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## Tackling Infrastructural Deficit in Mission Schools: Stakeholder Perspectives

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## Tackling Infrastructural Deficit in Mission Schools: Stakeholder Perspectives

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### Abstract

Mission schools in Ghana have historically functioned as pivotal educational institutions, providing educational opportunities to students from diverse backgrounds. Nevertheless, persistent infrastructural inadequacies, notably the insufficiency of classrooms, libraries, laboratories, and sanitary facilities, have significantly impeded the learning environment and educational outcomes. It is imperative to comprehensively comprehend the underlying causes of these deficiencies and proactively identify viable solutions to elevate the educational standards within mission schools.

The research adopted a qualitative case study research design and engaged stakeholders from Senior High Schools (SHS) across Ghana. Fifty-six participants from five selected schools were purposefully sampled to represent diverse perspectives, including administrators, teachers, parents, and community members. The data collection methods involved semi-structured interviews, focus group discussions, and key informant interviews to elicit comprehensive insights. Thematic analysis was employed to discern recurring patterns and themes within the data, facilitating a comprehensive exploration of infrastructural deficits in mission schools. Moreover, stringent measures were implemented to ensure the reliability and validity of the findings, including inter-coder reliability checks, member validation, and ethical safeguards.

The study unveiled significant deficiencies in the infrastructure of mission schools, with participants highlighting inadequacies such as insufficient classrooms, libraries, labs, and sanitary facilities. Characterizing certain buildings as "deathtraps" revealed the gravity of the situation, exacerbated by neglect and delayed renovations. Inadequate funding emerged as a primary impediment to infrastructural improvements, compounded by educational policy and curriculum shifts. Participants emphasized that crucial strategies for addressing the

infrastructural deficits in mission schools include renovating or constructing facilities, diversifying funding sources, cultivating a high-maintenance culture, and engaging stakeholders.

The outcomes of this study hold significant implications for policymakers, educators, and stakeholders involved in Ghana's education sector. By gaining insights into stakeholders' perspectives and identifying actionable strategies, interventions can be devised to enrich the learning environment, enhance educational outcomes, and contribute to attaining Sustainable Development Goal 4. Mobilizing resources, cultivating a maintenance culture, and targeted interventions are imperative to address infrastructural challenges and ensure equitable access to quality education in mission schools.

*Keywords:* Infrastructural deficits, Mission schools, Stakeholder perspectives, educational quality

### **Introduction**

Historically, mission schools have significantly shaped educational landscapes, particularly in areas with limited or insufficient access to public education. Beyond academic teaching, their dedication to providing excellent education embraces principles strongly aligned with Sustainable Development Goal 4 (SDG 4), which aims to provide inclusive and equitable quality education and encourage lifelong learning opportunities for everyone. These institutions, often established with religious or charitable missions, have been consistently recognized for their role in extending educational opportunities to marginalized and underserved communities (Amofa-Sekyi, 2019). With a focus on holistic education that encompasses academic, moral, and social development, mission schools significantly contribute to SDG 4's objective of ensuring inclusive and quality education for all (Essuman & Yidana, 2020). Mission schools have operated on several continents, including Ghana and other African countries. Research indicates that mission schools in Ghana have a long history of delivering high-quality education and promoting responsible citizenship by emphasizing compassion, empathy, and community service (Essuman & Yidana, 2020). Their impact on the Ghanaian educational system revealed the significance and effectiveness of mission schools in advancing inclusive and equitable education.

Mission schools in Ghana have historically played a pivotal role in delivering education, particularly in marginalized communities, emphasizing academic and ethical development

(Djangmah, 2018). These educational institutions, established by diverse religious organizations, have been instrumental in broadening educational access for students from varied socio-economic backgrounds (Opoku-Asare & Amoah, 2019). However, despite their invaluable contributions, Ghanaian mission schools face persistent infrastructural deficits that hinder their ability to deliver quality education. The infrastructure of mission schools in Ghana includes various physical facilities essential for effective teaching and learning, such as classrooms, libraries, laboratories, and administrative offices (Essien-Baidoo, 2020). In addition, access to utilities such as water supply, electricity, sanitation facilities, and internet connectivity is crucial for supporting modern educational practices (Amofa-Sekyi, 2019). However, many mission schools in Ghana need help with aging infrastructure, inadequate facilities, and limited access to resources necessary for maintenance and upgrades (Essuman & Yidana, 2020).

