Journal of Education and Practice
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol 3, No 12, 2012

Perceptions of Students Towards Tertiary Weekend School In Ghana

[*]Corresponding Author's Email: kaababs@gmail.com
Kofi A. Ababio[b,d*], Maurice Omane-Adjepong[a], Alexander Boateng[a], Eric Nimako Aidoo[c], Sumani Pharikhan[d], Fuseini A. Rashid[d], Munyakazi Louis[b,1], Nicholas N.N.N. Nsowah-Nuamah[e,1]
[a]Department of Mathematics, Kwame Nkrumah University of Science and Technology
[b]Department of Mathematics and Statistics, Kumasi Polytechnic, Ghana
[c]CSIR- Building and Road Research Institute, Kumasi, Ghana
[d]School of Business, Garden City University College, Ghana
[e]Rector, Kumasi Polytechnic, Ghana

Abstract
Weekend School has become a more flexible and recognized delivery format for widening access to higher institutions in Ghana. The purpose of this study is to investigate the perceptions of undergraduate students, about the weekend school system being offered by the Garden City University College in Kumasi. A survey questionnaire was designed to mainly obtain information on students' opinions on content of academic programmes; academic facilities; tuition quality; and manpower skills. The ordinal regression model was used to model students' responses. Results of the study indicate that weekend school is mostly patronized by students aged between 26-35 (56.9%) and by the actively employed (75.7%), largely because it provides a flexible way to combine work and study and life-long learning. The analysis using the ordinal regression model identified age, sex, marital status, current domicile region and students' department as statistically significant demographic profiles that informed students' views about GCUC's weekend school.
Keywords: higher education, weekend school, perception, ordinal regression model,

1. Introduction

University education started in Ghana during the colonial era. The first public university in the country was established in 1948 as the University College of the Gold Coast, now called University of Ghana (UG, 2009). Ever since, there have been five additional publicly-funded traditional universities. Nonetheless, for the past two decades, public universities in Ghana had rejected many applicants, who otherwise are qualified by virtue of the National Accreditation Board's entry requirement, to pursue university education in the country. On the average, about forty-nine percent (49%) of qualified applicants gain admission to the public universities, creating a demand-supply gap of about fifty-one percent (Oduro and Senadza, 2004). For instance, in the 2005/2006 academic year, only fifty-five percent (55%) of qualified applicants were admitted into all the public universities in Ghana (NCTE, 2006). Authorities in these public universities widely attribute the occurrences to inadequate access to physical educational infrastructure and lecturers to man various departments. In a matriculation speech by Professor Addae-Mensah, a former Vice Chancellor of University of Ghana (UG), he claimed the university had reached, or probably even surpassed, the optimum number of students that UG's facilities and staff strength can cope with (Addae-Mensah, 2001). According to the NCTE (NCTE, 2004), the overall student-staff ratio in public universities, which was suppose to be 15 students to one lecturer was averagely doubled in 2003.

To supplement students in-take by the traditional universities, private universities since 1998 has helped to address the perplexing issue of denying qualified students access to university education in the country. As at the end of the year 2009, there were 39 accredited private universities in Ghana (NAB, 2009).

Notwithstanding the successes chalked by the public and private universities, much is desired to meet the changing educational and learning needs of the ever-growing tertiary student population. The socio-economic and financial barriers on educational attainment have increasingly called for varied systems of education in the higher level. To this effect, there have been various studies focusing on new systems of delivery in the Ghanaian context of higher education. These include Distance/Sandwich (Mensah and Owusu-Mensah, 2002; Kwapong, 2007; Oteng-Ababio, 2011; Nsiah, 2011); and Electronic/Technology-based systems of education (Awidi, 2008; Asunka, 2008; Adiku, 2009; Adanu et al., 2010; Asabere and Enguah, 2012). All these educational delivery modes are primarily intended to open a wider access to higher education in Ghana.

According to the 2000 Ghana Statistical Service report on Ghana's Living Standards Survey (GLSS4), the educational attainment of workers in various industrial sectors of the country reveals that, about a tenth of the

[1] Professor

workforce have had a secondary or higher qualification and about a third have also had Middle School Leaving Certificate (MSLC) or Basic School Certificate of Education. The report further reveals that a fifth of the workers went to school but could not complete the first cycle level, while a third of them indicated that they have never been to school.

