



AN ANALYSIS OF THE ICAG AWARDS SCHEME

FROM 2000 – 2018



2020

**THE INSTITUTE OF CHARTERED ACCOUNTANTS
GHANA (ICAG)**

TECHNICAL AND RESEARCH DIRECTORATE

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ABSTRACT

The Chartered Accountants Act, 1963 (Act 170) mandates the Council of the Institute to conduct or provide for the conduct of the qualifying examinations for membership of the Institute. In the conduct of the examinations, selected outstanding students are identified and awarded. The type of awards given out by the Institute over the years include Overall Level Best Award, Overall Best Student – First Attempt, Best Female Candidate, Best Subject Awards and ICAG Presidential Special Award. The awards are given to appreciate hardworking students and to motivate others to emulate the achievements of the awardees. The award package includes books, cash prizes and certificates. The study sought to examine the background of ICAG Award winners from 2010 to 2018 and its relevance to students and the Institute.

The study employed the case study research design in the collection of the required data for the study, employing the mixed approach. The population and sample for the study was 258, made up of all awardees from 2010 to 2018. Data was collected mainly by the use of questionnaires from the student awardees, and an interview guide was also developed for the responses from in-house staff who had various roles to play in the award scheme. The results of the analysis are presented in figures and tables.

The study revealed that there is a relationship between prior academic background of students and the receipt of an award at ICAG. Majority of awardees offered the Business Programme, in category A and B Senior High Schools, located in all regions of the country. At the tertiary level, the dominant programmes studied by awardees were Bachelor of Business Administration and Bachelor of Commerce, with the University of Cape Coast producing the majority of awardees. The study reveals further, that most of the awardees are high achievers in other levels of education. Respondents agreed that the SHS and tertiary institution attended, the programme offered, environment they studied in, prior academic background and the need

to prove themselves had an influence on the awards won.

The study further provides evidence that there exists a relationship between students' preparation for ICAG Examination and the receipt of an award in ICAG Examination. Majority of awardees prefer self-study at home than going for group discussions or attending tuition, although a good combination of the self-study and discussions is also rated high. The choice of the study approach is influenced mostly by time constraints, availability of study materials and finance. For those who preferred group discussions, smaller groups (of 2 – 5 members) were found to be more beneficial than larger groups. The discussions are better organized within academic environments (educational institutions) than at homes and offices. The ICAG College has produced about 45% of award winners over the years, followed by Just in Time in Kumasi (19%). The ICAG study materials were found to be very useful to awardees, with others relying on other recommended books.

The research provides evidence that there is no direct visible relationship between the choice of an examination centre and the receipt of awards. The Zenith Centre in Accra has produced the most award winners, followed by the Cape Coast and Kumasi centres.

The study revealed that majority of respondents were unemployed (most were students) before they received the award. In spite of that, only a few received job offers based mainly on the award(s) won. Respondents are of the belief that the award has not aided them in securing any jobs or educational opportunities. The package given out to students include cash, books and certificates. In terms of suitability, it is observed that award package given to awardees is suitable and commensurate, although much more can be done to improve upon what is given. The most recommended addition is job / internship opportunities.

The study reveals that the relationship between the award winners and the Institute after the award ceremony is almost nonexistent. The Institute hardly contacts awardees for any

programme or project, just as awardees do not contact the Institute. The awardees have indicated their availability to assist the Institute in various capacities, including for ambassadorial, student counseling, student outreach, ushering at ICAG events, tutoring, consultancy services and research works.

The rationale for the award scheme is to acknowledge excellence and to motivate students. The key directorates within ICAG involved in the award scheme are the Technical and Research (Examinations Unit), Students Services and the Finance and Administration.

It is recommended that the policy document detailing the award criteria should be formalized as an official document of the Institute and published on the website of the Institute. This will promote transparency. The ICAG President Special Award should be reinstated and students who qualify under special circumstances awarded. The award should come with job/internship offers in any of the practice firms or even sponsor organisations. Co-sponsorship of awards is recommended, while the sponsors must also be promoted. A time period of three (3) years can be adopted for the review of the award package given out. A comprehensive softcopy data of all awardees need to be kept. The ICAG award scheme is very relevant and must therefore be continued by the Institute.

1.0 INTRODUCTION

The Institute of Chartered Accountants (Ghana) was set up in 1963 by an act of Parliament, Act 170. The Act which set up the Institute mandates the Council to conduct or provide for the conduct of the qualifying examinations for membership of the Institute.

In the conduct of the examinations, selected outstanding students are identified and awarded. The awards are given to appreciate hardworking students and to motivate others to emulate the achievements of the awardees. Award packages include books, cash prizes and certificates.

The type of awards given out by the Institute over the years includes:

- a. Overall Level Best Award
- b. Overall Best Student – First Attempt
- c. Best Female Candidate
- d. Subject Awards
- e. ICAG Presidential Special Award

These awards have been given out for years now, however, there has not been any scientific study to examine the background of award winners and to find out the extent to which the award scheme has been beneficial to such awardees and the Institute. This study is therefore to examine the ICAG Award Scheme and its relevance to stakeholders from 2010 to 2018.

1.1 OBJECTIVES OF THE STUDY

The main objective of the study is to examine the background of ICAG Award winners from 2010 to 2018 and its relevance to students and the Institute.

Specifically, the study seeks to:

- a. Identify the relationship between prior academic background of students and the receipt of award in ICAG Examinations

- b. Examine the relationship between students' preparation for ICAG Examinations and the receipt of award in ICAG Examinations
- c. Investigate the relationship between ICAG Examination Centres of students and the receipt of award in ICAG Examinations
- d. Assess the relationship between the receipt of award in ICAG Examinations and job/academic placement/advancement
- e. Assess the suitability of the award package given to awardees
- f. Evaluate the relationship existing between the award winners and the Institute
- g. Provide suggestions and recommendations for management decision making

1.2 RESEARCH QUESTIONS

- a. What is the relationship between prior academic background of students and the receipt of award in ICAG Examinations?
- b. Is there any relationship between students' preparation for ICAG Examinations and the receipt of award in ICAG Examinations?
- c. What is the relationship between ICAG Examination Centres of students and the receipt of award in ICAG Examinations?
- d. What is the relationship between the receipt of award in ICAG Examinations and job/academic placement/advancement?
- e. What is the relationship existing between the award winners and the Institute?
- f. Is the award package appropriate and commensurate to the award?

1.3 SIGNIFICANCE OF THE RESEARCH

The study is significant to the Institute, awardees, existing and potential students, academic institutions, researchers and the general public. To the Institute, the study will provide readily

available data on awardees and aid in policy formulation and implementation, especially with relation to the syllabus of tertiary institutions. To awardees, it will aid them in introspection and guide them in their future exploits. To students of the Institute, the results from the study will provide an insight into how they study and prepare for the examinations, providing them with motivation for future examinations. Academic institutions are likely to know how their syllabus and the quality of their tuition have an impact on students' performance in their professional examination. Researchers will have results of a scientific study for further studies.

1.4 SCOPE OF THE STUDY

The study covers all awardees of ICAG's Examinations (CA Professional and ATSWA) between 2010 and 2018. The awards are limited to those announced at ICAG Graduation Ceremonies over the period.

2.0 LITERATURE REVIEW

This section examines a number of concepts and theories which explain the role of award schemes on student performance. It also outlines the award policy of similar professional bodies in Ghana as outlined in the document.

2.1 STUDENT MOTIVATION

Motivation is a fundamental recipe for academic success. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to job, role, or subject, or to make an effort to attain a goal. Dornyei (2001) argues that motivation explains why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity.

Motivation is what gets you going, keeps you going, and determines where you're trying to go (Slavin, 2006). Alderman (2004) indicates that those students who have optimum motivation have an edge because they have adaptive attitudes and strategies, such as maintaining intrinsic interest, goal setting, and self-monitoring.

Motivational beliefs are very essential to the academic achievement of students because they help to determine the extent to which students will consider, value, put in effort, and show interest in the task (Bandura, 1993; Yukselturk & Bulut, 2007; Mousoulides & Philippou, 2005).

According to Malone, & Lepper (1987), seven factors endorse motivation:

- a. challenge
- b. curiosity
- c. control
- d. fantasy
- e. competition
- f. cooperation

g. recognition.

Educational psychologists have made extensive investigations into the best types of rewards to motivate students to perform as desired. Highly motivated students are usually actively and spontaneously involved in activities and find the process of learning enjoyable without expecting any external rewards (Skinner & Belmont, 1993).

2.2 THEORIES OF MOTIVATION IN EDUCATION

Motivation itself has a vast scope to cater for, and several motivational theories are relevant to the learning domain. Three of such theories are discussed for the purpose of this study:

2.2.1 Intrinsic and Extrinsic Motivation Theory

According to Ryan and Deci (2000), intrinsic motivation defines an activity done for its own sake without the anticipation of external rewards and out of a sense of the sheer satisfaction it provides.