One of the primary challenges facing Ghanaian mission schools is the aging infrastructure. Many of these establishments are located within buildings that have been continuously used for several decades, leading to structural degradation and safety concerns (Agyekum, 2020). Dilapidated infrastructure, leaky roofs, and antiquated electrical systems are prevalent issues that compromise the physical milieu of Ghanaian mission schools (Asare, 2018). These circumstances not only imperil the safety and welfare of students and faculty but also impede effective educational instruction and learning endeavors (Djangmah, 2018). Financial constraints worsen the infrastructural challenges encountered by mission schools in Ghana. These schools operate with limited budgets, mostly from donations, tuition fees, and government subsidies. As a result, many institutions need help to allocate enough funds to maintain and improve their infrastructure (Essien-Baidoo, 2020). Economic uncertainties and fluctuations in funding sources further strain their financial capacity, making it challenging to effectively address infrastructural deficits (Amofa-Sekyi, 2019). The increasing student population is becoming a significant issue for the infrastructure of Ghanaian mission schools. As enrollment rates rise, these institutions find it challenging to accommodate more students within their existing facilities (Essuman & Yidana, 2020). This has led to overcrowded classrooms, insufficient seating arrangements, and limited access to educational resources, all hindering the quality of education provided (Asare, 2018). Integrating modern technology into education requires infrastructure upgrades to support digital learning initiatives (Agyekum, 2020).

However, many mission schools in Ghana need more resources to invest in technology infrastructure, such as computer labs and internet connectivity (Essien-Baidoo, 2020).

Several studies have highlighted the connection between infrastructure and education quality. According to Santika et al. (2021), well-managed school facilities and infrastructure are crucial for improving education quality. Their research revealed that sufficient facilities positively impact the learning environment, teacher retention, and student outcomes. They revealed effective facility management's importance in meeting students' needs and creating optimal learning environments. The findings suggest that investing in infrastructure management can significantly improve educational outcomes. Anaman, Zottor, and Egyir (2022) identified several infrastructural challenges in Ghanaian senior high schools. These challenges include the need for sports fields, music rooms, dormitories, and updated classrooms. Their research indicated that improvements in infrastructure, such as expanding laboratories and providing additional facilities, can enhance student achievement. The study highlighted the importance of addressing infrastructural deficiencies to support student learning and academic success.

Nugroho and Wibowo (2019) found that school infrastructure significantly affects student learning activity. The research revealed that well-designed and equipped facilities promote student engagement and contribute to improved learning outcomes. The study emphasized the importance of optimizing infrastructure to enhance student involvement in the learning process. These findings suggest that infrastructure investments can positively impact student learning experiences and academic performance. Wuni, Agyeman-Yeboah, and Bofo (2018) identified various causes and consequences of poor facility management in Ghanaian public schools. Their research highlighted the detrimental effects of inadequate management on educational quality, including financial erosion and malfunctioning facilities. The study emphasized the need for professional facility management teams and institutional support to address infrastructural challenges effectively. The findings underscore the importance of prioritizing facility management to maintain infrastructure and support educational excellence.

Adombilla, Kris, and Roger (2019) identified the factors influencing the quality of education in private secondary schools. They highlighted their challenges, including inadequate infrastructure and a shortage of qualified teachers. Their study emphasized the potential contributions of private schools to the quality of education and recommended public-private

partnerships to address infrastructure deficiencies. The findings suggest that collaboration between the public and private sectors can improve educational outcomes and effectively address infrastructure challenges.