The tertiary weekend schooling mode of delivery has recently emerged in some few private universities in Ghana, as yet, another important medium for providing a wider access to tertiary education for the actively employed student population. This, somehow flexible delivery mode also gives coverage to qualified student applicants, who because of some constraints (mostly educational infrastructure and cut-off points) could not be accommodated in the conventional system of university education.

About ten private universities in Ghana, including Garden City University College (GCUC) provide the tertiary weekend format of delivery in addition to the conventional tertiary format, to help augment students in-take in universities in Ghana. GCUC offers the weekend school delivery format for all its accredited programmes in the School of Business. The mode of delivery is similar to that of the conventional tertiary delivery approach, except for the contact hours which are strictly scheduled on weekends to enable a wider and flexible access to its working student population. This new mode of delivery is gradually being embraced, mainly by the working student population in the country.

With the increasing student population in private tertiary weekend school in Ghana, there has being the need to assess students' perceptions and challenges associated with this new system. According to Hall (2001), any course programme which fails to meet the needs of students may lead to low levels of students' participation. Addressing students' needs and challenges would to a much greater extent, enhance their involvement and also integrate the new system of delivery to the already existing once. The main objective of this study is to evaluate students' views on the weekend school system of tertiary education in Ghana, using Garden City University College (GCUC) as the study target.

Answers to the following questions were sought in the course of the study:

1. Why did students opt for tertiary weekend school?
2. What are the students' perceptions of tuition quality in tertiary weekend school?
3. What are the students' perceptions of study facilities in tertiary weekend school?
4. Do weekend school courses empower students with adequate skills?
5. By what means do students finance their tertiary education?
6. What is the demographic profile of the weekend school students?

The next sections of the study are designed as follows: the second section briefly gives details of materials and method used for the study. In the third section, results obtained are analyzed and thoroughly discussed. The last section presents a general conclusion statement and recommends the way forward for tertiary weekend school, base on findings from the study.

2. Materials and Method

The data used for the study was collected from Undergraduate Business students of the Garden City University College (GCUC), Ghana. GCUC is one of Ghana's premier private universities, established in 2001 as a College of Information Technology and Management Systems (CITMAS). The college was later granted a full accreditation to operate as a University College in January 2004 with three programmes in its Business School. The University College which is affiliated with Kwame Nkrumah University of Science and Technology is located in the Kwabre area of the Ashanti region, Ghana. In addition to the School of Business, GCUC now has School of Nursing and School of Information and Communication Technology (ICT). In a quest to open wider access to prospective students, GCUC offers Distance Education, parallel with the traditional system of higher education in Ghana. The University College has recently introduced the weekend school system as another flexible way of widening enrollment of prospective students in higher education in the country.

To assess students' needs and views of the new weekend system of delivery adopted by GCUC, questionnaires were used to obtain relevant information. The participants of the study consisted of 606 out of the 900 Undergraduate Business School students registered with GCUC. The survey, which was conducted in April 2012, saw to it that questionnaires were randomly administered to its target students during lecture sessions as being done in other studies (Pariseau and McDaniel, 1997; Gamage et al., 2008; Kimani et al., 2011). Students were mainly asked to rate the tuition quality; availability of academic facilities; existence of relevant academic programme content; and the manpower skills likely to be gained from a studied course programme, using a 5 point scale from strongly disagree to strongly agree. The survey also sought to seek students' responses on the following;

- source of funding higher private education in Ghana
- publicity of Garden City University College weekend school
- students' preference for weekend school and the way forward

The data collected were analyzed using descriptive statistics and ordinal logistic regression.