The right level of challenge, coupled with adequate skills, sense of control, curiosity, and fantasy, are some key factors that can trigger intrinsic motivation. And when combined with will power and positive attitude, these elements can help sustain motivation over time.

Some studies show that intrinsic motivation and academic achievement share significant and positive correlates (Pérez-López & Contero, 2013). Intrinsic motivation can direct students to participate in academic activities to experience the fun, the challenge, and the novelty away from any external pressure or compulsion and without expectations of rewards (Ryan, & Deci, 2000).

In contrast, extrinsic motivation describes activities students engage in while anticipating rewards, be it in the form of good grades or recognition, or out of compulsion and fear of punishment (Tohidi, & Jabbari, 2012).

Although extrinsic motivation can initially spark a high level of will power and engagement, it does not encourage perseverance and is challenging to sustain over time due to hedonic adaptation. Both types of motivation have their place in the process of learning. While intrinsic motivation can lead to greater levels of self-motivation, extrinsic motivation offers that initial boost that engages students in the activity and can help sustain motivation throughout the process of learning over time (Li, & Lynch, 2016).

2.2.2 Operant Conditioning theory

The field of behaviorism has contributed to the common use of rewards in the classroom. The field of behaviorism produced a theory in the 1950's that heavily influenced the use of rewards in schools. The theory of operant conditioning, developed by B.F. Skinner, works on the premise that if a reinforcer is delivered after a certain behavior is performed, then the strength of the behavior is increased (Cosgrove, 1982). A reinforcer is any stimulus given after a behavior that increases the chance of the behavior recurring. Past and present teachers are using the principles of operant conditioning when they give out awards such as stickers, cash, treats, and praise.

2.3 REWARDS FOR ACADEMIC PERFORMANCE

Awards for outstanding performances are a major feature of many academic and professional programmes across the world. From basic schools naming valedictorians to students receiving treats for correctly answering questions in class, student awards have been a perpetual trick of the education trade for pushing students to achieve. In Ghana, almost all tertiary institutions give out awards during graduation ceremonies. At the lower levels, there are Speech and Prize Giving Days, dedicated to award outstanding performances.

2.3.1 Professional Bodies Awards

A number of professional bodies operate in Ghana, with a good majority of them conducting examinations for their student members. Within the business profession, mention can be made of the following professional bodies in Ghana:

- Institute of Chartered Accountants (Ghana) (ICAG)
- Chartered Institute of Bankers (CIB)
- Chartered Institute of Marketing Ghana (CIMG)
- Institute of Human Resource Management Practitioners (IHRMP)
- Institute of Public Relations (IPR)
- Chartered Institute of Logistics and Transport (CILT)
- Chartered Institute of Procurement and Supply (CIPS)
- Chartered Institute of Taxation Ghana (CITG)
- Chartered Institute of Financial and Investment Analysts Ghana (CIFIAG) etc.

Whiles almost all of these professional bodies conduct professional examinations for their members, not all of them give out awards to their outstanding students. In the professional accountancy field, the Association of Chartered Certified Accountants (ACCA) and the Chartered Institute of Management Accountants (CIMA) both give out some form of awards to their outstanding students.

For instance, ACCA has an award scheme for the various level at which they operate – Ghana, Africa and Global. The award given out is in the form of a plaque. No cash award or books are given out. The Chartered Institute of Management Accountants (CIMA) gives certificates/plaques. However, no cash or books are given to awardees.

The Chartered Institute of Bankers Ghana (CIB) gives out only textbooks to their students during graduation ceremonies.

3.0 METHODOLOGY AND DATA COLLECTION

This section of the study presents a detailed description of the various steps taken by the researcher during the course of the study. Where necessary, the reason or reasons why such steps were taken are provided by the researcher.

3.1 RESEARCH DESIGN

According to Malhotra, Naresh and Dash (2011), research design is the general blueprint that guides a particular research. The research design influences how a study is to be conducted, how data is to be collected and analyzed and how the findings are to be reported (Bryman & Bell, 2011). There are various research designs available for any research work with some of them being experimental, quasi-experimental, case study, correlational, survey among others. This study will employ the case study research design in the collection of the required data for the study. It has also been suggested that for a researcher to acquire a comprehensive data and information about an institution or phenomenon, the case study design is the most appropriate research design to adopt (Davies, 2007).

The three main research methods available for a study include qualitative, quantitative and mixed methodology which is essentially a combination of the qualitative and quantitative research methods (Saunders et al., 2007). The mixed method is a combination of both the quantitative and qualitative methods and as such, takes care of the weaknesses of both methods making it the preferred research method for the study.

3.2 POPULATION

Malhotra and Birks (2006) defined population as the group of elements that possess the information sought and about which inferences will be made. According to Creswell (2003),

population is the units for which information is required. Creswell (2003) further explained that population is any set of persons or objects that possess at least one common characteristic. The population for the study is made up of all awardees from 2010 to 2018. Between that period, there has been a total of 258 different awardees, made up of 218 awardees on the CA Professional programme and 40 on the ATSWA programme.

3.3 SAMPLING AND SAMPLING TECHNIQUE

The sampling technique to be employed is the census, since all awardees are expected to be part of this study.

3.4 DATA COLLECTION

Data is collected mainly by the use of questionnaires from the student awardees. Interview guide was also developed for the responses from in-house staff who had various roles to play in the award scheme.

3.4.1 Instrument

According to Davies (2007) instrumentation is generally the whole process of collecting data. It involves not only the selection or design of the instrument but also the condition under which the instrument is administered and the most common type of instrument used in survey research is the questionnaire. The instrumentation tool used for this study was a developed questionnaire. As stated by Creswell (2003), the use of questionnaire is usually the least costly for collecting information from participants of any given research.

3.5 PRE-TESTING

It has been stated by researchers such as Beiderbeck & Holden (2004) that the extent to which an instrument can be said to be valid mostly depends on the degree to which it measures what

it purports to measure. The developed research instrument was first administered to a pilot group of awardees numbering eighteen (18). This was done to ensure that all the items on the questionnaire relate to the aims and objectives of the study and that there was no ambiguity on the instrument.

3.6 DATA ANALYSIS

The quantitative data acquired for the study collected from the participants will be coded and analysed by the researcher. The Statistical Package for Social Sciences (SPSS) will be employed in the entire data analysis process. The results of the analysis will be presented in figures and tables. In view of that, the data preparation and organisation process will produce categories and themes which will be aligned with the research questions for the study and provide the researcher with a rigorous and standardized way of achieving high validity in terms of the study results (Patton 2001).

The qualitative data gathered was analyzed using content analysis to analyse and interpret the verbal data collated for descriptive purposes. Narrative analysis was also used to analyse the text from the various interviews based on the different contexts and experiences of respondents.

3.7 ETHICAL CONSIDERATION

The appropriate permission of respondents was sought before asking them to partake in the study. The aims and objectives of the study as well as the rationale behind the study were explained to them. The anonymity of respondents was guaranteed and they were not obliged to provide any information which they were not comfortable with providing.

4.0 PRESENTATION OF RESULTS AND ANALYSIS

This section presents the results from the data gathered.

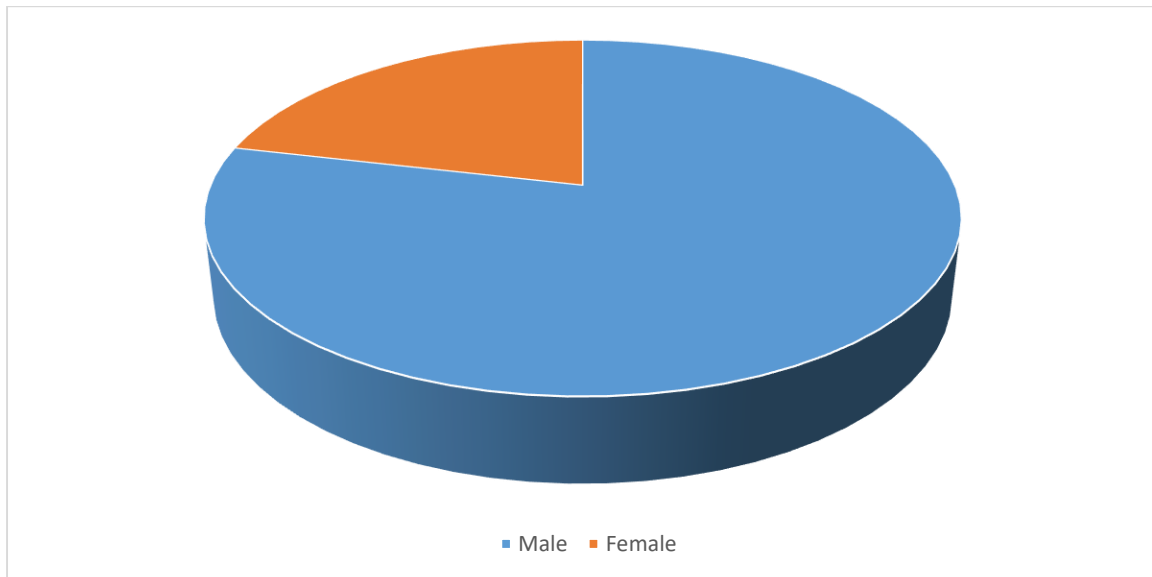
4.1 RESPONSE RATE

Out of a total population size of 218, 159 awardees responded to the questionnaire. This gives a response rate of about 73%.

