Teachers' Perspective on Implementation of the Double Track Senior High School System in Ghana

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Abstract

The study sought to explore teacher' perspective on the implementation of the double track senior high school education system in Ghana; specifically, in the Effutu Municipality and Gomoa East Districts of Ghana. The study employed sequential exploratory design. Semi structured interviews and structured questionnaires were used to gather data for the study. The population comprised head teachers and teachers. The purposive and simple random sampling procedures were used to select head teachers and teachers respectively. The sample size of the study was 95 which comprise five (5) head teachers and ninety (90) teachers within the Effutu municipality and Gomoa East Districts of the Central Region of Ghana. Majority of the respondents perceived that the implementation of the double track senior high school system in their school has resulted in increased enrollment, reduced class sizes, and increased contact hours, recruitment of new teachers and optimal use of school facilities. Challenges confronting the implementation of the double track senior high school system in the study area were inadequate stakeholder consultation, inadequate provision of logistics and funds by the government, quality of education being compromised, possible incompletion of syllabus owing to increased number of holidays and maintenance of school facilities becoming a problem. The study, therefore, recommends that policy makers (Ministry of Education and Ghana Education Service) should strategically involve head teachers and teachers in the development of policies since the teachers are the key implementers of the policy. Government should also ensure adequate provision of resources and logistics for successful implementation of its policies.

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Double track
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1. Introduction

1.1. Background to the Study

Education has undoubtedly become a major tool for the individual, societal and national development. Investment in education helps citizens to integrate productively into society and contribute to national development. Commenting on the importance of education to national development, Mc William and Kwamena-Poh (1978) state that "the main purpose of education, whether formal or informal, is to help the individual integrate into society and contribute to societal and national development" (p.10).

Education is a fundamental human right. Everyone is entitled to it. Education is critical to our development as individuals and as societies, and it helps pave the way to successful and productive future (Ali et al, 2009). Education is an investment as well as an instrument that can be used to achieve a more rapid

economic, social, political, technological, scientific, and cultural development in the country. Education promotes the development of the right citizenship as a basis for effective participation and contribution to the life of the society. It also assists in developing the individual's ability to adapt to changing environments and inculcating character and moral training and the development of sound mind (Aremu & Oluwole, 2000). Ghana as a nation recognizes this crucial role education plays in human and socioeconomic development. The development of the education sector has therefore been a longstanding objective of the government of Ghana from pre-independence days and several efforts made at revamping the ailing basic education in the country.

Educational systems across the world are experiencing major policy changes. One of these changes is related to the increase of school populations (Acedo, 2009). Changes in policies have repercussions, these repercussions or effects are either positive or negative.

Governments have the responsibility of ensuring that majority of its people benefits fully from all its policies. The implementation of the Free Compulsory Universal Basic Education (FCUBE) policy by the government of Ghana in 2006 saw enrolment in Basic Education nearly doubling, from around 3.5 million pupils enrolled in the 1999/2000 academic year to nearly 7 million pupils in the 2010/2011 academic year (Darvas & Balwanz, 2014). The implementation of the Free SHS educational policy in Ghana is one of the policies with long term benefits aimed at improving the human capital base of the country. Countries practicing free education have recorded an increase in the level of literacy among their citizens. They, however, had to contend with the challenges of increase in enrolment. Perhaps, increases in enrolments are because of abolition of school fees thus making way for more students to have access to education.

In September 2017, the government of Ghana introduced the Free Senior High School policy. The free SHS policy, expected to give opportunity for many basic school leavers to gain entrance into second cycle education. The free SHS policy significantly adds to Ghana's Free Compulsory Universal Basic Education (FCUBE) agenda and goes a long way to guarantee general access to schooling for all children. In fact, in the first term of the 2017/2018 academic year, enrolment into first year of Senior High School was 424,092 students, representing an increase of approximately 63% in first-year enrolment over that of 2014/2015 academic year's 260,210 students, according to Ministry of Education (2015).

