2011 BECE in the six project districts



Note: AAK = Abura-Asebu-Kwamankese; THLD = Twifo-Hemang-Lower Denkyira; AES = Awutu-Efutu-Senya; AOB = Asikuma-Odoben-Brakwa; AEE = Ajumako-Enyan-Essiam; and CC = Cape Coast.

The district analysis showed that in Cape Coast, Asikuma-Odoben-Brakwa, Ajumako-Enyan-Essiam and Twifo-Hemang-Lower Denkyira, users of education service who expressed dissatisfaction with the BECE performance of schools were in the majority (i.e. 41% to 64%).

In the remaining two districts - Abura-Asebu-Kwamankese and Awutu-Efutu-Senya, the majority (49% and 56% respectively) rather were pleased with BECE performance of schools in their communities (see Figure 2).

Having less than half of those interviewed (i.e. 43%) saying they were satisfied with the performance of pupils in the BECE could be explained by the unfavorable BECE results recorded by the project region and districts. For instance, as shown in Figure 3, regional pass rates in the four core subjects in 2011 BECE were below national averages (i.e. Mathematics: *Regional, 48 percent; National, 60 percent*; English: *Regional, 50 percent; National, 59 percent*; Science: *Regional, 48 percent; National, 60 percent*; and Social Studies: *Regional, 52 percent; National, 60 percent*).

Also, the following findings stand out from the analysis: only two districts - Asikuma-Odoben-Brakwa and Ajumako-Enyan-Essiam Districts - performed above the national and district figures in Mathematics; for English, Awutu-Efutu-Senya and Cape Coast Districts recorded pass rates that were also above the national and regional pass rates; only Asikuma-Odoben-Brakwa had pass rate in science that is exactly equal to the national rate. All the other districts had rates below the national figure; and Ajumako-Enyan-Essiam had a pass rate in social

studies which was the only one above the national rate (CDD/HP, 2013).

Users' concerns about pupil performance in BECE mirrors the actual outcomes of pupils performance on the USAID funded National Education Assessment (NEA). As per the 2013 results, only approximately 11% of primary 6 pupils and 22% of primary 3 pupils attained proficiency in mathematics, while 28% of primary 3 pupils and 39% of primary 6 pupils attained proficiency in English. Importantly, for both P3 and P6, approximately 40% of the pupils failed to achieve even minimum competency in mathematics and 40% of the P3 pupils failed to achieve minimum competency in English (MoE, 2014).

Regional analysis of the NEA results also showed that only about a third of pupils in primary 3 in the Central region attained minimum competency in English (34%) and mathematics (35%) and 33% and 45% of primary 6 pupils in the region obtained minimum competency in English and Mathematics respectively in the 2013 assessments.

■ Retrospective Assessment of Education Service Delivery

Users of education service were generally of the opinion that service delivery, compared to the past year has witnessed significant improvement. When asked “*Compared to one year ago, would you say education services are better, same or worse*”, over half (58%) of respondents described the current situation as “*much better or better*” than it was in the immediate past year. Nearly a quarter (24%) felt

Table 4: Retrospective assessment of education service delivery

	Much Better & Better	Same	Much Worse & Worse	Missing & Don't know
Cape Coast	79%	12%	8%	1%
Awutu-Efutu-Senya	67%	20%	5%	9%
Abura-Asebu-Kwamankese	62%	28%	5%	4%
Twifo-Hemang-Lower Denkyira	50%	23%	9%	18%
Ajumako-Enyan-Essiam	49%	28%	19%	4%
Asikuma-Odoben-Brakwa	43%	33%	14%	10%
Overall Average	58%	24%	10%	8%

conditions had remained the same, 10% thought the situation was “*much worse or worse*” while 5% did not know (see Table 4).

The appreciable positive retrospective assessment of education service delivery was strongly influenced by the remarkable positive ratings registered by service users in Cape Coast (79%), Awutu-Efutu-Senya (67%), Abura-Asebu-Kwamankese (62%) and Twifo-Hemang-Lower Denkyira (50%).