4.2 DESCRIPTIVE STATISTICS

4.2.1 Gender

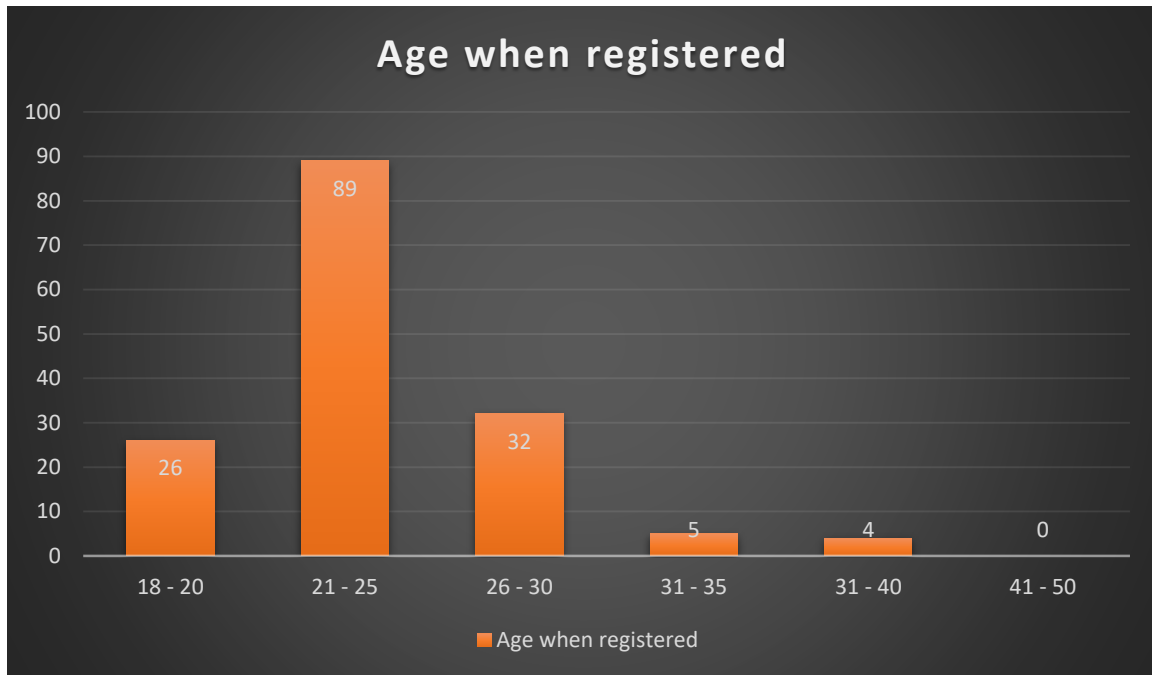
A total of 125 males, representing 78.6%, responded, with the remaining 34 (21.4%) being females. This indicates that majority of awardees are males. This result is in line with the gender statistics of students of the Institute. More males are admitted than females every year.



4.2.2 Age When Registered

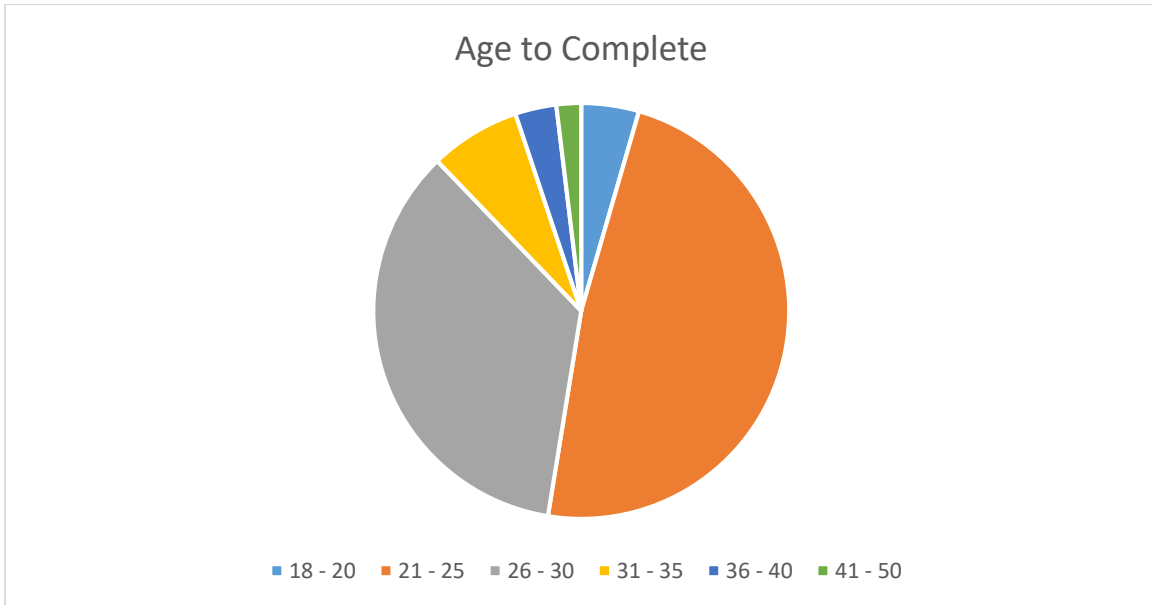
Respondents were to indicate the age range at which they registered with the Institute. From the results, majority of awardees registered when they were between the ages 21 – 25 (57%), 26 – 30 (21%), 18 – 20 (17%). This means that about 95% of all awardees were 30 years or

below when they registered as students. The results also indicate that no award winner registered after age 40. The reason could be that the younger students are able to have enough time on their hands to study, and hence are able to win awards, unlike the older students, who may have to combine work, family and corporate life.



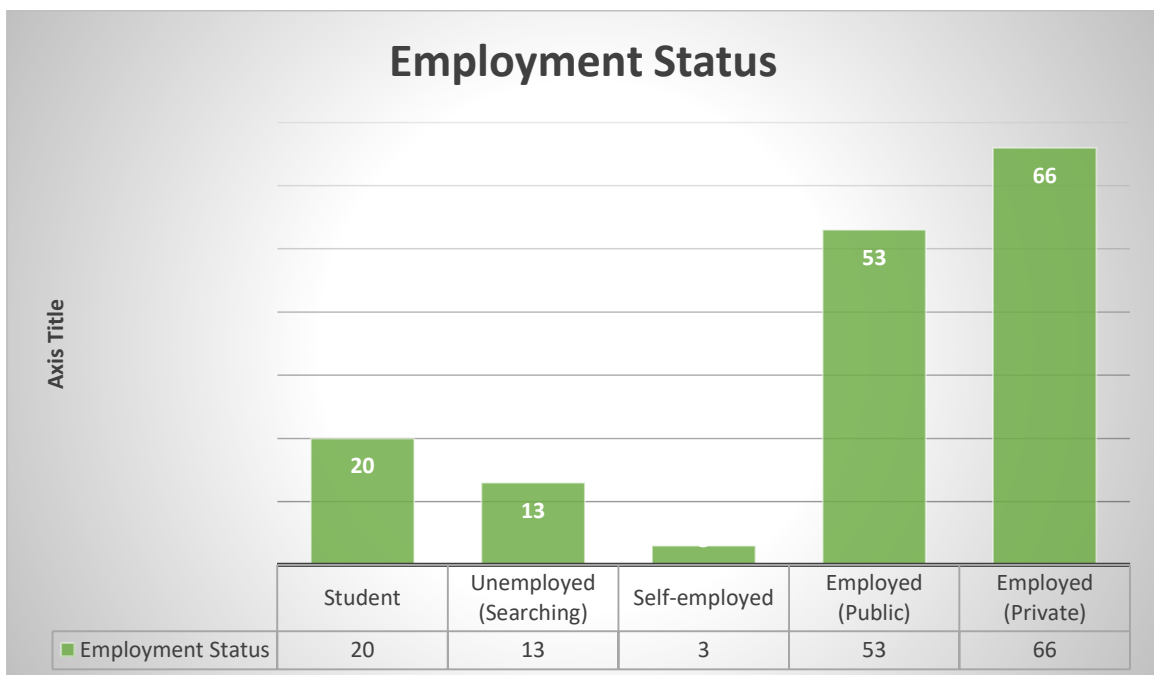
4.2.3 Age when complete

This section required of respondents to indicate the age at which they completed or expect to complete the CA Professional exams. One hundred and fifty-six (156) awardees responded to this item. Of this number, 75 (48%) completed or expect to complete the exams between the ages of 21 – 25, 55 of the respondents fall in the 26 – 30 category. Seven (7) of the respondents (5%) completed or hope to complete the exams by age 20.