Despite ongoing research efforts, it is clear that previous studies have concentrated mainly on various aspects of school infrastructure and their effects on education quality in different settings. Despite the significant contributions of these studies to understanding the significance of infrastructure management and its influence on student learning outcomes, there still needs to be more comprehension of the specific infrastructural challenges that mission schools in Ghana encounter. By investigating the specific context of mission schools and their contributions to achieving Sustainable Development Goal 4 (SDG 4) of ensuring inclusive and quality education for all, this study aims to provide valuable insights that can inform policy decisions and interventions aimed at enhancing educational equity and quality in Ghana and beyond.

This study was guided by the Resource Dependency Theory (RDT). Resource Dependency Theory (RDT), formulated by Jeffrey Pfeffer and Gerald R. Salancik in their 1978 work "The External Control of Organizations: A Resource Dependence Perspective," offers a lens to understand organizational behavior in resource acquisition and dependency. This theory posits that organizations rely on external sources for critical resources such as funding, expertise, and legitimacy. Understanding these dependencies is essential for comprehending organizational decision-making processes. This framework presupposes that mission schools operate within a system of interconnected dependencies, in which the availability of resources influences their ability to tackle infrastructure deficiencies.

By utilizing RDT, the study aims to uncover the complexities of stakeholder interactions in tackling infrastructural deficits in mission schools. It seeks to analyze how mission schools navigate their resource dependencies, negotiate power dynamics, and mobilize resources effectively to address infrastructural challenges. Ultimately, RDT provides a theoretical foundation for understanding the interplay between mission schools and their stakeholders in pursuing infrastructural development and improvement.



## Methodology

### Research Approach and Design

The study examined the challenges of inadequate infrastructure in mission schools in Ghana from the stakeholders' perspective, using a qualitative case study research design. According to Merriam and Tisdell (2016) and Yin (2018), this design allows for in-depth exploration of the complexities of the problem within its natural context. Focusing on specific cases within the Ghanaian educational system aims to identify root causes and propose targeted solutions sensitive to the local environment. This approach allows for integrating various viewpoints from administrators, teachers, students, parents, and community members, ensuring a thorough analysis of the issue. By focusing on a manageable number of cases, we can effectively study infrastructure deficiencies while minimizing resource constraints and logistical challenges. Ultimately, our goal is to translate our findings into actionable interventions that can improve the quality of education in mission schools.

### Population and Sample

The study focuses on Senior High Schools (SHS) in Ghana. Using purposive sampling, 56 stakeholders from five selected schools were chosen based on geographic location, school size, and academic performance. This diverse sample ensures comprehensive insights into the research problem.

### Data Collection

Semi-structured interviews, including focus group discussions (FGDs) and key informant interviews (KIIs), were conducted to gather comprehensive and detailed perspectives from stakeholders. Participants were recruited through formal channels, and informed consent was obtained before involvement. The interviews were conducted either face-to-face or via video conferencing to ensure accessibility.

### Data Analysis

Thematic analysis was utilized to discern recurrent patterns and themes within the qualitative data. Thematic coding facilitated the systematic organization and interpretation of the data. Inter-coder reliability checks and member checking were employed to bolster the validity and reliability of the analysis. The use of NVivo software facilitated data management and analysis.

### **Reliability and Validity**

The instrument's reliability and validity and the data collection process in this study are assured through rigorous procedures detailed in the methodology. Initially, the development of interview protocols followed a systematic and iterative approach, encompassing conceptualization, drafting, expert review, pilot testing, and revision. These steps were guided by qualitative research methodology principles to ensure robustness (Guest et al., 2017; Creswell & Creswell, 2021). The methodology involved meticulously refining the research instruments to optimize clarity, relevance, and comprehensiveness, ensuring the nuanced capture of the research topic. Furthermore, inter-coder reliability checks were executed to gauge the consistency of coding across multiple coders, thereby bolstering the reliability of the data analysis process (Creswell & Creswell, 2021). Additionally, member checking was utilized to allow participants to review and validate the accuracy of the findings derived from their data, thus augmenting the credibility and trustworthiness of the study (Creswell & Creswell, 2021). These measures contribute to the overall reliability and validity of the instrument and data collection process, ensuring the integrity of the study findings and their applicability to the research objectives.