2.1 Basic Concept of Ordinal Logistic Regression

Ordinal Logistic regression model is embedded in the family of Generalized Linear models. It is mainly used to analyze ordinal response variables. Ordinal variables basically have a natural way of ordering among levels (for eg. low, medium, high). According to Sentas et al., (2004), Ordinal regression is used to model the association between response variables and a set of explanatory variables. The explanatory variables can be either categorical or continuous. In building an Ordinal regression model, the logit and the complementary log-log link functions are widely used by analysts. Although, there is no accepted rule of thumb as to which link function is most appropriate, conventionally, the logit link function is used when ordered categorical data are evenly spread among categories. The Ordered logit model, also known as the Proportional Odds model or the Cumulative logit model may be defined as:

$$In\left(\frac{P(Y \le y_j|X)}{P(Y > y_j|X)}\right) = \alpha_j - \sum_{k=1}^{K} \beta_k X_k \ , \qquad (1)$$

for $j = 1, 2,\ldots J-1$, where j indexes the cut-off points for all categories of the outcome variable. The intercept α_j is the log odds of lower ratings $(Y \le y_j)$ and K is the number of regression coefficients. The coefficients of the explanatory variables (β_k) are preferably subtracted, rather than added to the intercept (α_j). This eventually help to easily interpret positive coefficients as an indication of an increased likelihood of higher ratings on the explanatory variable (Agresti, 1990).

In this study, the ordinal outcome variable Y, has 5 categories; strongly agree=1, disagree=2, neutral=3, agree=4, and strongly disagree=5. In such a case, there are 4 different ways to dichotomize the outcome: $Y \le 1$ vs. $Y > 1$; $Y \le 2$ vs. $Y > 2$; $Y \le 3$ vs. $Y > 3$; and $Y \le 4$ vs. $Y > 4$. Here, the odds of the lower ratings, $Y \le 4$ is equal to the probability of $Y \le 4$ divided by the probability of the highest rating, $Y > 4$. With the last dichotomize outcome ($Y \le 4$ vs. $Y > 4$), there would be 4 cut-off points or thresholds for each cumulative probability. It is therefore assumed that the explanatory variables have the same effect on the odds, regardless of the threshold. In simple terms, we assume that the effects of any explanatory variables are consistent or proportional across the different thresholds. This is known as the proportional odds assumption. It is strongly advised that the assumption of proportional odds has to be satisfied before applying the Ordinal regression model (Bender and Benner, 2000).

3. Results and Discussions

Responses of students from the survey were analyzed using descriptive statistics and an Ordered logit regression model. Under the Ordered logit model, the proportional odds assumption was tested through the test of parallel lines. The test compares the ordered logit model which has one set of coefficients for all thresholds or cut-off points, to a model with a separate set of coefficients for each threshold. Here, if the latter model gives a significantly better fit to the observed data, as compared to the proportional odds model ($p < 0.05$), then we are made to reject the proportional odds assumption. To assess the model's ability to predict the outcome, we do also compare a model without predictors (a baseline model) against a model with all predictors (final model). If the final model significantly improves upon the baseline model ($p < 0.05$), we accept that the final model do predict the outcome quite well than the baseline model.

3.1 Descriptive Statistics of Respondents

A total of 606 questionnaires were randomly distributed to Undergraduate Business School students, with a hundred percent retrieval rate. From the total students who completed the questionnaires, 352(58.1%) were males and 254(41.9%) were females. Most of these respondents (56.9%) were aged between 26 – 35. It was realized that 282(46%) were single, 189(31.2%) were married and the remaining 135(22.3%) respondents were recorded to be in the "others" (ie., divorce, widow, widower, etc) category. The study also found that 459(75.7%) of the respondents were actively engaged in a job whiles schooling, whereas 147(24.3%) were jobless. In terms of religion, results shows that 323(53.3%) were Christians, 163(26.9%) were in the Islam religion and 120(19.8%) were traditionalists. From the data gathered, majority (66%) of the respondents were from the southern zone whereas the remaining 34% hails from the northern zone of Ghana. The southern zone in this study comprises 6 regions (Ashanti, Eastern, Greater Accra, Central, Western and Volta) and the northern zone has 4 geographical regions (Upper East, Upper West, Northern and Brong-Ahafo).

Students were asked to assess the extent to how relevant the content of academic programmes offered by Garden City University College suits their aspirations. Results from Table 1 indicate that 153(25.2%) respondents strongly agreed; 229(37.8%) agreed; 112(18.5%) were neutral; 61(10.1%) disagreed and 51(8.4%) strongly disagreed to this assertion.