It can be estimated that, secondary education is going to be the primary tool for enriching human capital in the country in the next few years. The current study can reasonably asserts that due to an overwhelming increase in enrolment in Senior High School owing to the implementation of the Free SHS policy, pragmatically, the double track system can use the existing limited capacity in the senior high schools in the country to provide educational opportunities to thousands who hitherto would have been wallowing in the streets . What then is double track system? The double track system divides the total student population and staff into two tracks, whiles one of the tracks attends school, and the other is on vacation and vice versa. The first track is called Green track whiles the second is also called the Gold track. Each track will be in school for eighty one (81) days per session and forty one (41) days of vacation.

The Ghana Education Service school calendar commences from September and ends in July with three different terms. First term begins from September to December; second term starts in January and ends in April while third term is from April/May to July. Under the current double track system the school calendar has been divided into two semesters. The first session starts in September and ends in December whiles the second session starts from March and ends in July. It is important to note that the new educational system makes provision for academic intervention program for third of final year students between December and March. The Ministry of education concur that the double track system is expected to close an enrollment gap of 181,992.

The Ministry observed that the 2018/2019 academic year for Senior High Schools recorded a substantial increase in admission from 362,118 students to 472,000 students. The current school capacity or intake nationwide amounts to 290,737, therefore, leaving a deficit of 183,000. The ministry of education contends that the double-tracking school calendar will ensures that the school accommodates above 30% more students than its original capacity. That is, the various senior high schools in Ghana can admit an additional 30% and above qualified students to their original capacity.

This is expected to offset the intake deficit (Ministry of Education, 2018). Under the new system, teaching hours are increased from six hours per day to eight hours pay day. Teaching hours are expected to increase from 1,080 hours per year under the current single-track system to 1,134 hours per year under the proposed double-track system. It is also worth mentioning that the double track system is for only first year's students of the 2018/2019 academic year of and will not be operated in all senior high schools in Ghana. It is expected to be run in schools with very large class sizes.

1.2. Statement of the Problem

The implementation of the Free SHS policy by the government of Ghana in September 2017 led to an increase in enrolment by 33.2% (Partey, 2018). According to the Ministry of Education, a current gap of 181,993 seats exit in Ghanaian schools due to the 521,710 candidates that registered and sat for the BECE in 2018. The ministry estimates that about 24,880 will not be enrolled as compared to the 2017 figure of 62,453 (MoE, 2018). In an attempt to salvage the present situation the government of Ghana through the ministry of

education and Ghana education service introduced a double track system. Ghana has undergone a myriad of educational interventions.

However, the introduction of the Free Education at the SHS level and the double track system in the SHS seem paramount. The implementation of the double track system is to allow government to cater for the excess enrolment, in order to ensure that, the Free SHS is available and accessible to all eligible students. The double system has the capacity of absorbing more students into the same school. For instance a school with a population of eight hundred (800) students can increase it enrollment by some 30% to 1040 students and have 520 students on each track compared to the entire eight hundred (800) students on a single tracks.

Though the double track system seeks to deal with enrollment deficits, Educational stakeholders and other Civil Society Organizations as well as NGO's have expressed various concerns about the increased enrolment and its ramification for educational administration and management of senior high schools and quality of education in the country. In view of this, the current study sought to explore stakeholders' perceptive about the implementation of the double track school system in Ghana.

1.3. Objectives of the study
The main objectives of the study were to explore:
1. The perspectives of head teachers and teachers about the implementation of the double track senior high school system in Ghana.
2. The inherent challenges head teachers and teachers encounter in the implementation of the double track senior high school system in Ghana.

1.4. Research Questions
The following research questions guided the study:
1. What are the perspectives of head teachers and teachers about the implementation of the double track senior high school system in Ghana?
2. What inherent challenges do head teachers and teachers encounter in the implementation of the double track senior high school system in Ghana?

2. Literature Review
2.1. Theoretical Framework of the Study
The advocacy coalition framework (ACF) by Sabatiers (1988) and Sabatier and Jenkins-Smith (1993) underpinned the study. The advocacy coalition framework (ACF) specifies that there are sets of core ideas about causation and value in public policy; these coalitions form because certain interests are linked to them. It is possible to map these networks of actors within a policy sector. 'Change comes from the ability of these ideas to adapt, ranging around a whole series of operational questions and what works in any one time or place' (John, 2003).