### **Ethical Assurances**

The study obtained ethical approval from the University Research Ethics Committee (UREC) to ensure compliance with ethical standards. Participants were provided with assurances of confidentiality, privacy, and informed consent. Ethical issues were addressed by implementing measures to uphold the integrity and credibility of the study.

### **Results and Discussion**

This qualitative research aims to investigate the extent of infrastructural deficits in mission schools, exploring their causes and potential strategies for improvement. Through in-depth interviews and focus group discussions, participants provided valuable insights into the challenges faced by these educational institutions. From the data analysis, three themes emerged that represent stakeholders' perspectives on infrastructural deficits in mission schools. The themes are: (a) extent of infrastructural deficit in mission schools, (b) cause of infrastructure deficit in mission schools, and (c) strategies for addressing infrastructural deficits in mission schools.

### **Extent of Infrastructural Deficit in Mission Schools**

The study delved into the extent of infrastructural deficits present in mission schools, revealing alarming inadequacies that hindered the delivery of quality education. Participants highlighted shortcomings, including insufficient classrooms, libraries, labs, and sanitary facilities. Participants indicated that infrastructures in mission schools need maintenance and are unsafe, coupled with frequent closures due to minor storms or rain. Moreover, the sluggish rate at which these repairs are executed could be better. A participant in Focus Group Discussion 1 emphasized, "The existing challenges facing mission schools revolve around infrastructure and amenities. Many institutions suffer from insufficient facilities, ranging from classrooms to sanitation, hindering effective teaching and learning processes." Another participant, Parent 3, stressed, "The quantity and quality of furnishings and instructional materials directly depend on the financial resources allocated. Lack of funding exacerbates infrastructural deficiencies, impacting students' learning experiences." Descriptions of certain buildings as "deathtraps" revealed the severity of the situation. According to Participant DA002,

*"Several mission schools have death-trapped buildings and any little storm or rain forces school leaders to close down the schools. The pace at which renovations are made in the schools leaves much to be desired. The situation makes mission schools unattractive to parents forcing them to take their wards to other schools."*

Participant DA006 also revealed that numerous mission schools have outdated facilities that have remained the same since the government assumed ownership, making accommodating the expanding student body difficult. This revealed the pressing need for modernization and expansion within these educational institutions. *"Despite the increasing number of pupils, many mission schools have continued running with the same facilities since the government took possession."*

### **Causes of Inadequate Infrastructure in Mission Schools**

Participants identified several underlying causes of inadequate infrastructure in mission schools. Insufficient funding, educational policy change, neglect, and delayed renovations emerged as significant factors.

## Insufficient Funding

It was revealed that funding determined the availability of infrastructure and quality. A paucity of classrooms, deteriorating building conditions, and insufficient facilities to support practical learning have resulted from a reported lack of funding. Ten interviewees and three focus group discussions believed inadequate funding leads to an infrastructural deficit in mission schools. For example, one of the participants revealed that the quantity and quality of infrastructure available in mission schools represents the funding available for it. These affect the student's learning experience. According to parent 3

*“The quantity and quality of the furnishings and instructional materials available at the school directly depend on the financial resources allocated to it. These resources can originate from a wide variety of places, including financing from the government, support from the community, and gifts from private individuals. It is far more difficult to address these kinds of practical demands in the classroom when there is little financial assistance.”*

In line with this, participant DA006 stated that inadequate financing has led mission schools to keep running with the same infrastructure without refurbishing or developing new ones.

*“In addition to a lack of funds for supplies, there is a lack of infrastructure. Despite the increasing number of pupils, many mission schools have continued running with the same facilities since the government took possession.”*

DA002 supports this viewpoint, stating that most mission schools' buildings are death traps and that the pace of renovations is uninspiring due to insufficient funding.