In most circumstances, higher educational institutions are required to offer adequate and modern academic facilities to enhance research and studies. Such facilities may include well resourced library; enough lecture or theater rooms; modern laboratories equipped with state-of-the-art facilities, etc. Most often, private tertiary institutions in Ghana are hit with challenges of providing infrastructural and academic facilities to the ever growing student population. Academic facilities are reported (Cynthia and Megan, 2008; Alimi et al., 2012) to have a much stronger influence on students' performance. In line with this, students were asked to assess the academic facilities provided by Garden City University College. Results from the survey, as shown in Table 1, confirm that majority of students either agreed (32.5%) or strongly agreed (10.9%) to the claim that GCUC offers adequate facilities. Nonetheless, there is more room for improving upon GCUC's academic facilities, as some section of the students either disagreed (18%) or strongly disagreed (9.1%) to the issue.

Quality of tuition has been reported by various research works (Darling-Hammond, 2000; Rivkin et al., 2005; Jusoff et al., 2009) to have had direct influence on students' academic performance. With reference to this, the survey sought to seek students' opinions on the quality of tuition of GCUC's weekend school. Descriptive statistics from Table 1 indicate that 231(38.2%) and 101(16.7%) respondents respectively agreed or strongly agreed that GCUC provides high quality tuition in its weekend school. In a sharp contrast, 62(10.2%) of the respondents strongly disagree followed by 92(15.2%) respondents who disagreed, with 119(19.7%) respondents being in the "neutral" category.

According to Ghana's Education Strategic Plan (2003-2015), higher educational institutions are tasked to develop students with middle and top-level manpower requirements (MoE, 2003). It is therefore expected from graduates from tertiary institutions to exhibit high sense of expert skills or knowledge from their respective areas of specialization or studies. As a result, students' views were collected on the extent to how their course programmes offers them adequate manpower skills. Out of the total 606 respondents, overwhelming majority agreed (39.6%) or strongly agreed (33.5%) that their studied course programmes offers them skills needed to fit into the job market. However, a minority section of the respondents either disagreed (6.3%) or strongly disagreed (7.8%), with only 12.9% recorded to have stayed neutral.

3.2 Results of the Ordinal Regression

To assess students' views on the content of academic programmes, academic facilities, tuition quality, and manpower skills being provided by Garden City University College, the Ordinal logistic regression model was fitted to the responses gathered. The proportional odds assumption was satisfied in all the four fitted Ordered logit models, evident from the test of parallel lines. Also, each of the final fitted models statistically improves upon the baseline models.

Results from Table 2 indicate that students who are single are 222.2% more likely to rate content of academic programmes offered by GCUC as highly relevant, compared to those in the "others" category. Comparatively, married students are 217.7% more likely to rate content of academic programmes as highly relevant than their colleague students who are grouped under "others". Moreover, students from the Statistics and Economics Department rated content of academic programmes more relevant (83.3%) than colleague students from the Department of Finance and Management. The Department of Finance and Management nurture students from Finance, Marketing, Entrepreneur and Human Resource. In addition, students who strongly disagreed or disagreed to tuition quality, rated content of academic programmes respectively as 0.97% and 0.90% less relevant than students who strongly believe that GCUC delivers quality tuition. Students who stayed neutral in rating tuition quality also rated content of academic programmes as 94.5% less relevant, whereas their colleagues who agreed to tuition quality rated content of academic programmes 76.3% less relevant as compared to students who strongly agreed to tuition quality.

From the Ordinal regression output in Table 3, age, current domicile region and awareness about GCUC were significantly seen to have influence students' perceptions of academic facilities. Students aged between 26-35 are more likely (54.2%) to rate academic facilities more adequate than colleague students aged 36 and above. Students from the southern zone also rated academic facilities as highly adequate (90.8%), compared to those who hails from the northern zone. In addition, students who got know GCUC through friends or relatives highly rated academic facilities as more adequate (73%) than students whose awareness about GCUC was grouped under the "others" category.

