



Assessing the perceptions and satisfaction of students on the free senior high school education policy in Ghana

Daniel Ayine Nyaaba^{1*}, William Aduah Yorose², Vincent Awuuh Adocta¹, Thomas Akurugu Nyaaba³, Mahama Alhassan¹

¹ College of Nursing and Allied Health Sciences, Nalerigu, Ghana

² University of Education, Winneba, St John Bosco College of Education, Navrongo, Ghana

³ Bolgatanga Technical Institute, Bolgatanga, Ghana

Abstract

Considering the importance of education to the development of a nation and its people, countries throughout the world continue to reform their educational sectors. Most of these reforms are mostly through policy formulation and implementation. In line with this, the government of Ghana introduced the Free Senior High School education policy in 2017.

This study therefore sought to evaluate the perceptions and levels of satisfaction of student beneficiaries of the Free Senior High School education policy in Ghana. A sample of 1044 students in senior high schools across the nation, were purposively sampled for the study.

The research revealed that, students generally perceived the policy as being a great financial relief, and that educational objectives were being achieved under the policy. However, the policy was perceived as being for political gain. Regarding satisfaction with the policy, students were satisfied with teaching and learning materials, quality of tuition, contact hours, textbooks and the decision of government to sponsor senior high education by paying all fees. However, they expressed dissatisfaction with the double track education system and dormitory accommodation infrastructure.

The study recommends an increased engagement of student beneficiaries of the policy to enhance their knowledge on the policy. Government should also build more classroom infrastructure and dormitories and consider abolishing the double track educational system in the long term.

Keywords: perceptions, satisfaction, student beneficiaries, free senior high school policy

Introduction

Education is considered an important requirement for the development of individuals and nations throughout the world. Education is a vital tool for creating a healthy and prosperous society by enhancing living standards of people through economic empowerment and improving income levels of individuals and productivity of nations (Asumadu, 2019) [6]. Recognizing the importance of education in the development of a nation or a people, most international agencies such as the United Nations (UN) and its affiliates like the United Nations Educational, Scientific and Cultural Organization (UNESCO) perceive education as a basic human right, which every country must ensure that its citizenry are given equal opportunity to acquire (UNESCO, 2000) [28].

Across the globe, many nations continuously structure and reform their educational sector to provide its people the best of education (Sarkodie, 2018) [26]. Also, individual countries in realizing the importance of education, especially in ensuring quality human resource, continuously make effort to providing quality education in the interest of its peoples through educational policy reforms, for various reasons (Mensah, 2019) [19]. For instance, the quest by the United States to toping major international tests ranking was used as the driving force and rationale for current educational reforms in the United States (Turgut, 2013) [27].

In Africa, educational policy reforms have resulted in increasing school enrolments and making education more

accessible to the less privileged by reducing the financial burden of formal education on parents (Abdul-Rahaman *et al.*, 2018) [1]. For instance, the introduction of free basic school education in Uganda (Dieninger, 2003) [9] and Kenya (Olwande *et al.*, 2010) [21] resulted in massive increments in public schools enrolments.

Ghana as a country, in recognizing the importance of education, has not only signed on to international conventions and declarations supporting quality education for its citizenry, but has over the years, taken steps to reform its education sector (Adu-Gyamfi, Donkoh & Addo 2016) [3]. Therefore, in Ghana, educational reforms and policies have been instituted by various successive governments; dating back to the colonial era, through independences to date (Akyeampong, 2010) [5]. Notable among these education policy reforms aimed at reducing the inequality gaps and increasing accessibility in education include, Free Compulsory Universal Basic Education (FCUBE), the Capitation Grant (CG), and Free School Uniform, Exercise Books and Computers distribution programme and recently, the Free Senior High School (FSHS) education policy introduced in place of the pre-existing Progressively Free Senior High School (PFSHS) education policy (Adu-Gymfi *et al.*, 2016) [3].