■ Explaining Retrospective Assessment of Service Delivery

In this section of the paper, researchers first examined the relationship between the positive retrospective assessment of service delivery by education service users and their satisfaction with various aspects of education services. Secondly, an attempt was made to identify which aspect of education service delivery that service users were satisfied with had the strongest impact on their positive retrospective assessment of education service delivery.

The two questions here are:

1. What is the nature and strength of the relationship between education service users’ positive retrospective assessment of education service delivery and their satisfaction with the following: (a) supply of educational inputs; (b) supply of educational infrastructure; (c) supply of water, sanitation and hygiene facilities; (d) teachers’

disposition and conduct towards their job; and (d) performance at the BECE?

2. Which aspect of education service that users are satisfied with have the strongest impact on their retrospective assessment of service delivery; is it satisfaction with (a) the supply of educational inputs; (b) the supply of educational infrastructure; (c) the supply of water, sanitation and hygiene facilities; (d) satisfaction with teachers’ disposition and conduct towards their job; or (d) satisfaction with BECE results?

Correlation and regression analyses were used in finding answers to these questions. Also, four indexes were constructed to facilitate the conduct of this analysis.³

The correlation analysis results established strong positive association between education services users’ positive retrospective assessment of education service delivery and satisfaction with the provision of WASH facilities ($r = 0.219$); satisfaction with education inputs ($r = 0.227$); satisfaction with education infrastructure ($r = 0.284$); satisfaction with teachers’ attitude and comportment to work ($r = 0.323$); and satisfaction with pupils performance at the BECE ($r = 0.334$). All the observed relationships were found to be highly significant at 99% level.

According to the order of magnitude of impact, the ordinary least squares (OLS) regression estimates showed that satisfaction with pupils’ performance at BECE (0.243), satisfaction with education

³ **Note:** See the descriptive, factor and reliability statistics regarding the four. **Satisfaction with Education Inputs Index** was developed using users’ satisfaction with the supply of textbooks, supplementary readers and exercise books. The index has a mean of 0.5360; standard deviation, 0.5319; eigenevalues total, 2.246, eigenevalues percentage of variance, 74.9%; and reliability alpha, 0.831. **Satisfaction with Education Infrastructure Index** was computed from users’ satisfaction with the provisioning of school buildings and structures as well as ventilation in classrooms and it had a mean of 1.1390; standard deviation, 0.6120; eigenevalues total, 1.590; eigenevalues percentage of variance, 79.5%; and reliability alpha, 0.740. Satisfaction with the provisioning of drinking water, toilet and garbage facilities as well as the cleanliness of compound are the variables used in constructing **Satisfaction with WASH Facility Index**. This index statistics are as follows: Mean 0.9521; standard deviation, 0.4908; eigenevalues total, 2.090; eigenevalues percentage of variance, 52.3%; and reliability alpha, 0.687. Lastly, **Satisfaction with Teacher Attitude Index** was composed from users’ satisfaction with homework given by teachers, teachers’ attendance in class and teachers’ behavior/comportment. It has a mean of 1.1572; standard deviation, 0.5949; eigenevalues total, 2.183, eigenevalues percentage of variance, 72.8%; and reliability alpha, 0.806.

infrastructure (0.180) and satisfaction with teachers' attitude to work (0.144) were the most important drivers of education service users' positive retrospective assessment of education service delivery. These impacts were also found to be highly significant (p -value < 0.01). Though satisfaction with education inputs and the provision of WASH facilities reported positive effects on retrospective assessment of service delivery, the effects were insignificant.⁴

■ **Implications of Findings for Education Service Delivery**

Not discounting the role of education inputs (e.g. supply of textbooks, supplementary readers and exercise books etc) and provision of water, sanitation and hygiene facilities (e.g. drinking water, toilet and garbage facilities) because of their positive but insignificant impacts, the finding that satisfaction with BECE performance is the most important driver of perceived improvement in service delivery followed by satisfaction with education infrastructure (e.g. school buildings and structures) and satisfaction with teachers' attitude to work (e.g. attendance in class; behavior/comportment giving pupils homework) has serious implications for education policy direction.