With regards to tuition quality, the Ordinal regression model in Table 4 identified age and students' preference for GCUC's weekend school as the only significant predictor variables which mostly influenced students' views. From the table, students aged between 26-35 rated tuition quality more (51.1%) higher than those aged from 36 and above. Students' ratings were again realized to be very high based on the following

preferences for GCUC's weekend school: risk of losing job (384.5%), cost effective (167.2%), time for family (148.4%), flexibility (198.6%), relaxed requirement (221.9%) and work commitment (328.9%), as compared to the preferences recorded under the "others" category (ie., proximity, high likelihood to get a job, avenue for life-long learning, etc).

Table 5 presents the Ordinal regression output results of students' responses on possible manpower skills likely to be obtained from a studied course programme at Garden City University College. It was revealed from the table that students' sex and department were significantly found to have informed students' opinions. With respect to sex, male students are more (49.9%) likely to rate GCUC's weekend school as an educational system which empowers students with adequate manpower skills than female students. Moreover, students from the Department of Statistics and Economics also rated GCUC's weekend school as a more (87.4%) adequate educational system for empowering students with manpower skills, as compared to students from the Finance and Management Department.

3.3 Source of funding higher private education in Ghana: students' responses

Funding higher education in Ghana continues to be a major challenge to all stakeholders, especially those in the private institutions. In Ghana, the cost of private higher education is much expensive as compared to the public institutions, which are run based on a cost-sharing policy. This is much so because, a chunk of government's educational budgetary allocation do always support public institutions rather than those in the private. In an attempt to compete and continually stay in business, private institutions mainly borne much of their operative and administrative costs on fees charged on students. In the survey, students were asked of the source of funding their university education. Overwhelmingly, majority (51%) of respondents were self sponsored students, followed by those financially supported by parents or guardians (26.2%). A small percentage (12.7%) of respondents traced their financial sources to loan funds, whereas only a handful (10.1%) cited other sources such as scholarships from Government, benevolent organizations and cooperate institutions.

3.4 Publicity of GCUC weekend school

At the beginning of every academic year, all higher institutions in Ghana normally make known to the general public of their admission requirements used in selecting students. The key intent is to canvass for prospective students into enrolling with these institutions. Applicants get to know institutions and their respective course programmes through poster/banners, friends/relatives, adverts in the media, institution's website and other genuine sources. From the survey, we specifically inquire into students' awareness about the existence of Garden City University College and its weekend school. From the results, 246(40.6%) respondents disclosed that they were made known of GCUC directly from adverts in the Ghanaian media. 225(37.1%) respondents had their information from friends who had perhaps, already enrolled with the school. Again, 50(8.3%) respondents claimed they only got to know the school by means of posters and 85(14%) aligned their awareness of GCUC to other sources (ie., GCUC website, brochures, souvenirs, etc)

3.5 Preference for weekend school and the way forward

Generally, students' views on their preference for Garden City University College's weekend school were examined. It was realized that 139(20.9%) students prefer weekend school as means to get access to higher education due to the flexibility associated with the new educational system. Results from the data collected again shows that 124(20.5%) students opted for weekend school due to a possible risk of losing their current jobs. 112(18.5%) students cited cost effective; 88(14.5%) of them alluded to work commitment; 73(12%) indicated time for family; whereas 41(6.8%) referred their choice to a relaxed admission requirement. Only 29(4.8%) of the students mentioned other reasons such as school's reputation, programme of study and high likelihood to get a job, to have informed their decisions to opt GCUC's weekend school. There is an old adage which says, "Who feels it knows it more". Due to this, students' inputs were invited to further strengthen the new educational system. Majority of students discounted combined lectures as ineffective and needs to be stopped. Others were worried about the overloaded credit hours by which students have to audit per every semester. It was again revealed that a greater part of the students were dissatisfied with university officials. They claimed they hardly get access to officials in their offices during the weekends. In reaching prospective students and cutting down cost of travelling, a section of the students suggested a possible means to decentralize the weekend school system.