*“Further to this are the infrastructural deficits. Several mission schools are death-trapped buildings and... The pace at which renovations are made in the schools leaves much to be desired...”*

Poor, insufficient funding, as expressed by a discussant in FGD 1, hinders the procurement of learning materials. "Inadequate funding poses a significant problem for many mission schools in Ghana, hindering recruitment of skilled teaching staff and procurement of learning materials." In one of the focus group discussions, a participant revealed that inadequate financing is the root cause of deteriorating infrastructures due to substandard construction and lack of maintenance of the school facilities.

*“Yes, the lack of proper finance is a key factor in the deterioration of the quality of education offered in Ghana's mission schools. A lack of adequate financial resources affects many different areas of these institutions, ultimately influencing the quality of education they provide. Low financing is the direct cause of the deteriorating infrastructure. This frequently results in substandard construction and maintenance of educational facilities, including classrooms, libraries, and labs.”*

### **Change in Educational Policy**

The change in educational policy and curriculum was also stated as one of the reasons for the infrastructural deficit in Ghana mission schools. Participants revealed that the free education policy resulted in over-enrolment in mission schools. This led to overcrowding of classrooms and strained the school facilities. It was also revealed that the emphasis on hands-on learning with such a large student population worsens the infrastructural deficit challenge of mission schools. Three interviewees and two focus group discussions believed the policy created an infrastructural deficit for mission schools. For example, one of the participants, DA005, stated that an increase in enrollment contributed to the infrastructural constraints.

*“it is essential to recognize that the increase in student enrollment **might** put a burden on the institution's already-constrained resources. Because of this pressure, classrooms may become overcrowded.”*

One of the discussants in Focus Group Discussion 4 stated that the new curriculum's emphasis on hands-on learning made it difficult for mission schools, which need more resources such as resource rooms and laboratories.

*“... the new curriculum's emphasis on hands-on learning poses a challenge for mission schools due to the lack of critical facilities such as scientific labs and suitable ICT resources. This shortage negatively affects both students and instructors, leading to a decline in academic success.”*

### **Neglect and delayed renovations**

Furthermore, neglect and delay in the renovation of mission schools' infrastructures were also highlighted by participants as reasons for infrastructural deficit in mission schools. One participant expressed concern that the delay in upgrading old buildings at mission schools makes them hazardous for students and repulsive to parents. According to participant DA002, *“Several*

*mission schools have death-trapped buildings and the slow pace of renovations due to inadequate funding renders these institutions unattractive to parents...”*

### **Strategies for Addressing Infrastructural Deficits in Mission Schools**

Participants proposed Specific measures that can be taken to mitigate infrastructural challenges and enhance the mission school educational environment. The focus was on implementing several critical strategies to address infrastructural deficiencies in mission schools, such as enhancing infrastructure and amenities, cultivating a high-maintenance culture, building or renovating facilities, and acquiring funding from various stakeholders.

### **Stakeholder engagement and Fund-raising**

The study participants assert that securing adequate financial resources for infrastructural enhancements in mission schools requires active stakeholder engagement and practical fundraising efforts. Several necessary parties have been highlighted to assist in resolving the infrastructure issues these institutions face, including the government, mission organizations, residents, Parent-Teacher Associations (PTAs), foreign organizations, and non-governmental organizations (NGOs). Their participation is necessary to address these problems effectively.

Ten interviewees and focus group discussants emphasized the critical stages in improving the infrastructure and facilities of mission schools: stakeholder involvement and fundraising initiatives. For example, Administrator 3 noted that involving community members and other stakeholders can encourage acquiring supplementary resources and cultivating community ownership.

*“Also engaging community members and stakeholders can help gather additional resources and support for improving infrastructure. Involving local individuals, organizations, and companies in financing the construction and upgrades of school buildings fosters a sense of ownership and pride in the institution.”*

In line with this, one of the participants, DA002, stated that Missions should lead fund-raising and set aside dedicated project accounts for mission school development.

