

PUPIL TRAINED TEACHER RATIO GETTING WORSE IN NORTHERN GHANA

Pupil Teacher Ratio (PTR) is the number of pupils to a teacher in a given class and expressed as a ratio. Pupil TR is very critical in promoting quality teaching and learning. A very high PTR has direct affect on teaching and learning because class work, assignment and exercises as well as contact between the teacher and child cannot be effective. The national PTR targets are 35 pupils to one teacher at primary and 25 pupils to one at JHS. As a nation, Over the yeas, civil society has raised concerns over the increasing PTR in Northern Ghana. And in order to have evidence to support her campaign to get more teachers to rural schools, The Northern Network for Education Development (NNED) gathered evidence on the number of children enrolled and teachers in selected rural areas in the three northern regions. The exercise also formed part of the 2008 Global Action Week (GAW).

PTR USINIGN ALL CATERGORY OF TEACHERS			
DISTRICTS	05/06	06/07	07/08
WA WEST	39:1	23:1	25:1
BONGO	28:1	42:1	24:

The exercise covered two districts: Bongo and Wa West in Upper East and Upper West Regions respectively. In each district, two circuits were selected and two-thirds of all schools in the circuits were mapped. The following were key findings:

PTR USING ONLY TRAINED TEACHERS			
DISTRICTS	05/06	06/07	07/08
WA WEST	82:1	70:1	80:1
BONGO	87:1	161:1	86:1

Emerging Issues

1. Comparing the National PTR target to the above , one can conclude that
2. PTR is normal when all category of teachers, whether trained or untrained are used to compute the PTR
3. There appears to be adequate teachers when considering all categories of teachers but this is not so when only trained teachers are used
4. The number of untrained teachers almost doubles the number of trained teachers

Changes that NNED advocates

1. There is the need to address the trained staffing situation in the circuits.
2. Since more untrained teacher are recruited to address the shortage of teachers, there is the need to give them the needed training before putting them in the class rooms.
3. The District Directors of education should rationalize teacher posting in favor of the deprived areas.