Policy change occurs through interactions between wide external changes or shocks to the political system and the success of the ideas in the coalitions, which may cause actors in the advocacy coalition to shift coalitions. The model is composed of several parts. The relatively stable system parameters (these can be within and outside the sub-system) influence the external system events. Both of these impact the constraints and resources of sub-system actors. The policy sub-system is composed of different advocacy coalitions with their own beliefs and resources, and their own strategies. Policy brokers are concerned with keeping the level of political conflict within acceptable limits and reaching some reasonable solution to the problem (Sabatiers, 1988).

The decisions by policy-makers influence governmental programmes and thus affect policy outputs as well as policy impacts. This framework is of huge significance to the study because education policy implementation is a multifaceted, evolving process that implicates many stakeholders and can result in catastrophe if not well focused. Unarguably, a number of factors can inhibit implementation process and make it ineffective, such as unclear definition of policies; a lack of stakeholder engagements, resource constraints etc. It is therefore essential to apprehend it, explain its elements and explore ways in which it can be more apparent and effective.

In the views of Burns, Koster, and Fuster (2016) challenges to implementing education policy include co-ordination issues, inadequacy of organizational resources, actors' capacity or reactions against reforms. The education sector has become more complex, the challenges of putting change into practice have also evolved. Education stakeholders are increasingly diverse and growing more vocal and ambitious about what education systems should look like. If policy makers and stakeholders want policies to be effective and improve education, they need to share a common understanding of implementation to be able to work together on the process (McLaughlin, 1987).

Educational change cannot be reduced to the question of resistance to reform or the outcome of policy implementation, however the process of implementation in itself is an opportunity to engage stakeholders, which can benefit them and the education system overall (OECD, 2016). Studying education policy implementation is therefore closely linked with understanding what determines education systems' ability and

actors' willingness to engage and change. Moreover, these change processes take place in education systems that are increasingly complex, and require more elaborate strategies than the traditional top-down policy making (OECD, 2016).

The double track senior high school education policy is implemented by Ghana Education Service. School administrators, head teachers and teachers thus making them central to the implementation process, these various stakeholders contribute to shaping the process and the outcomes of policy implementation.

2.2. Advocacy for Educational Change

Gold (2002) observe that change in education is constant as educators strive to prepare students to become productive citizens in an evolving global society. Learning standards, curriculum, instructional practices, classroom management, and communication strategies are just a few examples of areas, which are continually being reviewed and developed to best meet the needs of school communities. Ballinger (2015) advocates for educational change to be made collaboratively and states that "Choice in education is one of the hallmarks of America's stronger school systems" (p. 1). The choice of educational change at all levels should be deeply considered from multiple perspectives in order to best serve the affected community as a whole, and also accommodate the individuals as unique persons.

Shields and Oberg (2000) advocate for the education of children to be at the center of all educational change; and as decision-makers in communities, it is the responsibility of the educators to ensure all stakeholders work together for the betterment of students and society as a whole. According to Haenn (1996); Gorsuch (1997); Heaberlin (2000) and Gold (2002) the multi-track system of schooling has the potential of improving teaching and learning as a result of reasonably reduced class sizes as well as improved teacher-student ratio. This therefore makes it a good idea for the Ghana Education Service to implement the double track system which is more likely to improve teaching and learning.

3. Methodology

3.1. Introduction

This segment describes the methods used to gather data for the study. The research design, sampling, instrumentation, and data collection procedures, and analysis are described.

3.2. Research Design

The research design adopted for this study was the sequential exploratory design of the mixed method approach. The sequential exploratory design consists of first collecting qualitative data and then collecting quantitative data to help explain or elaborate qualitative results (Creswell, 2009). The sequential and exploratory design was used in conducting the research because it is far more comprehensive and exhaustive than dealing with the research questions with a single research method (Creswell, 2006).

