

# ASSESSING THE ANANSI INTERVENTION

On Students' Socioemotional and Academic Performance

# Purpose of the Study

- To obtain the basic information of Anansi Students
- To identify personality traits between Anansi and Non-Anansi Students
- To evaluate the FSHSP from Students perspective
- To assess the Host and Teach programme
- To determine the effect of Anansi's intervention on students' performance

# Background

- The Government of Ghana (GoG) introduced the Free Senior High School Policy (FSHSP) in 2017 in fulfilment of a constitutional provision to extend the FCUBE to the secondary school level.
- A survey by the Ghana Statistical Service (GLSS-7) revealed that as at 2017, only 15% of Ghanaians 15years and above had been through SHS.
- UNISCO's 2017 report highlighted that only 45% of children aged 14 and 17years are able to complete secondary education.
- GoG has heavily invested in primary education in terms of capitation grants, Ghana school feeding programme, provision of school uniforms, and other items to basic schools.
- Such government intervention was only at the primary and JHS

# Background continue ...

- According to the Ghana Education Strategy Policy - 2018, about 40,000 students who would have dropped out of SHS education were absorbed into the 2017/2018 academic year due to the FSHS.
- The Ministry of Education (2018) asserted that 14.7% of the qualified and placed students couldn't enroll into the SHSs. Anansi comes in to make secondary education accessible to these students.
- Students are required to purchase some prospectus items before enrolment. The MoE stated it as the main reason some students couldn't enroll.
- Ministry of Finance (2020) reported that GoG had spent GHC2.2Billion on just the first three cohort of FSHS students.

# Background continue ...

- Annual household expenditure on education per member in SHS was GHC2,214.94 (GSS, 2017)
- The same report highlighted that fathers paid (51.2%), mothers (18.3%), and both parents (15.4%)
- According to the GoG, the FSHSP has to absolve 73% of the cost of high school, but this isn't wholly true. With FSHSP most students are made non-residence (day) meaning parents need to provide accommodation, feeding, besides the stationeries and other school supplies the government claims to pay.
- GoG in 2018/2019 academic year introduced the double track system to create space in the schools.

# Study population & sample

- From 2017 to 2021, 144 Anansi students had benefited from the Free Senior High School Policy (FSHSP). However, only 108 of these students actually participated in the Host and Teach programme.
- Therefore, the targeted population was 108.
- Because our intervention serves as a treatment, it was prudent to assess its effects by comparing to other non-anansi student in the FSHSP.
- A sample size of 88 was drawn from the 108 Anansi students
- 129 other students also participated.

# Basic information

Gender	Anansi Students	Non-Anansi	Total
Male	40	56	96
Female	48	73	121
Total	88	129	217
Age	Anansi Students	Non-Anansi	Total
Early [15 - 17]	37.66%	74.31%	60.1%
Normal [18 - 19]	31.17%	24.77%	26.94%
Above [ 20 - 21]	24.68%	0.92	10.36%
Late [ 22 - 28]	6.49%	-	2.59%

# General Discoveries

- 12% of the females in senior high schools were on scholarship or a support compared to 2% of male
- 55% of the Anansi beneficiaries are females
- 25% of the Anansi students' fathers had No formal education, with 60% up to JHS and just 10.23% SHS as compared to 8.53%, 31% and 40.31% of the non-Anansi students fathers' with No formal education, JHS, and SHS respectively.
- 30.68% of Anansi students mothers had No formal education, 53.41% up to JHS and 13.64% to SHS. For the non-Anansi students' mothers - 17.05% had no education, 41.09% to JHS and 28.68% up to SHS.



# General Discoveries

- 62.5% of Anansi students' fathers were into farming and 28.41% were artisans. For non-Anansi fathers, 41.86% were farmers with same percentage as artisans.
- 43.18% of Anansi mothers were into farming, 51.14% into petty trading, and 5.58% as artisans. For non-Anansi mothers, 18.6% were farmers, 51.16 into petty trading and 27.91% as artisans.
- 23.86% of Anansi mothers were widows, 21.59% without supporting partners.

# General Discoveries - Students

- On average Anansi student received GHC69 as pocket money per semester, while non-Anansi student received GHC134.
- 65.91% of Anansi students were accommodated by the school
- 62.5% of Anansi students used a shared taxi or trotro to and from school with 20.45% who walk to and from.
- 82.5% of the assessed students had other colleagues from basic school who couldn't enroll into the FSHS

# Personality & Behaviour - Student

- Anansi students were 5% less talkative at school compared to non-Anansi students.
- Anansi students were 1.66% more diligent while handling a task
- Anansi students had 16.3% chance of completing a started project than non-Anansi students.
- As 88.5% of Anansi students were more polite to others, only 78% of the non-Anansi students were
- While 16.1% of non-Anansi students were mean, 11.9% of the Anansi students were mean to other students.
- 39.5% of the Anansi students were readily to share their knowledge, barely 30% of the non-Anansi students were willing to share.

# The FSHSP

- 98.6% of the students had at least a problem with the FSHSP
- 33.6% of students complained about accommodations
- 47.5% highlighted inadequate learning materials
- 46% had problem with the feeding at the schools
- More than 55% had problem with the double track

# Host and Teach

- 94.3% of the assessed Anansi students had participated in the host and teach.
- 96.4% of the students said the H&T programme met their academical needs and helped them to improve.
- All those who had participated in the H&T pointed out that the Text and Meaning lessons triggered their critical thinking skills
- 96.4% of the H&T students said the leadership seminars have propelled them to take up leadership roles in their respective schools and at home.
- 94% said the presentations during H&T have heightened their participation in school.

# H & T Continues ...

- 97.6% of those who had involved in the H&T said the environment at the Anansi House during H & T promotes learning.
- 96.3% admitted that the instructors at the H&T helped them out of their struggling topics in schools.
- 98.8% highlighted that the teamwork and projects had enabled them to be more interactive.
- 97.6% recognized that the daily journals they kept during the H&T had made them more prudent and time conscious.
- 98.8% of students praised their colleagues at the H&T for being instrumental to them.

# Cognitive Skills Test

- Three areas of CST were assessed: Analytical, Numerical and Reasoning.
- An average of 26.42minutes was used to Answer the CST
- Anansi students used an average time of 29minutes while non-Anansi students used 24.67minutes
- On average Anansi student scored at least 4% higher than non-Anansi on the Analytical test
- Anansi student on average scored more than 6% higher to non-Anansi student on Numerical test
- Anansi student had a margin of more than 1% to non-Anansi on the Reasoning test.

# CST continues ...

- While the overall score on average of Anansi student was 60.43%, non-Anansi student had 56.12%
- In terms of gender, female students on the average scored 2% higher than the male students on the reasoning test of the CST. There was approximately 1% higher point for male than female on the Analytical test but more than 3% on the Numerical test.
- Female Anansi student scored 2.2% higher than female non-Anansi student on the average
- Male Anansi student scored 5.8% higher than male non-Anansi student on average.



# Other Academic discoveries

- For Anansi students, non-residents had 6% CST score than residents in the school dormitories. However, resident non-Anansi students had 16% more CST score than non-resident non-Anansi Students
- 58% of male non-Anansi students attended extra classes during vacations against 54.7% of the female non-Anansi students
- On the average extra classes during vacations cost a student GHC240
- 63.64% of the students who couldn't go for extra classes blamed it on inadequate Financial support

# THANK YOU

- Your questions are welcomed.
- The entire analysis of the study with the supporting literature will be available on a later date.