The Free Senior High School education policy (hereafter referred to as FSHS), introduced in 2017 by the government of Ghana, aimed at making education at the senior secondary school level, free and accessible for all students,

starting from the 2017/2018 academic year (Abdul-Rahaman *et al.*, 2018) ^[11]. This is in line with article 25 1b of the 1992 Constitution states that “Secondary education in its different forms including technical and vocational education, shall be made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education” (Free SHS Policy, 2018).

The Free Senior High School is aimed among other things at ensuring educational inclusion, particularly of the less privileged in society, by reducing financial burden on parents and increasing accessibility among others, in our second cycle institutions (Free SHS Policy, 2018). This is in line with the Sustainable Development Goals (SDGs) goal four, target one of which states that “by 2030, all boys and girls complete free equitable and quality primary and secondary education leading to relevant and effective learning outcomes.” According to Free SHS Policy (2018), the policy provides for free tuition, admission fee, textbooks, library fees, science center fees, and fees for ICT, examination fee, payment of utility fee, boarding and meals. This intervention is seen by Ghanaians as an appropriate educational policy in ensuring proper education of Ghanaian children. The policy also has the support of civil society and the Trade Union Congress (TUC), Ghana who described it as “the most important social intervention programme that has been implemented in our country since independence” because it believes the FSHS policy is an appropriate way of sharing the national cake (Baah, 2017) ^[8]. However, it’s bedevilled with implementation challenges; notably, inadequate infrastructure and Teaching and Learning materials, and some interim interventions such as the Double Tract System of student placement in Senior High Schools (Asumadu, 2019) ^[6].

Students in senior high schools are important stakeholders of FSHS policy; since they are direct beneficiaries of the policy programme. Therefore, the objective of this research was to assess the perceptions and satisfaction of student beneficiaries of the Free Senior High School Education Policy implementation in Ghana and to review the policy for the benefit of Ghanaian children.

Material and Methods

1. Study Design

One thousand and forty-four (1044) student respondents were selected through snowballing and based on a confidence interval of 95% and margin of error of 3% (Hunter, n.d.). The study was a cross sectional survey, involving student beneficiaries of the FSHS education policy in Ghana. This design was suitable because the variables of interest such as perceptions or levels of satisfaction with FSHS education policy were assessed at one point in time, without regard to duration. Therefore, the perceptions and satisfaction of FSHS beneficiary students were evaluated at one point in time. The cross sectional study design was employed because it ensured data was collected quickly and it was appropriate for the descriptive analyses used in this study (Hennekens, 1987) ^[12].

2. Sampling Procedures and Data Collection Tool

The purposive sampling technique was employed in selecting respondents for inclusion in the study. This is because, student are important stakeholders and beneficiaries of the policy programme and are therefore

better placed to provide opinion on their perception and satisfaction of the policy. Research assistants were assigned to every region and tasked to identify and select students in senior high schools within their respective regions, who were beneficiaries of FSHS through snowballing. Therefore, the various regional Research Assistants purposively sampled student beneficiaries of FSHS policy programme and collected data on their opinions of the policy implementation, using a link to the questionnaire on their mobile phones. Therefore, a structured questionnaire was used as tools/instruments for data collection.

To ensure reliability of the tool and validity of data collection, the questionnaires were pre-tested on a few students. Identified mistakes were amended, before administering to the respondents involved in the study.

3. Data/Statistical Analysis

Data on knowledge of students on the Free Senior High school education policy indicators, their perceptions about the programme and the level of satisfaction of the students and parents on the policy, including socio-demographic characteristics of student respondents were collected. An excel sheet was generated from the google forms, some variables were recoded and imported into Statistical Package for Social Sciences (SPSS) software version 20 and analyzed. The results were presented in the form of tables for easy comprehension. The analyses mainly involved generation descriptive statistics.

4. Ethical Issues

The study protocol was reviewed and approved by school heads and management of some institutions. Adequate provision was made in the questionnaires explaining explicitly the study protocol, and every respondent needed to read a consent statement and agree before participating. Also, participation was voluntary and participants had a choice of deciding to participate or decline participation.

Furthermore, no name or identifiable indicator was used during data collection, analyses and reporting. Additionally, confidentiality of information was ensured to protect the privacy. Anonymity was also ensured in administering the questionnaire; so data obtained could not be linked to respondents to curtail possible victimization.