4.2.4 Employment Status

Respondents were to indicate their current employment status. The results indicate that majority of awardees are either employed or self-employed. Further details indicate that 66 of the 155 respondents are employed in the private sector (43%), 53 are employed in the public sector (34%), with three (3) being self-employed. The remaining 33 are unemployed – students (20) and searching (13).



4.2.5 Sector of the Economy

Majority of respondents who are employed are in the accountancy/audit practice sector (44%), 28 of the respondents are in the financial services industry (23%). Others are in education sector (13%), energy, oil and gas (6%), agriculture (5%), NGO sector (3%) etc. Further details are provided in the table below.

SN	Sector	Number Of Respondents	Percentage Of Respondents
1	Accountancy/Audit/Tax Practice	54	43.90%
2	Education	16	13.01%
3	Financial Services	28	22.76%
4	Energy, Oil and Gas	7	5.69%
5	Agriculture	6	4.88%
6	Manufacturing	5	4.07%
7	Non-Governmental Organisation	4	3.25%
8	Automobile (Transport)	1	0.81%
9	Health	2	1.63%
TOTAL		123	100

4.2.6 Year Registered as a student

Majority of respondents registered as students in the years 2015 (13.1%), 2016 (12.5%) and 2013 (11.9%). Others registered in 2010 (10.6%), 2012 (10.6%), 2014 (10.6%) and 2017 (8.8%). Over the period, the respondent who registered earliest registered in the year 1998. Some others registered in 2000, 2004, 2006 and 2007. Further details are presented in the table below.

Year Registered as a student				
	Frequency	Percent	Valid Percent	Cumulative Percent
2009	6	3.8	3.8	3.8
2010	17	10.6	10.9	14.7
2011	11	6.9	7.1	21.8
2012	17	10.6	10.9	32.7
2013	19	11.9	12.2	44.9
2014	17	10.6	10.9	55.8
2015	21	13.1	13.5	69.2
2016	20	12.5	12.8	82.1
2017	14	8.8	9.0	91.0
2018	5	3.1	3.2	94.2
2019	1	.6	.6	94.9
2008	3	1.9	1.9	96.8
2000	1	.6	.6	97.4
2006	1	.6	.6	98.1
2007	1	.6	.6	98.7
2004	1	.6	.6	99.4
1998	1	.6	.6	100.0
Total	156	97.5	100.0	

4.2.7 First Examination

The study sought to find out the year in which awardees took their first examinations. The result is to help gauge the period within which majority of respondents started their journey to be CAs.

Year you took first examination				
	Frequency	Percent	Valid Percent	Cumulative Percent
May 2009	2	1.3	1.3	1.3
November 2009	4	2.5	2.5	3.8
May 2010	11	6.9	7.1	10.9
November 2010	5	3.1	3.2	14.1
May 2011	5	3.1	3.2	17.3
November 2011	7	4.4	4.5	21.8
May 2012	9	5.6	5.8	27.6
November 2012	8	5.0	5.1	32.7
May 2013	9	5.6	5.8	38.5
November 2013	7	4.4	4.5	42.9
May 2014	8	5.0	5.1	48.1
November 2014	7	4.4	4.5	52.6
May 2015	9	5.6	5.8	58.3
November 2015	10	6.3	6.4	64.7
May 2016	13	8.1	8.3	73.1
November 2016	7	4.4	4.5	77.6
May 2017	4	2.5	2.6	80.1
November 2017	10	6.3	6.4	86.5
May 2018	2	1.3	1.3	87.8
November 2018	5	3.1	3.2	91.0
November 2008	3	1.9	1.9	92.9
May 2001	2	1.3	1.3	94.2
November 2007	1	.6	.6	94.9
May 2005	1	.6	.6	95.5
January 2014	1	.6	.6	96.2
September 2014	1	.6	.6	96.8
March 2016	2	1.3	1.3	98.1
September 2016	1	.6	.6	98.7
March 2017	1	.6	.6	99.4
Total	156	97.5	100.0	

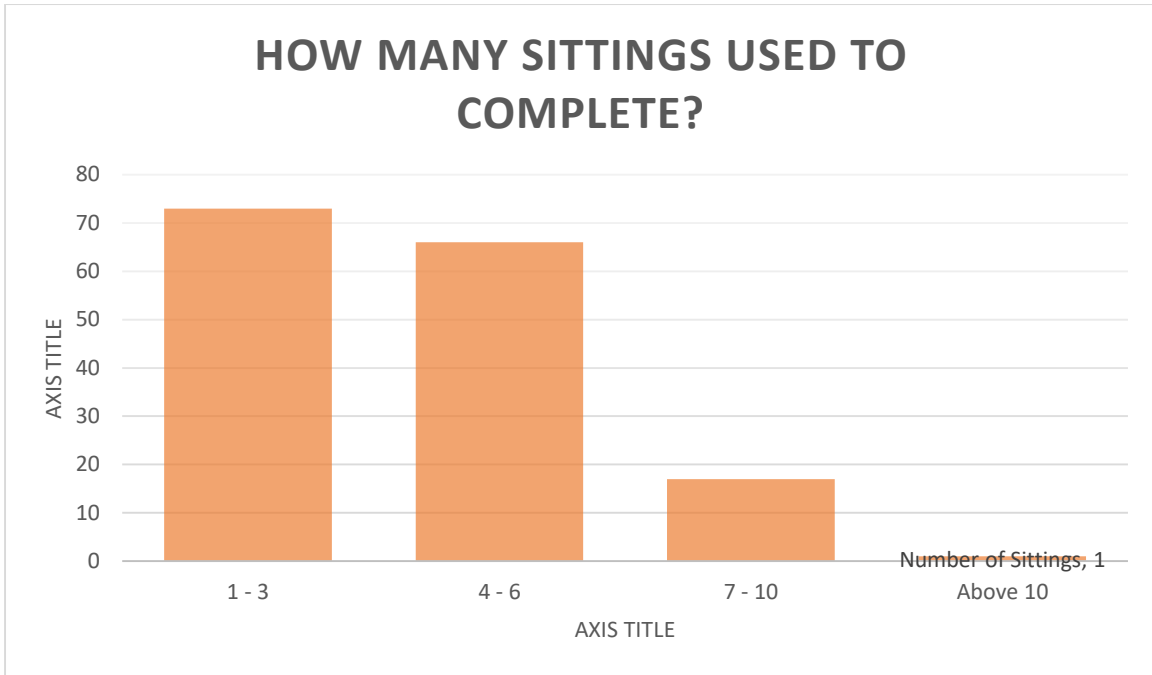
4.2.8 Have you completed the Professional Examinations?

Of the respondents, 82.9% have completed the final level of the professional examination. The remaining 17.1% are still writing the exams.



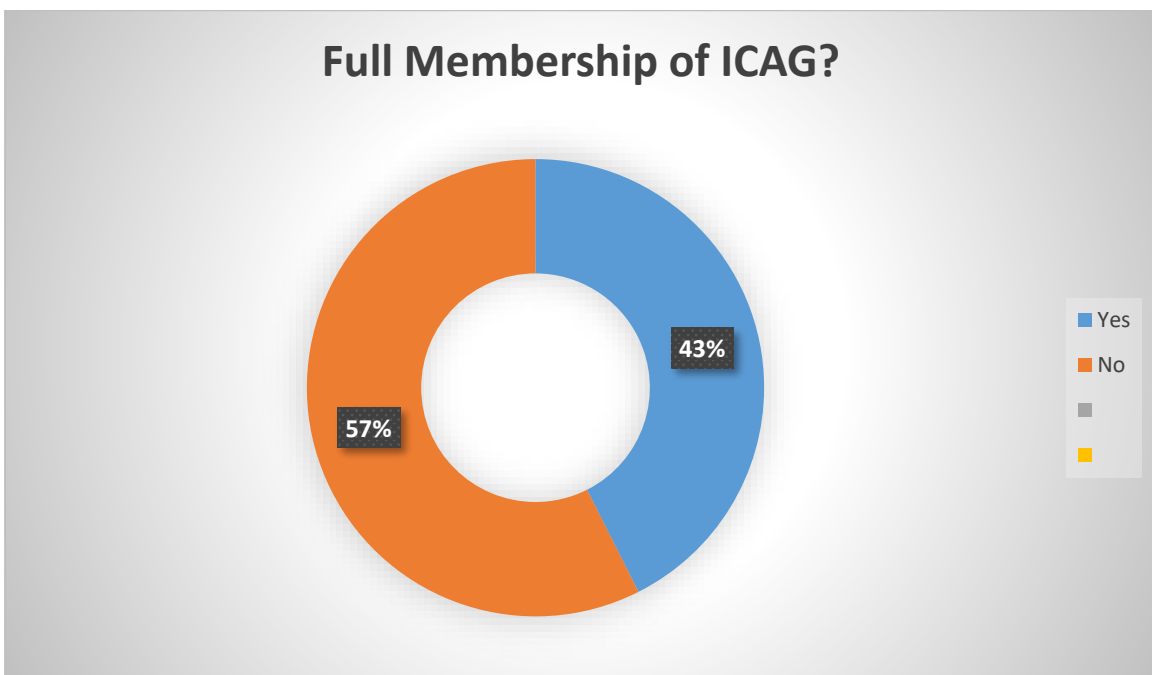
4.2.9 How many sittings used to complete?