4. Conclusions and recommendations

In this study, students' perceptions of the new educational system adopted by Garden City University College were examined using percentages and ordinal regression models. The study revealed that majority of the student population (56.9%) was aged between 26-35. There is almost a fair distribution of males (58.1%) and females (41.9%) as well as single (46%) and married (31.2%) students. Results from the study also show that weekend school is mostly patronized by the actively employed student population (75.7%), largely because of work

schedules. In all, quite a larger number of students responded positively to GCUC's weekend school by agreeing to specific issues on: relevant course programme (37.8%), adequate academic facilities (32.5%), tuition quality (38.2%) and adequate manpower skills (39.6%) being offered by GCUC's weekend school. Moreover, results from the Ordinal regression outputs identified some students' profiles such as age, sex, department, marital status, current domicile region, awareness about GCUC, and students' preference for weekend school to have statistically informed students' opinions.

To substantially increase access to higher education and to move GCUC forward, we recommend that a satellite campus should be establish in northern Ghana to ease stress and the travelling cost of students from the north to attend weekend lectures in Kumasi. The proposed campus would possibly capture prospective northern students since there are relatively not many universities in the north. The University College should intensify the school's publicity with the continued use of the media. We again recommend GCUC to institute a scholarship scheme to help support the over 50% students who fund their higher education through self finances. The University College should also source support from the Ghana Education Trust Fund (GETFund) to improve its academic facilities.

Acknowledgement

The authors will like to thank Dr. Z.K.M. Batse, Dean, Faculty of Science at Kumasi Polytechnic for reviewing an earlier version. All errors and omissions remain with authors.

References

Adanu, R.M.K., Adu-Sarkodie, Y., Opare-Sem, O., Nkyekyer, K., Donkor, P., Law-Son, A. & Engleberg, N.C. (2010). Electronic Learning and Open Educational Resources in the Health Sciences in Ghana, Ghana Medical Journalo, Vol.44, No. 4

Addae-Mensah., (2001). 'Matriculation Address', in 'Proceedings of the Matriculation of the University of Ghana', University of Ghana Special Reporter No. 699, 40, 4.

Adiku, S.G.K. (2009). Migration from paper to web-based Teaching & Learning in the College of Agriculture, University of Ghana

Agresti, A. (1990). Categorical Data Analysis. John Wiley & Sons.

Alimi, O.S., Ehinola, G.B. & Alabi, F.O. (2012). School Types, Facilities and Academic Performance of Students in Senior Secondary Schools in Ondo State, Nigeria International Education Studies, Vol. 5, No. 3; June 2012

Asabere, N. Y. & Enguah, S.E. (2012). Use of Information & Communication Technology (ICT) in Tertiary Education in Ghana: A Case Study of Electronic Learning (E-Learning). International Journal of Information and Communication Technology Research, Vol. 2, No. 1

Asunka, S., (2008). Online Learning in Higher Education in Sub-Saharan Africa: Ghanaian University students' experiences and perceptions. The International Review of Research in Open and Distance Learning, Vol. 9, No. 3

Awidi, I.T., (2008). Developing an E-Learning Strategy for Public Universities in Ghana. EDUCAUSE Quarterly, Vol. 31, No. 2

Bender, R. & Benner, A., (2000). Calculating Ordinal Regression Models in SAS and S-Plus, Biometrical Journal 42(6): 677–699

Cynthia, U. & Megan, T. (2008). The Walls Speak: the interplay of quality facilities, school climate, and student achievement. Journal of Educational Administration, 46 (1), 55-73

Darling-Hammond, L., (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence, Education Policy Analysis Archives, Vol. 8, No.1

Gamage, D.T., Suwanabroma, J., Ueyama, T., Hada, S. & Sekikawa, E. (2008). The impact of quality assurance measures on student services at the Japanese and Thai private universities. Journal of Quality Assurance in Education,Vol. 16, No. 2, pp. 181-198.