Results and Discussion

1. Background Information of Student Respondents

The background information of the 1044 students involved in the study is presented on *Table 1*. It included the age categories of the students, year group, programme of study, religion and whether their schools operated the double track educational system. The results indicate that, majority 423 (40.5%) of the student respondents, were in their third year of senior high education and the least 225 (21.6%) were in their first year; implying that most respondents have had adequate experience on the policy programme and were therefore in the position to assess the policy. Furthermore, students from across all programmes were selected, with the majority 459 (44.0%) offering General Arts. This also suggests that, views on the policy programme expressed here were representative of SHS students across the different programmes. It is also worth noting that, most schools operated the double track system as confirmed by 810 (77.6%) students.

Table 1: Background Information of Student Respondents

Variable	Frequency	Percentage (%)	
Gender of Student	Male	675	64.7
	Female	369	35.3
Age (years)	< 18	315	30.2
	18-20	441	42.2
	21-24	270	25.9
	25-30	18	1.7
Religion	Christian	837	80.2
	Muslim	198	19.0
	Traditional Religion	9	0.9
Year Group	1 st year	225	21.6
	2 nd year	396	37.9
	3 rd year	423	40.5
Programme of Study	Pure/General Science	279	26.7
	Agricultural Science	36	3.4
	General Arts	459	44.0
	Visual Arts	18	1.7
	Business Studies	36	3.4
	Home Economics (Science)	144	13.8
	Technical Programme	72	6.9
Operate Double Track System	Yes	810	77.6
	No	234	22.4
Total	1044	100.0	

2. Perceptions of Students on the Free Senior High School (FSHS) Education Policy

Results on an assessment of student's perceptions of the FSHS policy are presented on *Table 2*. The student were assessed on some perception indicators of FSHS identified in literature, using the Likert scale; Strongly Agree; Agree; Undecided; Disagree; Strongly Disagree.

The results indicated that, 43.1% strongly agreed and 37.1% agreed (indicating 80.2% of students) perceived the Free SHS policy as a great help to their parents, because they enjoy free senior high education; where fees are fully paid by government. However, 3.4% strongly disagreed and 12.1% disagreed (representing 15.5%) disagreed with that perception, whereas 4.3% were undecided. This means that, most students were of the perception that the policy was a great support to their parents. This findings agrees perfectly with Abdul-Rahaman *et al.*, (2018) ^[1] who described the policy as "a great relieve to parents" considering the fact the financial burden of paying school fees was taken off parents. Also, according to Inoue and Oketch (2008) ^[16], removing only tuition cost of free education was important, but not sufficient in ensuring equity and removing disparities in education for poor households. Therefore, to ensure proper rollout of free education programmes, other education related cost, other than tuition fees must be catered for by the sponsor for total relief.

Regarding the perceived importance of the policy, 37.1% strongly agreed and 42.2% agreed (indicating 79.3% agreed) it was an important educational policy. However, 3.2% strongly disagreed and 12.1% disagreed (indicating 15.5%) disagreed, whereas 5.2% were undecided. This means the policy was generally perceived important. This finding is in line with the perception of the Ghana Trade Union Congress (TUC), who describe the policy as "the most important social intervention programme that has been implemented in our country since independence" (Baah, 2017) ^[8].

Also, 28.4% strongly agreed and 38.8% agreed (indicating 67.2% agreed) that the Free SHS policy was implemented by government to their benefit of all Ghanaian students.