*“The Missions should lead fund-raising and set aside dedicated project accounts whose proceeds will be fairly accounted for to win the trust of community members to continue to support developments in the schools.”*

One of the focus group discussants in FGD 4 stated that the mission schools must collaborate with the government, NGOs, and international organizations to fund infrastructural development in mission schools.

*“Mission sponsorship used to fund infrastructure development for mission schools, but this has declined, particularly for junior schools. Mission schools must work with the government, international organizations, and NGOs to solve infrastructural issues.”*

Also, in another focus group discussion, one of the discussants from FGD- 1 thought that collaboration and brainstorming among educators and members of different learning communities will lead to the development of valuable solutions for the advancement of schools; *“In addition to this, I will emphasize the significance of good cooperation among educators and members of different learning communities to provide useful solutions for the advancement of schools.”*

### **Multiple Stakeholder Funding**

Funding is necessary to improve the infrastructure and facilities of mission schools. It is essential to have funding from multiple stakeholders to ensure sufficient financial support for the construction and maintenance of the facilities. This includes funding from alumni, government, International Organizations, local communities, mission groups, non-governmental organization philanthropists, and PTA. Twelve interviewees and discussants from five focus group discussions thought that multiple stakeholder funding is essential for covering the cost of school infrastructure. For example, one of the participants believed that the financial burden of improving the school infrastructure and facilities should be shared among various stakeholders. In Participant DA001's words, *“I suggest that the cost of such enhancements be shared between the government and other stakeholders, such as the Parent-Teacher Association (PTA) and alumni.”* Another participant, administrator 3, stated that involving missions to invest in mission school infrastructure will significantly improve the infrastructure and, in turn, enhance the overall educational quality.

*“I will say that involvement of the missions can play a significant role in enhancing the physical facilities of mission schools. Persuading missions to invest resources and funds in constructing new buildings can greatly improve the overall quality of the educational setting in mission schools.”*

One of the focus group discussants in FGD 5 stated that PTA can financially contribute to improving school infrastructure. *“I also feel that parent organizations, such as the Parent-Teacher Association (PTA), should help to improve the school's infrastructure. This can be accomplished by allowing PTAs to contribute financially or in other ways to infrastructure initiatives.”*

Another participant in focus group discussion 1 believed that collaborating with NGOs and the local community would help secure financial resources for improving school infrastructure.

*“I think that cultivating collaborations with local communities, non-governmental organizations (NGOs), and government agencies might assist in securing financing and resources for the purpose of making changes to the physical infrastructure of mission schools.”*

### **Improving infrastructure and amenities**

Improving infrastructure and amenities is beneficial to enhancing the learning environment and overall educational quality. This improvement will foster a culture of reading and research, promote physical health, enhance skill development, provide a better work environment for teachers, improve the educational experience, and improve the overall educational quality. Six interviewees and one of the focus group discussants stated that improving infrastructure and amenities benefits the students and the education system. One of the interviewees stated that providing sufficient classrooms with adequate facilities will solve the overcrowding problem and create a favorable atmosphere for learning. According to Staff 1,

*“The necessity of ensuring that there are sufficient classrooms to adequately accommodate all children this helps to prevent classrooms from being overcrowded and fosters an atmosphere that is favorable to learning. It is of the utmost importance to furnish classrooms with fundamental facilities such as desks, seats, chalkboards, whiteboards, projectors, and instructional materials.”*

Similarly, DAOO5 expressed that upgrading the school infrastructure and equipping it with modern facilities will enhance the teaching and learning process and improve the overall educational experience.

*“It is possible to establish an atmosphere that is beneficial for teaching and learning when the necessary infrastructure, such as dorms and classrooms with adequate supplies, is in place. The availability of specialist facilities contributes to an overall improvement*



*in the quality of the educational experience. Students may gain a lot from classrooms, libraries, and other specialized places that are well-equipped and facilitate hands-on learning.”*

### **High Maintenance Culture**

Adopting a high-maintenance culture will improve the infrastructure and facilities within mission schools. Four interviewees and discussants from two focus group discussions believed cultivating a high-maintenance culture would help improve the mission school's amenities and infrastructure. They contend that educational institutions should cultivate a culture of conducting routine maintenance on current facilities and updating older structures to ensure an atmosphere that promotes learning. For example, Parent 1, a participant, revealed the significance of mission schools conducting routine maintenance, repairs, and improvements to guarantee the safety and appropriateness of their educational setting.