GSS (2000). Ghana Living Standards Survey: Report of the fourth round (GLSS 4)

Hall, J.C., (2001). Retention and Wastage in FE and HE. The Scottish Council for Research in Education, Retrieved on June 25, from http://www.ulster.ac.uk/star/resources/retention

Jusoff, K., Kamaruddin, R., Zainal, N.R. & Aminuddin, Z.M., (2009). The Quality of Learning Environment and Academic Performance from a Student's Perception. International Journal of Business and Management, Vol. 4, No. 4

Kimani, S.W., Kagira, E.K. & Kendi, L., (2011). Comparative Analysis of Business Students' Perceptions of Service Quality Offered in Kenyan Universities, International Journal of Business Administration, Vol. 2, No. 1

Kwapong, O.A.T.F. (2007). Widening Access to Tertiary Education for Women in Ghana through Distance Education. Turkish Online Journal of Distance Education, Vol.8, No. 4

Mensah, S.K.E. & Owusu-Mensah, F. (2002). Priorities and Strategies for Capacity Building in Tertiary Distance Education for Human Resources Development in Ghana: A final report prepared for the World Bank

MoE (2003). Education Strategic Plan 2003 to 2015. Volume 1: Policies, targets and strategies. Accra: Ministry of Education

NAB (2009). Accredited Tertiary Institutions As At December, 2009

NCTE (2004). Statistics on Public Tertiary Education Institutions. Accra: NCTE.

NCTE (2006). Statistics on Tertiary Education in Ghana: Ministry of Education

Nsiah, G.K.B., (2011). Case Studies in U. S. Distance Education: Implications for Ghana's Under-Served High Schools. Creative Education, Vol.2, No. 4, PP.346-353

Oduro, A.D. & Senadza, B. (2004). Cross-border provision and the future of Higher Education in Africa – A Case Study of Ghana, Paper Presented at the 11 General Conference of the Association of African Universities (AAU), Held in Cape Town, South Africa, from 21 – 25 February 2005

Oteng-Ababio, M., (2011). DOOR OF HOPE OR DESPAIR: Students' Perception of Distance Education at University of Ghana. Turkish Online Journal of Distance Education, Vol. 12, No. 3

Pariseau, S.E. & McDaniel, J.R., (1997). Assessing service quality in schools of business, International Journal of Quality & Reliability Management, Vol. 14, Iss: 3, pp. 204 – 218

Rivkin, S.G., Hanushek, E.A. & Kain, J.F., (2005). Teachers, Schools, And Academic Achievement, Econometrica, Vol. 73, No. 2, 417–458

Sentas, P., Angelis, L., Stamelos, I. & Bleris, G., (2005). Software Productivity and Effort Prediction with Ordinal Regression, Information and Software Technology, 17-29.

UG (2009). Handbook for the Bachelor's Degree (Humanities): 2009-2011

Table 1: Students Assessment of GCUC's Weekend School

Variables	Strongly agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly disagree N (%)	Total
Relevant academic programme content	153(25.2)	229(37.8)	112(18.5)	61(10.1)	51(8.4)	606
Adequate academic facilities	66(10.9)	197(32.5)	179(29.5)	109(18.0)	55(9.1)	606
High tuition quality	101(16.7)	231(38.1)	119(19.6)	92(15.2)	62(10.2)	606
Adequate manpower skills from a studied programme	203(33.5)	240(39.6)	78(12.9)	38(6.3)	47(7.8)	606

Table 2: Output from an Ordinal Regression of Students' Responses to Relevant Course Programme offered by the GCUC's Weekend School

Independent Variables	Dependent Variable: Weekend school offers relevant course programme			
	Coefficient	Std Error	P-Value	Odds Ratio
Threshold [Strongly disagree]	-4.131	0.353	0.000	------
Threshold [Disagree]	-3.091	0.336	0.000	------
Threshold [Neutral]	-1.841	0.326	0.000	------
Threshold [Agree]	0.328	0.313	0.293	------
Age [Reference:>=36]				
16 - 25	-0.393	0.257	0.127	0.675
26 - 35	-0.191	0.214	0.372	0.826
Marital Status [Reference: Others]				
Single	1.170	0.216	0.000	3.222
Married	1.156	0.221	0.000	3.177
Department [Reference: Finance and Management]				