However, 4.3% strongly disagreed and 21.6% disagreed (indicating 25.9% disagreed) with that perception, and 9.2% were undecided. This means that, the students agree the policy was implemented by government to the benefit of all Ghanaian students. This finding is in line with the TUC's believes that FSHS is the most appropriate way to disburse national recourses. This finding also agrees with the President of Ghana, Nana Addo Dankwa Akufo-Addo; under whose government the programme was introduced, that "the cost of providing free secondary school education would be cheaper than the alternative of an uneducated and unskilled workforce" (Baah, 2017) ^[8]. Contrary to this, IMANI, Ghana; a policy think tank, disagree on the "free-for-all" approach of the policy (IMANI, 2018) ^[15]. IMANI was of the opinion that, it should have been limited to only students from poor backgrounds and allowed parents who could afford to pay the fees of their wards to do so, to safe the already limited resources for other equally pressing needs (IMANI, 2018) ^[15]. Also, the Northern Network for Education Development (NNED), agreed with IMANI on the same grounds that, the free senior high policy was 'need blind,' in that, students from low, middle and high income households, were all given the same level of sponsorship (Ibrahim, 2018) ^[14].

In addition, 24.1% strongly agreed and 25.9% agreed (indicating 50.0% agreed) that the Free SHS policy was implemented by government for political benefit. However, 32.8% disagreed and 11.2% strongly disagreed (totaling 44.0% disagreed) with that perception, and 6.0% students were undecided. This implies half of the students agree the policy was for political gain. This perception may be because the policy was a campaign pledge and a flagship programme of the New Patriotic Party (NPP) led government, which won the 2016 elections in Ghana.

Concerning the students perceived involvement in the FSHS policy implementation, 20.7% strongly agreed and 44.8% agreed (indicating 65.5% agreed) they have been involved. However, 20.7% disagreed and 5.2% strongly disagreed (25.9% disagreed) to their involvement, and 8.6% were

undecided. The results indicate that the involvement of students in the FSHS policy implementation was above average. A study conducted by Kyeremanteng (2016) [17], on stakeholder participation on the formulation and implementation of the free senior school policy, reported of adequate stakeholder involvement in the policy formulation and implementation process as contained in this study. Stakeholder involvement in policy formulation and implementation is important because, proactive engagement of stakeholders is central to the success of the free senior school policy in Ghana (Kyeremanteng, 2016) [17]. Furthermore, on students perception of FSHS and achievement of their educational objectives; including covering the course outlines, 19.0% strongly agreed and 31.9 % agreed (indicating 50.9%) of students agreed their educational objectives were being met. However, 28.4% disagreed and 12.1% strongly disagreed (indicating 40.5% disagreed), while 8.6% were undecided. Though close to half (40.5%) of the students believe their educational objectives were not met under FSHS, the conclusion drawn is that students believe educational objectives were being achieve; since slightly above half (50.9%) agreed their educational objectives were met under FSHS. This finding agrees well with Duflo, Dupas and Kremer (2019) [10] who reported that educational sponsorships improved educational achievement especially at the secondary and the tertiary levels. According to Duflo *et al.*, (2019) [10], educational scholarships also enhanced the chances of finishing secondary education by twenty five percent. Regarding the role of FSHS on improving standards of living, 37.1% strongly agreed and 46.6% agreed; indicating 83.7% agreed FSHS enhanced standards of living. However,

12.9% disagreed and 3.4% strongly disagreed (16.3% disagreed) on the policy improving standards of living, and none (zero) were undecided. This implies the students perceive the policy to improving the economic status of families of households. This finding is supported by Adu-Ababio and Osei (2018) [2] who reported in a research to evaluate the impact of educational policy on household poverty and inequality reported that, the policy was a poverty alleviation strategy for households. This may be due to the fact that, when parents do not pay the fees of their wards in senior high schools, monies that would have been used to pay school fees, could be invested in the family to enhance their livelihood.

Finally, regarding how students felt about resources to implement the FSHS policy in their schools, 21.6% strongly agreed and 29.3% agreed (indicating 50.9%) agreed there were adequate resources. However, 27.6 % disagreed and 14.7 % strongly disagreed (42.3% disagreed) and 6.9% were undecided. Contrary to this finding, a study that evaluated educational policy documents in East African countries, to determine their implementation success compared to their original intent, was of the perception that, most educational policies are either not implemented at all, or their implementation outcomes were below expectations, because they were mostly formulated without the needed resource support (Psacharopoulos, 1989) [23]. To curb this, Sarkodie (2018) [26] and Mensah (2019) [19], suggested that, for inclusive education programmes or policies to succeed in Ghana, it requires adequate provision of resources and support from all arms of government, as well as effective monitoring and evaluation frameworks to track their progress.