Majority of respondents completed the examinations within 1 – 3 sittings (46.5%). A large number completed the exams in 4 – 6 sittings (42.0%), with 17 of the respondents (10.8%) completing the exams in 7 – 10 sittings. Only one respondent completed the examinations in more than 10 sittings.



4.2.10 Full membership of the Institute

Of those who had completed the professional examinations, 63 representing 42.6% are currently full members of the Institute. The remaining 57.4% are still associates of the Institute.

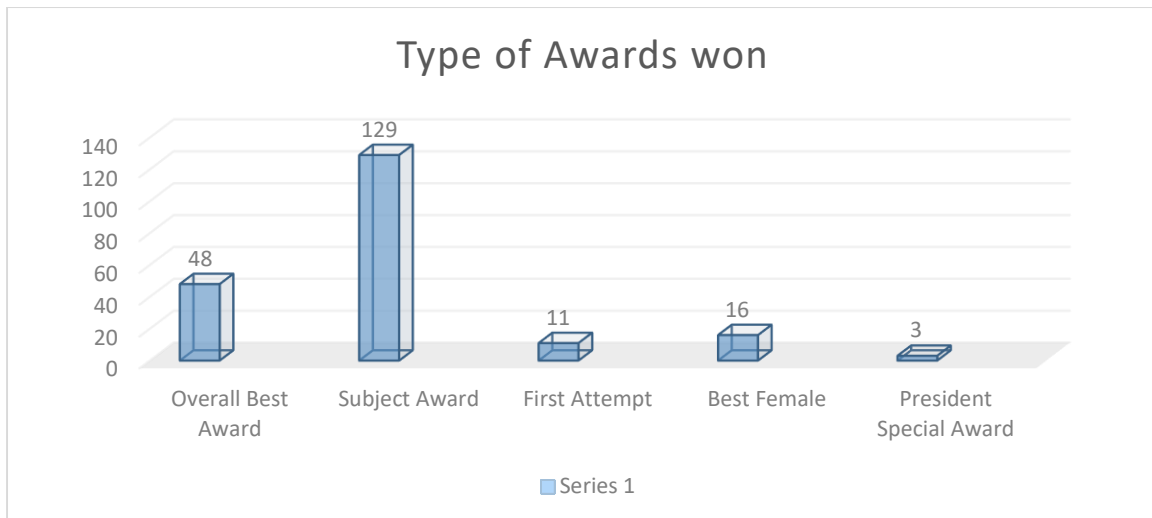


4.2.11 Awards Won

Forty-eight (48) of the respondents have won overall level awards. One hundred and twenty-nine (129) of the respondents, representing over 81% of all respondents are subject award winners at the professional exam level. Eleven (11) of the award winners had won the award for Best First Attempt, an award given to the candidate who has passed the final level with the highest score, and at the first attempt. This number represents about 7% of the total respondents. This is one of the final level awards, given to the best female candidate at the final level for the sitting. A total of sixteen (16) of such awardees responded to this study. The number represents 10% of the respondent population.

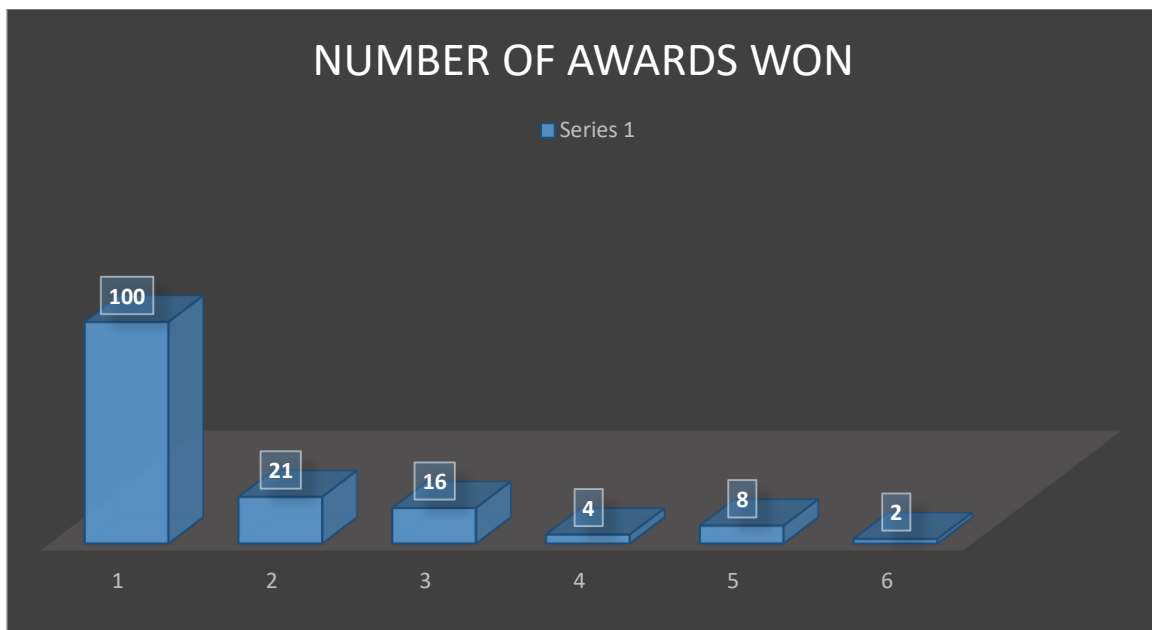
The President's Special Award, now defunct, was given to the most outstanding candidates, under the most exceptional circumstances at the final level. The award was last given in 2011. Three (3) of the respondents (1.9%) received this award over the period.

SN	Award Type	Number of Awards Won
1	Overall Level Award	48
2	Subject Awards	129
3	First Attempt Award	11
4	Best Female Awards	16
5	President Special Award	3



4.2.12 Number of Awards Won

This section sought to find out the number of individual awards won by the respondents. From the respondents, the highest number of awards won by a single candidate was six (6). Two respondents (1.3%) of respondents had won 6 awards in all, eight respondents (5.3%) had won 5 awards. Four respondents (2.6%) had won 4 awards each, with sixteen (16) respondents winning 3 awards each. The large majority of candidates (100), representing 66.2% of candidates had won an award each.



4.3 RELATIONSHIP BETWEEN PRIOR ACADEMIC BACKGROUND OF STUDENTS AND THE RECEIPT OF AWARD IN ICAG EXAMINATIONS

The first objective of the study was to identify the relationship between prior academic background of students and the receipt of award in ICAG Examinations.

4.3.1 Education

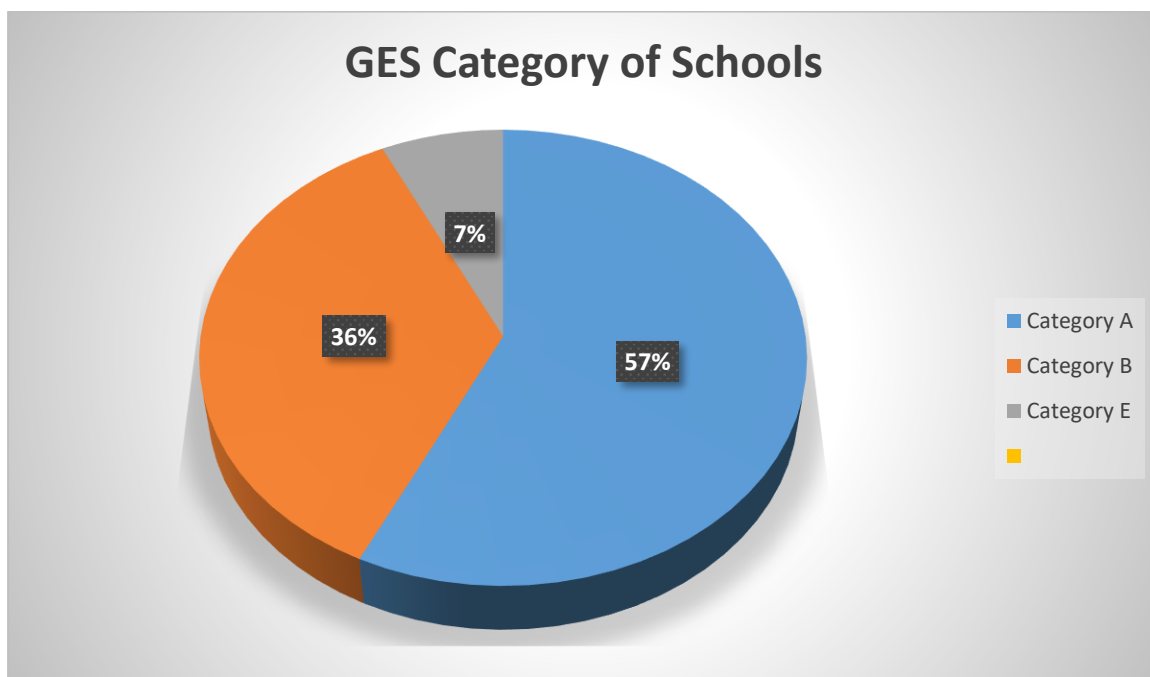
This section sought to find out the relationship between the educational institution attended and the award(s) won. The results indicate that awardees are from varied academic backgrounds – senior high school, technical schools, vocational schools, faith-based schools, private and public schools, and a private SSCE candidate!