Thus, from the point of view of the research methods used for this study, and the aim of this research, the researcher used the qualitative and quantitative research approaches. These approaches were underpinned by interview methods and survey respectively. The researcher used the interview data as the baseline whereas the survey data was used to support the issues as they emerged.

3.3. Sample Size and Sampling Technique

The researcher used purposive sampling procedure to select five (5) head teachers and simple random sampling procedure was also used to select ninety (90) teachers. A total sample size was made up of ninety five (95) public senior high school teachers and head teachers in the Gomoa East District and Effutu Municipality in the Central region of Ghana. Creswell (2009) stated that, in purposive sampling, researchers intentionally select individuals and sites to learn or understand a phenomenon. Cohen, Manion, and Morrison (2008) assert that simple random sampling enables researchers to ensure that all participants (teachers) had equal chances of being selected for the study.

3.4. Research Instruments

Structured questionnaire and semi structured interview guides were constructed and used as the research instruments to collect data.

3.4.1. Pre-testing of Instruments

Researchers must practice the tools for data collection that they use in carrying out their studies before conducting the actual research to help them be acquainted with these tools before conducting the research also themselves as researchers (Drew, Hardman, & Hosp, 2008). The pre testing of the instruments was done at Swedru senior high school. Further corrections were made to the interview guide questions and the questionnaire after the pre testing. This improved the appropriateness of the instruments and quality of the data collected.

3.5. Validity and Reliability of the Research Instruments

Efforts were made to ensure the validity and reliability of the research instruments. For face validity, the research instruments were given to colleague lecturers to check for wrong spellings, omissions and grammatical errors. For content validity the research instruments were given to colleague lecturers with expertise in the field of educational administration and management and educational policy to critique the instruments.

In order to ensure reliability of the research instrument, the test and re-test method was used to determine the reliability coefficient of the instruments at an interval of one month between the first and second. This produced reliability coefficient (r) of 0.81 indicating that the instrument was highly reliable.

3.6. Data Collection Procedure

The researcher visited the schools under study, at the various schools; the researcher introduced himself to the head teachers and teachers and explained to them about the purpose of his visit and study.

The researcher used semi-structured interview to gain in-depth information on head teacher's perceptions about the implementation of the double track senior high school system in Ghana. Questionnaires were administered to the teachers two weeks later after approval was given by the head teachers.

3.7. Data Analysis Procedures

The qualitative data was analysed thematically. Thematic analysis is the process that identifies analyses and reports the occurrence of themes in the data collected from the research areas. According to Braun and Clarke (2006) thematic analysis follows six basic steps.

1. Familiarizing with the data through thoroughly reading the transcriptions. This helps the researcher to have in mind what exactly is in the data.
2. Generation of initial codes. Putting labels or descriptions on a list of ideas developed from the transcription as already read by the researcher.
3. Searching for themes. Related codes are organized under different themes.
4. Reviewing the themes. The themes developed are reviewed for their relevance and legitimacy of being called themes.
5. Defining and naming themes developed. Defining the overall content of the themes and the message it carries in it before producing a report.
6. Producing a report. Researcher is already satisfied with the themes developed.

From the above considerations, the interview data were presented in relation to themes developed form the data. Also in reporting the information collected, some direct quotations were used. Reporting direct statements from research participants is important, because it helps to maintain the originality of data collected (Cohen et al., 2008). In fact, in some cases verbatim quotations were made to support issues where there was the need to do so.

In the analyses of the quantitative data, the questionnaires were categorized under themes with respect to the research questions. Editing and coding were made, after which, the data were entered into the computer using the statistical package for social science software (SPSS) Version 21. Before performing the desired data transformation, the data were also cleaned by running consistency checks on every variable. Corrections were made after verification from the questionnaires and the database was generated. The data were represented using descriptive statistics involving simple percentages and frequencies.