Table 2: Perceptions of Students on the Free Senior High School (FSHS) Education Policy

Perception Indicators	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
I perceive the FSHS policy as a great help to my parents because I enjoy free secondary education.	450	43.1	387	37.1	45	4.3	126	12.1	36	3.4
I perceive the FSHS policy is an important educational programme.	387	37.1	441	42.2	54	5.2	126	12.1	36	3.4
I feel the FSHS policy is properly implemented by government to my benefit and all Ghanaian children.	297	28.4	405	38.8	72	9.2	225	21.6	45	4.3
I feel the FSHS policy is implemented by government for political gain or benefit.	252	21.4	270	25.9	63	6.0	342	32.8	117	11.2
I feel involved in the FSHS policy implementation processes and my views are welcomed on improving it.	216	20.7	468	44.8	90	8.6	216	20.7	54	5.2
The FSHS is helping me adequately achieve most of my educational objectives; by covering the course outlines.	198	19.0	333	31.9	90	8.6	297	28.4	126	12.1
Due to FSHS, the living standards of my family has improved because my parents can use my school fees to support the family.	387	37.1	486	46.6	0	0	135	12.9	36	3.4
I feel my school has the needed resources (funding, Teaching and Learning Materials, Teachers, infrastructure) etc to support smooth implementation of Free SHS in my school.	225	21.6	306	29.3	72	6.9	288	27.6	153	14.7

Key: SA= Strongly Agree; A= Agree; U= Undecided; SD = Strongly Disagree; D=Disagree; F= Frequency; %= Percentage; Source: Field work data (2020). Total (number of students interviewed) = 1044

3. Satisfaction of Student on the Free Senior High School (FSHS) Education Policy

Results on an assessment of student’s satisfaction with the FSHS policy are presented on *Table 3*. The student were assessed on some identified satisfaction indicators of FSHS, using the scale; Very satisfied; Satisfied; Undecided; Dissatisfied; Very dissatisfied.

The results showed that, 29.3% were very satisfied and 44.0% were satisfied (representing 73.3% satisfaction) with

the decision of government to absorb all fees for SHS students. On the other hand, 15.5% were dissatisfied and 5.2% very dissatisfied (representing 20.7% dissatisfaction) with that policy indication, whereas 6.0% were undecided. Regarding targeting of the policy to the needs of beneficiaries, 47.4% were very satisfied and 33.6% satisfied that (representing 81.0% satisfaction) the policy was targeted to all students in senior high school students; whether poor or rich. In contrast, 10.3% were dissatisfied

and 4.3% very dissatisfied (representing 14.6% dissatisfaction) with that policy indication, and 4.3% were undecided. These findings implied that, students were highly satisfied that government pays fees for all students in senior high school students; whether poor or rich, and also the decision of government to absorb all fees for SHS students. This inferred that most students found it appropriate that government paid fees for all SHS students irrespective of one's economic background; rich or poor, and they also found it worthy that all fees were paid; without living some out. According to Abdul-Rahaman (2018) ^[1], a major achievement of the free senior high education policy is that, it has been able to relief parents of the financial burden of educating their children in senior high schools. Government providing relief by paying all fees may therefore be the reason accounting for the high levels satisfaction expressed in this study, by the students. However, IMANI, Ghana; a policy think tank, was of the opinion that, only students from poor backgrounds should have been covered, and allow parents who could afford to pay the fees of their wards to do so, to safe the already limited resources for other equally pressing needs (IMANI, 2018) ^[15]. Also, the Northern Network for Education Development (NNED), agrees with IMANI, Ghana on the grounds that, the free senior high policy was 'need blind,' in that, students from low, middle and high income households, are all given the same level of sponsorship (Ibrahim, 2018) ^[14]. This is in line with the perception of IMANI, Ghana that policy is not need-based in addressing the inequality gaps between rich and poor Ghanaians, considering non-fee costs of education and poor state of rural schools and Technical Vocational Education Training Institutions in Ghana.