Generally, most awardees are from public SHS system, with only two respondents attending a private SHS. Of the number, Presbyterian Senior High School (PRESEC), Legon has produced the highest number of award winners, with eleven (11) awardees, followed by Tema Senior High School and Holy Child School with seven (7) awardees each, and then Pope John Senior High School and Minor Seminary with five (5) awardees.

The Top fourteen (14) list of SHS with awardees is shown below. The list gives proof of the superiority of Category A Schools. From the Top 14 schools, Category A schools represent 57%, with category B schools being 36%, with only one Category E School (Technical and Vocational) in the Top 14. The full list of 82 schools is at the appendix.

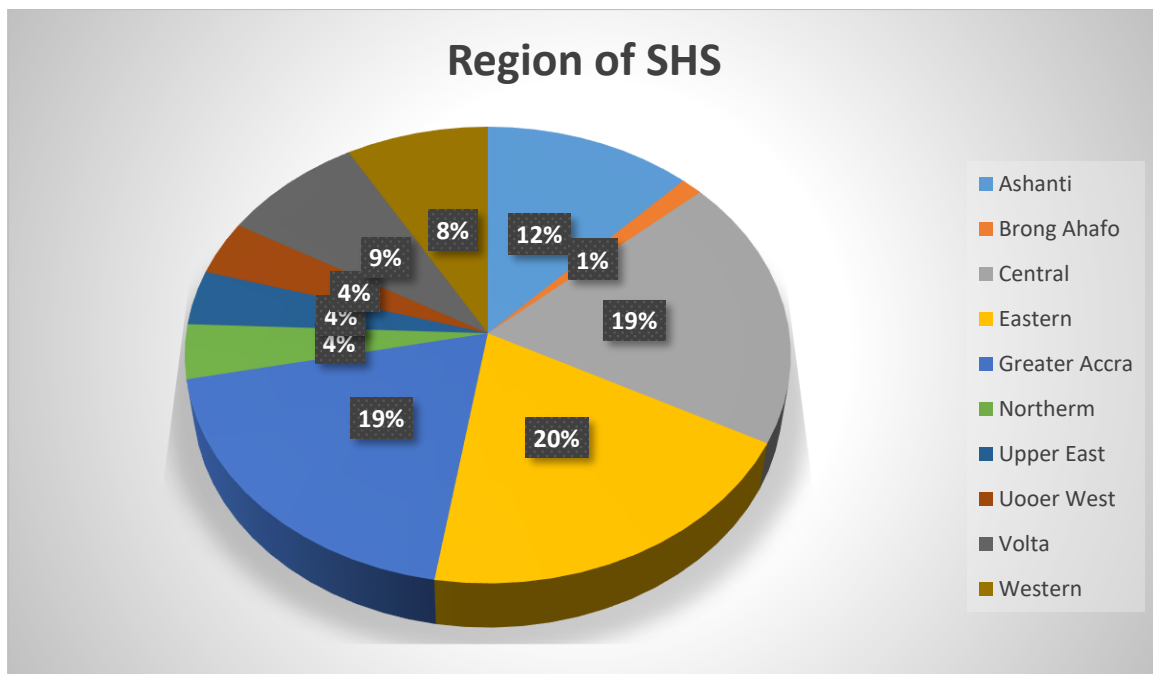
SN	SHS Attended	Number of Awardees	GES Category of School	Gender
1	Presec, Legon	11	A	Boys
2	Holy Child Senior High School	7	A	Girls
3	Tema Secondary School	7	A	Mixed
4	Pope John Senior High School	5	A	Boys

5	Akwamuman Senior High School	4	B	Mixed
6	Keta Senior High School	4	B	Mixed
7	Ghana Senior High School	4	A	Mixed
8	Bolgatanga Technical Institute	3	E	Mixed
9	St. Thomas Aquinas Senior High School	3	A	Boys
10	Kumasi Academy	3	B	Mixed
11	Yaa Asantewaa Girls Senior High School	3	A	Girls
12	Winneba Senior High School	3	B	Mixed
13	Abuakwa State College	3	B	Mixed
14	Wesley Girl's SHS	3	A	Girls



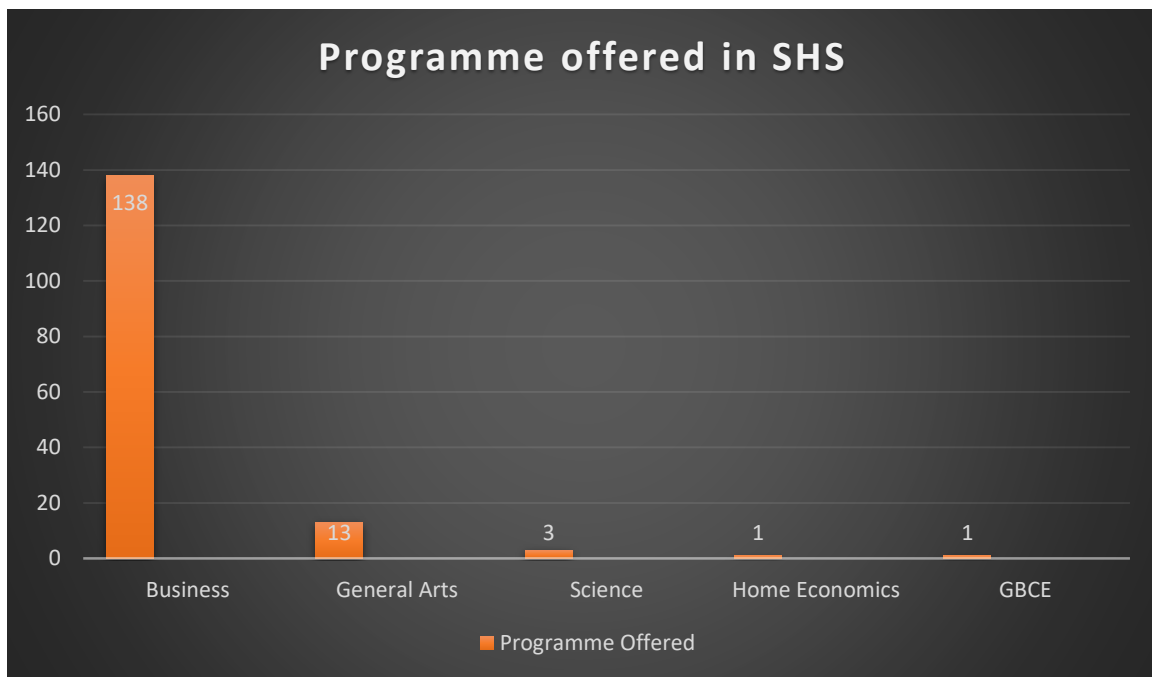
4.3.3 Region SHS is located

Respondent awardees attended SHS located in all ten (10) regions of the country (the regions are now 16 at the time of generating the report). The region with SHS which produced the most awardees was the Eastern Region (31), followed closely by the Central (30) and Greater Accra (30) regions. Other regions with a good number of the respondents were the Ashanti (19), Volta (13) and Western (13). This is in line with well-known belief that the Eastern, Central and Greater Accra regions have the best SHS in the country.



4.3.4 Programme offered in SHS

Majority of respondents offered the Business programme in the Senior High School level with 138 of the respondents (87.9%). It is instructive to note that some awardees offered the Science programme (1.9%), Home Economics (0.6%) and General Arts (8.3%).



4.3.5 Year Graduated or expected to graduate

Majority of the respondents have graduated as at the time of conducting this or expect to graduate within the next two years. From the study, 138 of the respondents (87%) had graduated from tertiary institutions, with some expecting to graduate in 2020 or 2021 (3%). The remaining 10% are not in tertiary institutions.