*“To keep mission schools safe, functioning, and conducive to learning, regular maintenance and repairs must be done in addition to construction upgrades.”* In line with this, one of the focus group1 discussants thought schools should imbibe the culture of performing periodic maintenance to keep all facilities in good shape. *“The importance of performing periodic maintenance to keep all facilities in mission schools in outstanding shape over time highlights its frequent neglect in Africa.*

### **Renovation or Construction of Facilities**

Renovation or construction of facilities are required to improve the infrastructure within mission schools. The schools should work on constructing new facilities, focusing on long-term infrastructure, and modifying and repairing existing structures in lousy condition. One of the interviewees and discussants from three focus group discussions expressed that infrastructural improvement should include constructing new buildings and facilities and renovating existing facilities. One participant advised that well-stocked libraries, resource centers, and sanitary facilities should be constructed to provide learners with instructional resources and a clean environment. Parent 2 stated that,

*“One strategy to promote reading and provide kids with additional instructional resources is to build well-stocked libraries and resource centers...For kids' and staff's health, mission schools need improved sanitary facilities. This includes clean restrooms,*

*hand washing stations, and basic sanitation.”*

One of the participants in focus group 5 stated that it is essential to focus on long-term infrastructure to ensure it is reliable for many years to come and will not require frequent construction or repairs.

*“Please allow me to also contribute my view to the conversation by recommending a focus on long-term infrastructure. She suggests creating buildings that can survive the test of time rather than constructions that may require regular repairs or replacements. This strategy would ensure that the infrastructure remained functional and reliable for many years to come, avoiding the need for frequent construction or repairs.”*

### **Limitations and further research**

In every research project, it is critical to recognize the constraints that may affect the study's results and conclusions. Several factors might contribute to these limitations, including sample size, technique, and unaccounted-for external variables. Furthermore, understanding these limits lays the groundwork for future study by indicating areas that need further investigation. Understanding these constraints allows researchers to improve their methodologies and create more rigorous studies. In this part, we will describe our study's unique shortcomings and propose routes for future research that might improve our knowledge of the problem at hand.

#### **Limitations of the Research**

**The Research Scope:** This research mainly focuses on mission schools in a limited geographical area. The results may not generalize to mission schools in diverse regions or nations with varied circumstances and institutional obstacles. **Stakeholder Representation:** Although attempts have been made to incorporate a wide array of stakeholders (such as teachers, administrators, parents, and students), there may still be circumstances where some perspectives are not adequately represented, particularly those belonging to marginalized populations or those with restricted opportunities to participate in conventional education systems.

**Qualitative data:** Due to their qualitative nature, qualitative data may induce subjectivity. Divergent stakeholder viewpoints, influenced by individual experiences, may substantially impact the comprehensive analysis and findings derived from the study.

**Temporal Constraints:** Temporal constraints refer to the research's limitations in capturing stakeholder viewpoints at a particular moment. Future legislative changes, budget

adjustments, or community dynamics shifts may impact mission schools' infrastructure conditions and stakeholders' concerns.

**Lack of quantitative data:** This study needs numerical measures to assess the extent of infrastructure deficiencies. The absence of statistical data poses challenges in quantifying the magnitude of issues or continuously monitoring progress.

**Influence of External Factors:** The analysis needs to consider external criteria, such as government policies, economic situations, or socio-cultural changes, that may affect infrastructure growth in mission schools.

### **Further Research**

**Broader Geographic Coverage:** Future studies should examine mission schools in various contexts. Comparative research might help us understand how various environments influence infrastructure difficulties and stakeholder viewpoints.