In relation to satisfaction with teaching and learning, half of the 1044 student respondents (50.0%) were satisfied with teaching and learning materials, whereas 46.8% were dissatisfied with the teaching and learning materials provided under FSHS. Though half of the students appeared satisfied with teaching and learning materials provided, it's worth noting that close to half of them replied dissatisfied as well. Secondly, on the subject of satisfaction with the quality of tuition or Teachers, 57.4% of satisfaction was recorded while 36.2% were dissatisfied. This implied that, the students were about 7.4% more satisfied with the quality of tuition or Teachers than the teaching and learning materials provided. This may be attributed to the recruitment of new teachers, under the FSHS programme, as reported by Asumadu (2019) ^[6] and Mensah (2019) ^[19]. Furthermore, regarding satisfaction with the quality and usefulness of textbooks and other supplementary readers provided under FSHS, 63.8% of the students were satisfied. Finally, in relation to satisfaction with the number of contact hours students receive, 62.1% of the students were satisfied. This finding is a confirmation of the findings of Mensah (2019) ^[19] that the FSHS policy implementation under the double track system, has resulted in increased contact hours; hence the students being satisfied.

About satisfaction with the dormitory accommodation infrastructure of their schools, only 9.5% of students were very satisfied and 32.8% satisfied (representing 42.3% satisfaction) with it. In contrast, 30.2% were dissatisfied and 21.6% very dissatisfied (representing 51.8% dissatisfaction) with the dormitory accommodation, and 6.0% were undecided. The dissatisfaction expressed may be attributable

to increased school enrolments (Asumadu, 2019) ^[6] and increased access (Mensah, 2019) ^[19] due to the free senior high education, resulting in overcrowding in dormitory of senior high schools. According to Ababio & Osei, (2018) ^[2], it could also be a result of increased retention of students in senior high schools due to reduced school dropout rates.

Concerning quality of meals provided under the policy, 10.3% of students were very satisfied and 31.9% satisfied (representing 42.2% satisfaction) with food quality. However, 36.2% were dissatisfied and 16.4% very dissatisfied (representing 52.6% dissatisfaction) with the dormitory accommodation, whereas 6.0% were undecided. This implies, slightly more than half of students expressed dissatisfaction on quality of meals provided under the policy. This may be a result of the increased number of students due to the increased enrolment under FSHS. It may also be because the sponsor (government) was not providing adequate resources for proper feeding of all students. As reported by Poku, Aawaar and Worae (2013) ^[22], educational reforms in Ghana over the years do not achieve the needed results, because they are mostly not well thought through or implemented inappropriately mostly due to times due to inadequate resource provision or socio-economic and political constraints. Another study that evaluated educational policy documents in East African countries, to determine the implementation success of free education programmes or policies compared to their original intent, was of the perception that, most of them are either not implemented at all, or implementation outcomes are below expectations because they are mostly stated without an implementation financial plan or policy itself was poorly formulated (Psacharopoulos, 1989) ^[23].

On satisfaction with the implementation of the Double Track Education System, only 10.3% of students were very satisfied and 15.5% satisfied (representing 25.8% satisfaction) with its implementation. However, 29.3% were dissatisfied and 34.5% very dissatisfied (representing 63.8% dissatisfaction) with its implementation, whereas 10.3% were undecided. This suggest most of the students expressed dissatisfaction with the Double Track Education System under the policy. The Double Track Education System was a measure introduced by the FSHS secretariat under the Education Ministry of Ghana to contain the increased number of students as a result of the FSHS and also make senior high education more accessible to Ghanaian students. According to the FSHS secretariat, "it is an intervention that allows schools to accommodate more students within the same facility and is often motivated by its potential to reduce overcrowding" (Free SHS Policy Secretariat, 2018). The Double Track Education System attracted the greatest dissatisfaction expressed in this study. This has not come as a surprise because it's seen as a common problem of FSHS as contained in literature (Asumadu, 2019) ^[6]. Also, the Double Track Education, attracted the displeasure of policy think tank such as IMANI and right-based public policy research and advocacy organizations like the Integrated Social Development Center (ISODEC), and Teacher unions like the National Association of Graduate Teachers (NAGRAT) at its introduction. (Atilego, 2018) ^[7]. Also at its introduction, it is on record that, the Ghana National Education Campaign Coalition (GNECC) even called for it to be put on hold for extensive engagements with stakeholders (Atilego, 2018) ^[7]. Though some Ghanaians in