Year graduated or expect to graduate from tertiary

SN	Year to complete	Frequency	Percent
1	2000	2	1.3
2	2002	1	.6
3	2004	1	.6
4	2006	4	2.5
5	2007	1	.6
6	2008	4	2.5
7	2009	6	3.8

8	2010	7	4.4
9	2011	10	6.3
10	2012	9	5.6
11	2013	16	10.0
12	2014	13	8.1
13	2015	20	12.5
14	2016	12	7.5
15	2017	18	11.3
16	2018	9	5.6
17	2019	5	3.1
18	2020	1	.6
19	2021	3	1.9
Total		142	100

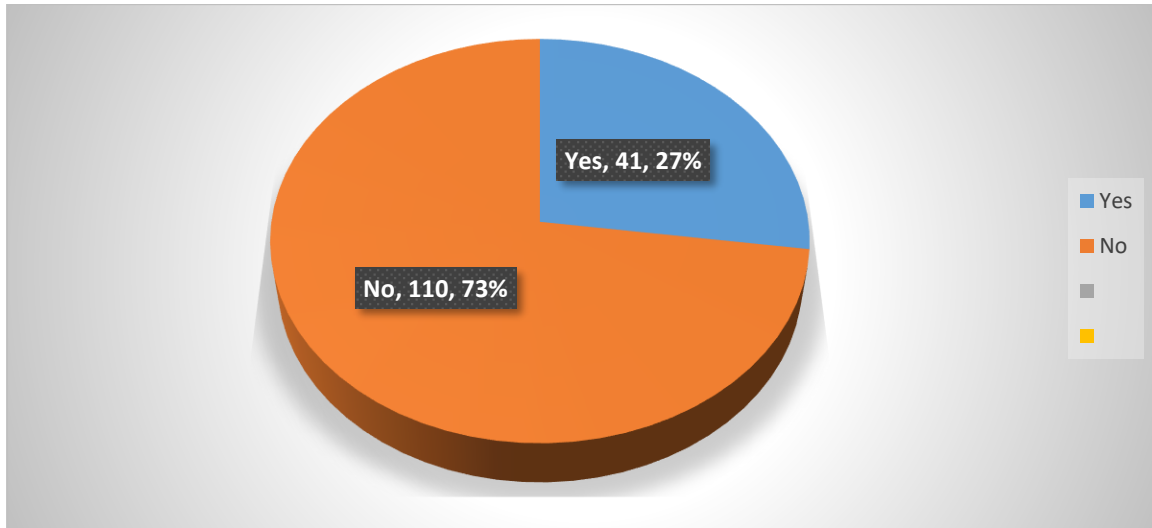
4.3.6 Programme at Tertiary

The most common programme offered by awardees at the tertiary level is Bachelor of Business Administration, with 42 respondents (29%), followed by Bachelor of Commerce with 39 respondents (27.3%), and BSc Accounting with 22 respondents (15.4%). Other notable programmes are Banking and Finance (4.9%), Bachelor of Management Studies (4.2%), Psychology, Philosophy and Classics (2.8%). The syllabi of some of these programmes, especially the Bachelor of Business Administration, Bachelor of Commerce and BSc Accounting are benchmarked against the ICAG Professional syllabus. This explains why graduates and/or students from these programmes win awards.

Programme at tertiary	Frequency	Percent	Cum. Percent
Bachelor of Business Administration	42	29.4	63.6
Bachelor of Commerce	39	27.3	27.3
BSc. Accounting	22	15.4	79.0
Banking and Finance	7	4.9	95.1
Bachelor of Management Studies	6	4.2	32.9
BA Economics and statistics	4	2.8	81.8
Psychology and Philosophy and Classics	4	2.8	88.8
HND Accountancy	3	2.1	83.9
Bed. Social Science (Accounting)	2	1.4	28.7
BSc. Mathematics/MSc. Finance	2	1.4	34.3
Diploma in Accounting	2	1.4	99.3
BA Economics	2	1.4	86.0
Accounting and Information Systems	1	.7	89.5
Bachelor of Educ. (Accounting)	1	.7	84.6
BSc Information System Management	1	.7	90.2
BA Publishing Studies	1	.7	95.8
Mathematical Science	1	.7	96.5
Accounting and Finance	1	.7	97.2
MPHIL Linguistics and didactics in French	1	.7	97.9
BA Culture and Tourism	1	.7	100.0
Total	143	100.0	

4.3.7 Did you register for ICAG when you were a tertiary student?

Majority of respondents indicate that they did not registered as students of ICAG when they were students, with 114 of respondents (74%) responding No. The remaining 26% registered as students in tertiary institutions.



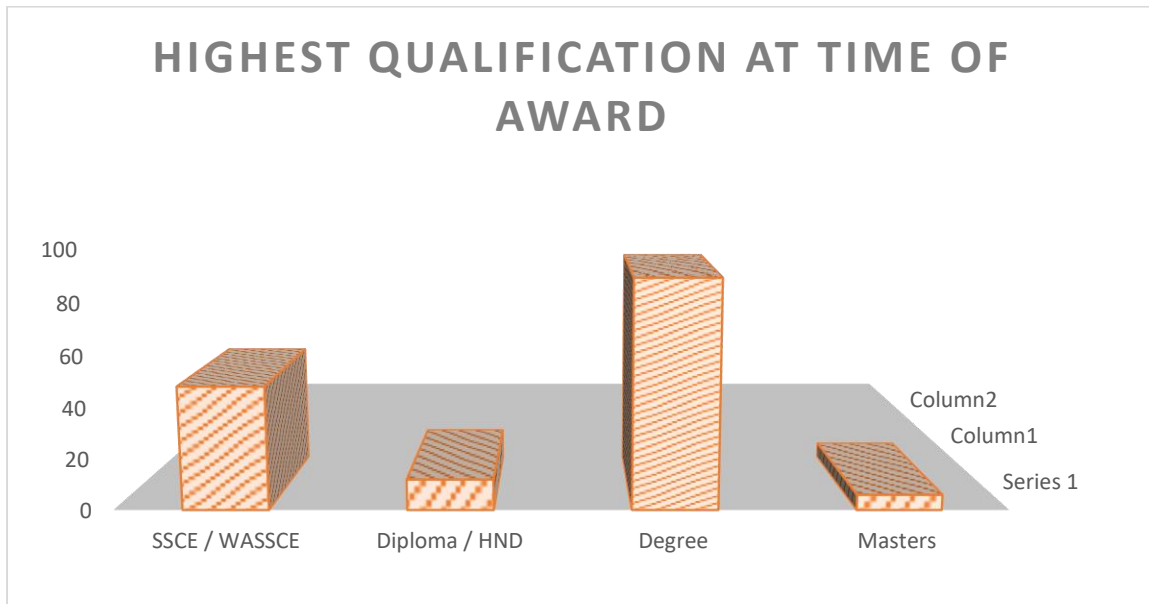
4.3.8 Educational Qualification used in Registering for ICAG

The majority of respondents registered with ICAG with a Degree (49.1%), with a good number registering with WASSCE (39.6%). Some others registered with the Diploma/HND (6.3%) and Masters (5%).



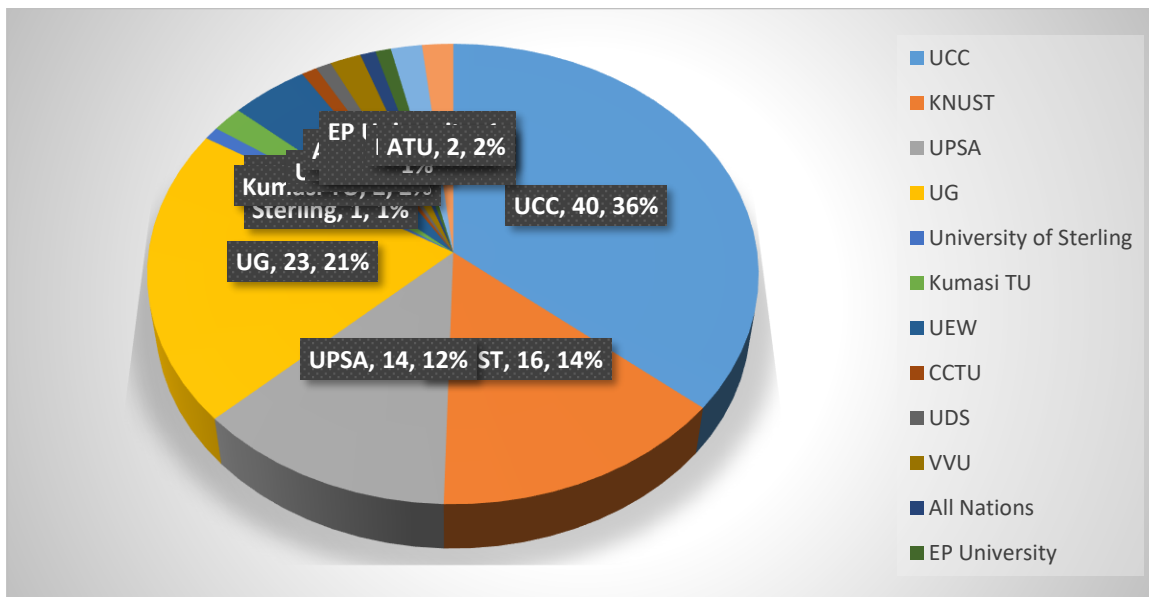
4.3.9 Highest level of education at the time of the award - Qualification

At the time of the award, majority of respondents had a degree certificate (57.4%). A lot of respondents also just had the WASSCE certificate (31%), with a few having the Diploma/HND (7.7%) and Masters (3.9%).