Clearly, in as much as service users appreciate government efforts at providing basic education infrastructure and facilities as well as putting in place policies that will encourage parents/guardians to send their wards to and keep them in school, the former

are much more concerned about the outcomes (BECE performance) of all these 'visible' investments. Through the education ministry, government should take a critical look at quality outcomes of education since most of the current education policies reflect a drive toward quantitative improvements (e.g. infrastructure, facilities, capitation grant, feeding programs etc to boost enrollment and participation in school). The focus and drive ought to change to reflect the interest of service users which to a large extent is realistic. The government of Ghana ought to spend on education but then the output (i.e. performance outcomes) should be good enough to justify these investments.

⁴ **Note:** Regression model R^2 is 0.195; the adjusted R^2 is 0.189; while the F statistic of 31.317 is highly significant at the 99% level.

References

- Acheampong, K., Djangmah, J., Oduro A., Seidu, A., and Hunt, F. (2007) Access to Basic Education in Ghana: The Evidence and the Issues, Country Analytic Report: CREATE, University of Sussex.
- Alemna A.A. (2002) School Libraries in Ghana: A State-of-the-Art Report. International Association of School Librarianship. www.iasl-online.org/files/july98-alemna.pdf
- Camfed Ghana (2012) What Works in Girls' Education in Ghana: A critical review of the Ghanaian and international literature. Prepared for the Ministry of Education and the Girls' Education Unit, Ghana Education Service with support from DFID, Ghana. January 2012
- Di Gropello (2004) Education Decentralization and Accountability Relationships in Latin America. World Bank Policy Research Working Paper 3453, November 2004
- Dogbe T and Kwabena-Adade J (2012) Ghana: Budget Monitoring by SEND-Ghana and its Partners Helps Improve Nutrition for Children and Support Local Farmers. Study No. 9, September 2012
- Dube, B., (2011) 'Factors leading to poor water sanitation hygiene among primary school going children in Chitungwiza.' Journal of Public Health in Africa. Available: <http://www.publichealthin africa.org/index.php/jphia/article/view/jphia.2012.e7/pdf> [Accessed on 24th January, 2013]
- GES (2011) Director-General's Annual Report to GES Council. December, 2011
- Gillies, John (2004) Strengthening Accountability and Participation: School Self-Assessment in Namibia (EQUIP2 Policy Brief). Washington, D.C.: Educational Quality Improvement Program 2 (EQUIP2), Academy for Educational Development (AED).
- GNECC (2010) Tracking Survey for Textbooks, Exercise Books, School Uniforms, Tracking Survey For Textbooks, Exercise Books, School Uniforms, Capitation Grant, School Infrastructure and Teachers. Ghana National Education Campaign Coalition. www.gnecc.org. April 2010
- Ministry of Education (2014) Ghana 2013 National Education Assessments: Summary of Results.
- Winkler, Donald R. (2005) Increasing Accountability in Education in Paraná State (EQUIP2 Policy Brief). Washington, D.C.: Educational Quality Improvement Program 2 (EQUIP2), Academy for Educational Development (AED).
- Winkler, Donald R. and Jon Herstein (2005) Information Use and Decentralized Education (EQUIP2 Policy Brief). Washington, D.C.: Educational Quality Improvement Program 2 (EQUIP2), Academy for Educational Development (AED).
- World Bank (2010) Education in Ghana Improving Equity, Efficiency and Accountability of Education Service Delivery. February 23, 2010 Report No. 59755-GH. Republic Of Ghana

.....

24 *CDD-Ghana Briefing Papers are generated from commissioned research on topical issues, as well as presentations at round-table discussions at the Center.*

**Daniel Armah-Attoh is
a Senior Research Officer at the
Ghana Center for Democratic
Development (CDD-Ghana)**

Correspondence:

**The Publications Assistant
Ghana Center for Democratic
Development, CDD-Ghana
P.O. Box LG 404, Legon - Accra, Ghana**

**Tel: (+233-0302) 776142/784293-4
Fax: (+233-0302) 763028/9**

**Tamale Office*

P. O. Box: TL 1573, Tamale

**Phone: +233-03720 27758
Fax: +233-03720 27759**

© CDD-Ghana, 2014

Website: www.cddgh.org

E-Mail: info@cddgh.org

ISSN: 0855-4005