4. Data Presentation and Analysis

Research Question One

What are the perspectives of head teachers and teachers about the implementation of the double track senior high school system in Ghana? This question had the primary intent of knowing from the respondent their general views about the double track senior high school system. The head teachers were therefore expected to express their views on the issue. The data gather from the interview were categorized under the following themes:

a. Increase in Enrollments

Data captured under this theme were as follows:

The student population has increased from 950 to1473 because of the free senior high school policy hence the introduction of the double track senior high school system to absorb the excess number of students. (Head teacher 2).

We have recorded high enrollment figures, that is why the government has decided on the double track system. (Head teacher 3).

The number of students admitted has increased; we cannot absorb the huge numbers together in the schools. The double track system has divided the students population into two; the green track and the gold track. (Head teacher 1).

This year for instance our student admission into form one went up by 34% and the government has introduced the double track system to handle the situation. (Head teacher 5).

The main aim of the double-track system is to create room to accommodate more students. (Head teacher 4).

b. Reduced Class Size

Data obtained under this theme were as follows:

Last academic year some teachers were having between 80 to 110 students in their class. The situation has now improved because of the implementation of the double track system. (Head teacher 1).

Class sizes have decreased considerably, now we have less than 50 students in a class compared to about 70 to 90 last year and last two years. (Head teacher 4).

Most of the classroom has seen reduction in the number of students per class. (Head teacher 3).

The introduction of the double track system has improved teacher-pupil ratio because large class sizes is becoming a thing of the past. (Head teacher 5).

c. Increase Contact Hours

Data recorded under this theme were as follows:

A period has been increase from 45minutes to an hour. This gives room for more interaction between teachers and students. (Head teacher 1).

A teacher who has two periods will have to teach for two hours continuous, even though it is good to have enough instructional period, it can affect effective teaching and learning if not managed well. (Head teacher 4).

The introduction of the double track system has increased teaching hours from six hours to eight hours per day. (Head teacher 3).

d. Recruitment of New Teachers

Data captured under this theme were as follows:

I have seen that some teachers have been employed into the Ghana Education Service, seven of such teachers have been posted to my school. (Head teacher 2).

It will be difficult for a single teacher to teach both track, so more teachers are needed and the government has done just that by recruiting more teachers so that not be deprived of their holiday. (Head teacher 4).

The minister of education made an announcement to the effect that over 8000 teachers have been recruited due to the implementation of the double track school system though i am yet to have any of them posted to my school. (Head teacher 1).

e. Optimal Use of School Facilities

Data obtained under this theme were as follows:

The government would have needed to put up additional school infrastructure but the same infrastructure is serving a dual purpose by accommodating both tracks (Head teachers 3).

The double track system will ensure maximum usage of all facilities on school campuses because at any point in time one track is in school. (Head teacher 2).

Well in as much as facilities in the schools from economics point of view would be optimally utilized, this will put pressure on such facilities. (Head teacher 4).

In an attempt to seek for further clarification on the issues raised in the interview data by the head teachers, the researcher used the results from the interview data to develop questionnaire to elicit some responses from the teachers. The results are presented in Table 1 below:

Table-1. Perceptions of teachers about the implementation of the double track senior high school system in Ghana.

Statements	A		SA		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
The double track system has resulted into increase in enrollments	34	37.7	23	25.5	1	1.1	23	25.6	9	10
The double track system has resulted into reduce class size and improved teacher-pupil ratio.	20	22.2	15	16.7	4	4.4	32	35.5	19	21.1
The introduction of the double track system has increased teaching hours from six hours to eight hours per day.	30	33.3	22	24.4	2	2.2	14	14.5	22	24.4
Some teachers have been employed under the double track system.	29	32.2	20	22.2	3	3.3	19	21.1	9	21.1
Double track system ensures maximum usage of all facilities.	33	36.6	27	30	1	1.1	15	16.7	14	15.5

Key: A=agree; SA= Strongly Agree; Agree; U= Undecided; SD = Strongly Disagree; D=Disagree.
Source: Field work data (2018).

The data suggest that 63.2% of the respondents agreed that the double track system increases enrollment, 35.6% disagreed. 1.1% was indecisive. It means that the questionnaire data corroborates the interview data and also support (Shields & Oberg, 1999) assertion that a multi-track school system results in increase in school enrollment.