**Longitudinal Studies:** Conducting longitudinal studies would give insight into how infrastructural circumstances change and how these changes affect students' educational experiences at mission schools.

**Quantitative Analysis:** Using quantitative approaches may assist in evaluating infrastructure deficiencies more accurately and follow gains or decreases over time. Surveys and statistical analysis may supplement qualitative results.

**Stakeholder Engagement:** Additional research should concentrate on amplifying the views of under-represented stakeholders. Engaging a larger population, such as individuals with disabilities or from economically poor backgrounds, will offer a more thorough picture of the issues encountered.

**Impact of Policy Changes:** It would be helpful to investigate the implications of local, national, and international policy changes on mission school infrastructure. This study's findings help identify best practices and successful policies for stakeholders to push for. **Innovative Solutions:** Future research should look at innovative techniques mission schools use to solve infrastructural constraints, including collaborations with NGOs, the commercial sector, and community engagement.

This study on limitations and further research emphasizes critical challenges linked to infrastructure shortcomings in mission schools from the stakeholders' viewpoint; various

limitations call for more research. Addressing these gaps may lead to a more comprehensive knowledge of the difficulties and possible solutions, resulting in better educational settings for students at mission schools.

### **Conclusion**

This study emphasizes the considerable infrastructure deficiencies encountered by mission schools in Ghana, illustrating the depth of these issues, their root causes, and possible approaches for enhancement. Through thorough interviews and targeted group discussions, participants offered essential insights that enhanced our comprehension of the challenges and opportunities present in the educational landscape of mission schools.

Participants expressed various areas for infrastructure improvement, highlighting the insufficiency of classrooms, libraries, laboratories, and sanitation facilities. The results support earlier studies emphasizing comparable infrastructure issues in educational settings, especially in developing nations like Ghana (Essien-Baidoo, 2020; Essuman & Yidana, 2020). The explicit depiction of specific buildings as "death traps" highlights the seriousness of the situation, stressing an immediate requirement for action to guarantee the safety and welfare of students and staff.

The reasons identified for insufficient infrastructure reflect those noted in earlier studies, with a lack of financial resources highlighted as a significant obstacle to essential improvements. This aligns with previous studies that emphasized the negative impact of financial limitations on educational infrastructure (Amofa-Sekyi, 2019). Furthermore, changes in educational policy, especially the introduction of free education and alterations in curriculum emphasis, offer a crucial context for comprehending the difficulties faced by mission schools. While earlier research indicated certain elements, such as funding shortages, the emphasis on policy changes and systemic neglect underscores the complex and interrelated aspects of infrastructural shortcomings in mission schools.

Participants suggested various strategies to tackle these infrastructure deficits, such as actively engaging stakeholders, diversifying funding sources, initiating infrastructure enhancement projects, promoting a maintenance culture, and building or renovating educational facilities. These suggestions provide actionable routes for policymakers and educators seeking to enhance educational equity and quality in mission schools. The focus on collaborative

stakeholder efforts is consistent with current literature that supports collective action to tackle infrastructure challenges (Garcia, 2020). Through the mobilization of resources and the promotion of a culture of maintenance alongside innovation, mission schools have the potential to improve their learning environments significantly and aid in achieving Sustainable Development Goal 4.

This study's conclusions enhance the current literature by offering empirical evidence regarding the infrastructural challenges encountered by mission schools in Ghana and practical recommendations for addressing these issues. However, this research does have its limitations. The sample size and scope were limited to specific regions, which could influence the applicability of the findings.

Future research should investigate a broader range of demographics and geographical areas, utilizing longitudinal studies to evaluate the long-term effectiveness of the suggested strategies. Furthermore, qualitative studies that explore the lived experiences of students and teachers could provide greater insight into the effects of infrastructure on educational outcomes. Through ongoing engagement with stakeholders and adaptation of strategies informed by current research, policymakers and educators can work together to develop sustainable solutions that strengthen infrastructure, foster a supportive learning environment, and enhance educational outcomes in mission schools.

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