Statistics and Economics	0.606	0.283	0.032	1.833
Accounting	-0.114	0.199	0.567	0.892
Accounting with Computing	-0.084	0.195	0.667	0.919
Quality of tuition [Reference: Strongly agree]				
Strongly disagree	-3.503	0.337	0.000	0.030
Disagree	-2.292	0.294	0.000	0.101
Neutral	-2.905	0.286	0.000	0.055
Agree	-1.438	0.245	0.000	0.237
		Chi-square	**df**	**P-Value**
Test of parallel lines(Likelihood ratio test)		21.655	33	0.935
Final model(Likelihood ratio test)		231.345	11	0.000

Table 3: Output from an Ordinal Regression of Students' Responses to Adequate Academic Facilities offered by the GCUC's Weekend School

Independent Variables	**Dependent Variable: Weekend school provides adequate academic facilities**			
	Coefficient	**Std Error**	**P-Value**	**Odds Ratio**
Threshold [Strongly disagree]	-1.487	0.304	0.000	------
Threshold [Disagree]	-0.130	0.288	0.652	------
Threshold [Neutral]	1.197	0.292	0.000	------
Threshold [Agree]	3.114	0.318	0.000	------
Age [Reference:>=36]				
16 - 25	0.226	0.227	0.320	1.254
26 - 36	0.433	0.199	0.029	1.542
Sex [Reference: Female]				
Male	0.038	0.149	0.801	1.039
Current domicile region [Reference: Northern zone]				
Southern zone	0.646	0.159	0.000	1.908
Awareness about GCUC [Reference: Others]				
Through a friend/relative	0.548	0.232	0.018	1.730
Through a poster	-0.085	0.321	0.792	0.919
Advert in media	-0.094	0.226	0.679	0.910
		Chi-square	**df**	**P-Value**
Test of parallel lines(Likelihood ratio test)		29.580	21	0.101
Final model(Likelihood ratio test)		43.669	7	0.000

Table 4: Output from an Ordinal Regression on Students' Responses to Tuition Quality Provided by GCUC's Weekend School

Independent Variables	**Dependent Variable: Weekend school offers quality tuition**			
	Coefficient	**Std Error**	**P-Value**	**Odds Ratio**
Threshold [Strongly disagree]	-0.837	0.379	0.027	------
Threshold [Disagree]	0.282	0.374	0.451	------
Threshold [Neutral]	1.190	0.377	0.002	------
Threshold [Agree]	3.043	0.391	0.000	------
Age [Reference: >=36]				

16 - 25	0.384	0.230	0.095	1.468
26 - 35	0.413	0.200	0.039	1.511
Sex [Reference: Female]				
Male	-0.162	0.150	0.280	0.850
Why opted weekend school [Reference: Others]				
Risk of losing job	1.578	0.375	0.000	4.845
Cost effective	0.983	0.375	0.009	2.672
Time for family	0.910	0.395	0.021	2.484
Flexibility	1.094	0.367	0.003	2.986
Relaxed requirement	1.169	0.437	0.008	3.219
Work commitment	1.456	0.388	0.000	4.289

	Chi-square	**df**	**P-Value**
Test of parallel lines(Likelihood ratio test)	39.541	27	0.057
Final model(Likelihood ratio test)	25.668	9	0.002

Table 5: Output from an Ordinal Regression on Students' Responses to Adequate Manpower Skills offered by the GCUC's Weekend School

Independent Variables	**Dependent Variable: Weekend school empowers students with adequate manpower skills**			
	Coefficient	**Std Error**	**P-Value**	**Odds Ratio**
Threshold [Strongly disagree]	-2.187	0.195	0.000	------
Threshold [Disagree]	-1.517	0.170	0.000	------
Threshold [Neutral]	-0.690	0.155	0.000	------
Threshold [Agree]	1.031	0.159	0.000	------
Sex [Reference: Female]				
Male	0.405	0.154	0.009	1.499
Department [Reference: Finance and Management]				
Statistics and Economics	0.628	0.274	0.022	1.874
Accounting	0.059	0.191	0.756	1.061
Accounting with Computing	0.030	0.188	0.873	1.030

	Chi-square	**df**	**P-Value**
Test of parallel lines(Likelihood ratio test)	19.877	12	0.069
Final model(Likelihood ratio test)	16.413	4	0.003