The data also indicates that 56.6% of the respondents agreed that double track system reduces class sizes and improves teacher-pupil ratio, however 38.9% thought otherwise whiles 4.4% were also indecisive. The result from the questionnaire is in consonance with the result from the interview data. The finding supports (Inger, 1994) who opine that compared to a year-round education a multi-track school system is a strategy for overcrowded schools in decreasing class sizes.

It was also evident that 57.7% of the respondents agreed that double track system increase contact hours. A few of them 39.9% thought the track system does not increase contact hours whiles 2.2% were also indecisive. This implies that the questionnaire data corroborates the interview data.

The finding is in agreement with Gorsuch (1997) who concur that achievement for students enrolled in year-round or multi track increases than traditional school year as a result of increased instructional periods. It was also discovered that 54.5% of the respondents agreed that double track system has led to recruitment of new teachers, however 42.2 % did not think so whiles 3.3% were indecisive. Majority of the teachers 66.6% disclosed that double track system makes optimal use of school facilities. However, 32.2% did not think same and 1.1% remained indecisive.

Research Question Two

What inherent challenges do head teachers and teachers encounter in the implementation of the double track senior high school system in Ghana? This question sought to identify the challenges of the double track senior high school system. The data gather from the interviews were categorized under the following themes:

a. *Inadequate Stakeholder Consultation*
    Data recorded under this theme were as follows:

    The double track senior high school system lacked adequate stakeholder consultation. We were not briefed adequately. We were just called to the office and were informed about the double track senior high school system. (Head teacher 4).

    The policy is good but head teachers, teachers, school administrators and other stakeholders were not consulted. It was pushed down our neck. (Head teacher 2).
    There should have been thorough stakeholder engagement and government and teachers and school administrators because the implementation would be carried out by teacher and school administrators. (Head teacher 3).

b. *Inadequate Provision of Logistics and Funds by the Governments*
    Data captured under this theme were as follows:
    My school for instance has not been provided with adequate materials and logistics. We were only supplied some few materials and logistics. (Head teacher 1).

    We need teaching and learning materials (TLMs) to ensure effective teaching and learning and smooth running of the school but as it stands now, we have received only few tables and chairs and TLMs. Some of our students do not have tables and chairs to sit on and this is affecting teaching and learning. (Head teacher 5).

    The government must be committed to provide all schools under the double track system with all needed teaching and learning materials; in a situation where these are not provided, it will bring the school management and administration to a halt. (Head teacher 3).

    It is the responsibility of the government to provide adequate teaching and learning materials. This is because the government is vested with all the resources of the country. It is the government that has introduced the double track senior high school system and students and teachers must not suffer unduly for lack of resources. (Head teacher 2).

c. *Quality of Education is Compromised*
    Data obtained under this theme were as follows:
    It will surprise you to know that student who should have re-sat the BECE because they had poor grades ranging from 40 to 52 have all been offered admission and as the saying goes "garbage in garbage out" and we don't expect these students to excel beyond expectation. (Head teacher 3).

The free SHS policy is good but it is affecting the quality of education as a result of poor students with poor grades getting admission under the policy. A student with aggregate 40 has been posted to my school to offer Science and I don't need a prophet to tell me that this student will not excel in science. (Head teacher 4).

One of the ways to measure quality education is the preparedness of the students to learn. Most of the students have very poor attitudes towards learning. They do not show interest in lessons being taught by teachers and this greatly affects their academic performance. (Head teacher 1).

d. *Possible Non-Completion of Syllabus owing to Increased Number of Holidays*

Data recorded under this theme were as follows:

The new system has increased the number of holidays or vacations from 84 days to 112 days and this is likely to affect the instructional period and as a result of that some teachers may not be able to complete the overloaded syllabus. (Head teacher 4).

Some of our teachers have started complaining about the increased number of holidays under the new Double-Track Senior High School System. They claim that the number of teaching days within the academic year has been reduced from 180 days to 162 days and this is likely to affect the completion of the syllabus. (Head teacher 2).