academia such as Professor Godfred Alufar Bokpin of the University of Ghana Business School, described the FSHS as a bold decision requiring commendation from Ghanaians, an Educationist and senior research fellow at the University of Education, Winneba, Dr. Daniel Yielpereri, said the double track system “could cause social crises” such as teenage pregnancies and could cause students to engage in vices due to the long vacations associated with it (Nettey, 2018) [20]. Therefore the Double Track Education System has been a controversial subject from the inception. Satisfaction is a key determinant of the survival of an educational system because increased satisfaction levels creates fertile grounds for students to acquire requisite knowledge, skills and mental fortitude for their future working life (Malik, Danish and Usman, n.d.). According to Malik *et al.*, (n.d.) satisfaction increase student motivation

to complete their course of study when proper institutional framework and structures; including infrastructure and qualified faculty, are put in place to ease teaching and learning; because the students will be more satisfied and motivated for completing their studies if the institution provides an environment which facilitates learning. This can be achieved when the institution has proper infrastructure for educational utility and essential parameters of professional and academic development. This opinion is supported by Risch and Kleine (2000) [25] who are of the view that, “students will be more motivated, loyal and good performers if their institution holds essential educational facilities, with affective staff for teaching and training.” Therefore, for a policy such as FSHS to succeed, there is the need for stakeholder satisfaction.

Table 3: Satisfaction of Student Beneficiaries on the Free Senior High School (FSHS) Education Policy

Perception Indicators	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
▪ I am satisfied that, government absorbs all fees for SHS students	306	29.3	459	44.0	63	6.0	162	15.5	54	5.2
▪ It is appropriate that senior high school education is free for all Ghanaian children.	450	43.1	468	44.8	27	2.6	63	6.0	36	3.4
▪ It is appropriate that government pays fees for all students in senior high school students; whether poor or rich.	495	47.4	351	33.6	45	4.3	108	10.3	45	4.3
▪ I am satisfied with teaching and learning materials given to me and my school in supporting my education.	189	18.1	333	31.9	36	3.4	315	30.2	171	16.4
▪ I am satisfied with the Quality of tuition (teaching) or Teachers I have in my school.	171	16.4	432	41.4	63	6.0	243	23.3	135	12.9
▪ I am satisfied with the dormitory accommodation infrastructure of my school.	99	9.5	342	32.8	63	6.0	315	30.2	225	21.6
▪ I am satisfied with the Quality of meals provided in my school.	108	10.3	333	31.9	54	5.2	378	36.2	171	16.4
▪ I am satisfied with the Quality and usefulness of textbooks and other supplementary readers provided under FSHS.	225	21.6	441	42.2	81	7.8	216	20.7	81	7.8
▪ I am satisfied with the implementation of the Double track education system of secondary education in my school.	108	10.3	162	15.5	108	10.3	306	29.3	360	34.5
▪ I am satisfied with the number of contact hours (teaching time) I receive as a student.	216	20.7	432	41.4	36	3.4	171	16.4	189	18.1

Key: VS= Very Satisfied; S=Satisfied; U=Undecided; DS= Dissatisfied; VDS= Very Dissatisfied. Total = 1044
 F= Frequency; %= Percentage Source: Field work data (2020).

Conclusion

The research revealed that, students generally perceived the policy as being a great financial relief, important, well-resourced and that their educational objectives were being achieved under the policy. However, the policy was perceived as being for political gain.

Regarding satisfaction with the policy, students were satisfied with teaching and learning materials, quality of tuition, contact hours, textbooks and the decision of government to sponsor senior high education by paying all fees. However, they expressed dissatisfaction with the double track education system, dormitory accommodation infrastructure and the quality of meals provided.

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