Under the traditional school calendar, the number of teaching days was 181 days and 81 days of holidays, the Double-Track System proposes 161 teaching days. The old system saw a lot of teachers unable to complete their syllabus and this will not be different under the new Double-Track System unless serious academic interventions are put in place (Head teacher 3).

e. *Maintenance of School Facilities is a Problem*

Data captured under this theme were as follows:

The Double-Track Senior High School System is likely to put pressure on school facilities. This is so because at any point in time one track is in school. (Head teacher 5).

I honestly think that maintenance of school facilities is going to pose a huge challenge for school administrators. There would not be enough holidays to undertake maintenance activities. (Head teacher 4).

Some maintenance works take about 2 to 3 weeks to be completed; this is going to be difficult under the new Double-Track Senior High School system. (Head teacher 2).

Further clarification on the issues was sought through questionnaire. The results are presented in Table 2 below:

Table-2. Challenges of double track senior high school system in Ghana.

Statements	A		SA		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
The double track senior high school system lacked adequate stakeholder consultation.	25	27.7	33	36.7	0	0	16	17.7	16	17.8
Inadequate provision of logistics and funds by the governments.	30	33.3	31	34.4	0	0	13	14.4	16	17.8
The free SHS policy is affecting the quality of education because students with poor grades have been admitted under the policy which has necessitated the double track senior high school system.	34	37.7	28	31.1	1	1.1	12	13.3	15	16.6
Incompletion of syllabus owing to increased number of holidays.	29	32.2	32	35.6	2	2.2	19	21.1	8	8.9
Maintenance of school facilities will pose a huge challenge for school administrators.	29	32.2	20	22.2	1	1.1	23	25.5	17	18.8

Key: A=agree; SA= Strongly Agree; Agree; U= Undecided; SD = Strongly Disagree; D=Disagree.
Source: Field work data (2018).

Majority of the respondents 64.4% agreed that one of the challenges of the double track system is inadequate stakeholder consultation, 35.6% disagreed. None was indecisive. The result from questionnaire is in consonance with the result from the interview data but at variance with Ballinger (2015) who advocates that for educational change to be made collaboratively and states that "Choice in education is one of the hallmarks of America's stronger school systems" (p. 1).

The choice of educational change at all levels should be deeply considered from multiple perspectives in order to best serve the affected community as a whole, and also accommodate the individuals as unique persons. Some 67.7% of the respondents agreed that double track system has resulted into inadequate provision of logistics and funds by the governments. 32.3% thought otherwise.

None was indecisive. It was also disclosed that 68.8% of the respondents agreed that the free SHS policy is affecting the quality of education because students with poor grades have been admitted under the policy which has necessitated the double track senior high school system, but 30.1% disagreed whiles 1.1% was also indecisive. Some 67.8% of the respondents agreed that double track system will result in incompletion of syllabus owing to increased number of holidays, however 30 % did not think so whiles 2.2% were indecisive. Finally, about 54.6% of the teachers agreed that double track system makes maintenance of school facilities is a problem. However, 44.3% of them disagreed and 1.1% remained indecisive.

5. Conclusions

It is plausible to assert that as a result of school infrastructure deficit, the double track senior high school system has been introduced to absorb the increasing number of senior high school students in the country. It was established that the policy has assisted more students to enrol hitherto they would have been in the house.

The study also concludes that the implementation of the double track senior high school system has been confronted with major challenges as revealed in the study.

6. Recommendations for Policy Makers

Based on the findings that the level stakeholder consultation regarding the implementation of the double track senior high school system in Ghana was low, the study strongly recommend that, policy makers (Ministry of Education and Ghana Education Service) should strategically involve head teachers and teachers in the development of policies since the teachers are the ones at the grassroots to ensure the successful implementation of the policy.

Policies should not be pushed down to teachers from the top to implement but rather be involved in decisions that derived those policies If teachers are adequately involved, they will be motivated to ensure its successful implementation in their various schools. Government should ensure adequate provision of resources and logistics for successful implementation of its policies.

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