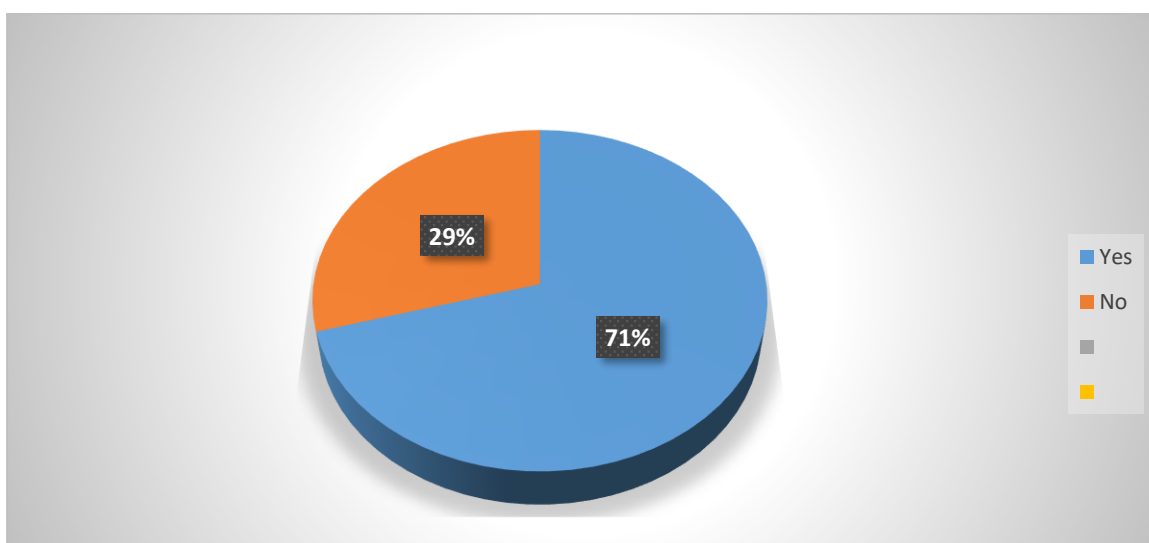
4.3.10 Highest level of education at the time of the award - Institution

This section sought to find out the Institution respondents were attending or completed at the time they received the award. The most common institution was the University of Cape Coast (36%), followed by the University of Ghana (20.7%), Kwame Nkrumah University of Science and Technology (14.4%), University for Professional Studies, Accra (12.6%) and University of Education, Winneba (4.5%). Other institutions which produced award winners are the Kumasi Polytechnic (now Kumasi Technical University), Valley View University and Accra Polytechnic (now Accra Technical University), with two award winners each. The University of Stirling in the United Kingdom, Cape Coast Technical University University for Development Studies, All Nations University, EP University and the Institute of Accountancy Training all produced an award winner each.

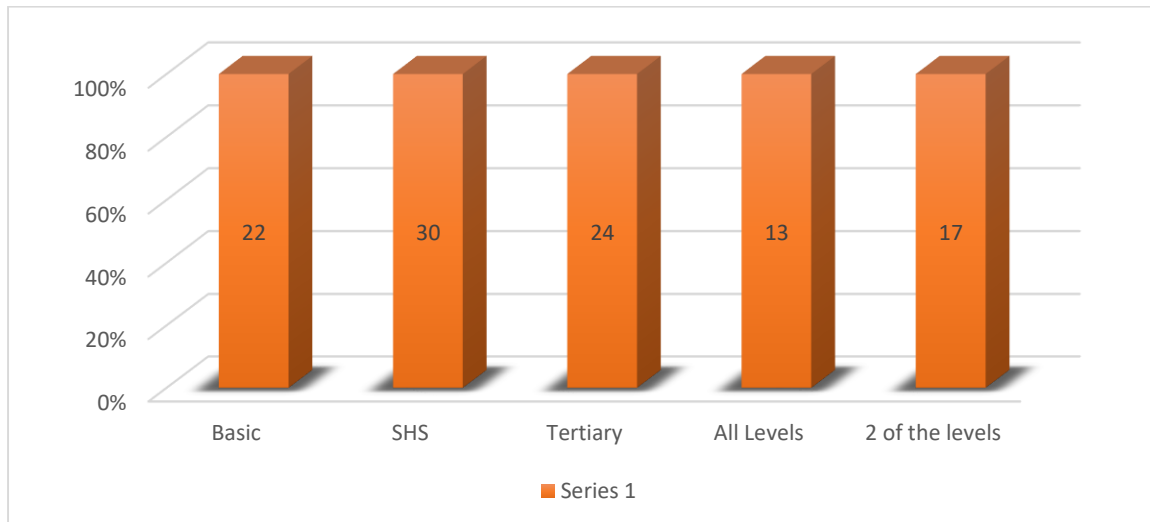


4.3.11 Ever won any academic award aside the ICAG award

The study indicates further, that majority of award winners had ever won academic awards, aside the ICAG award (70.1%), with only 29.9% indicating they had not won any academic award before. This provides an indication that most of these awardees are high achievers, who have excelled at various programmes.



Most of the respondents had won awards at the Senior High School (SHS) level (28.3%), tertiary level (22.6%) and basic school level (20.8%). A good number had also won awards at two out of the three levels before (16%), with 12.3% winning awards at all three levels indicated (Basic, SHS and Tertiary).



4.3.12 Relationship between Educational Institution attended and Award Won

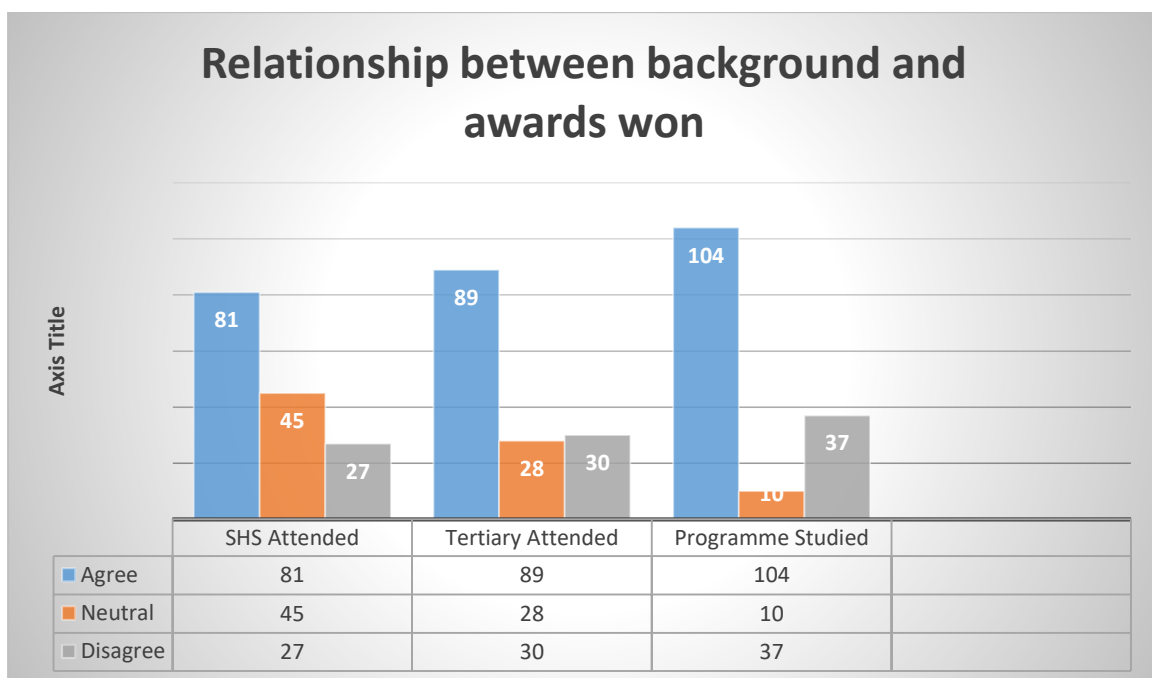
Respondents were to indicate the extent to which they agreed that the SHS they attended had an influence on the award won. Majority of respondents (52.9%) agreed that the SHS they attended had an influence on the award they won, with 21.6% strongly agreeing. Only 17.7% of respondents did not agree that the SHS they attended had an influence on the award won at ICAG, with the remaining 29.4% being neutral.

Majority of respondents were of the firm belief that the tertiary institution they attended had an influence on the ICAG award won (60.5%), with 20.4% of respondents disagreeing to the assertion. The remaining 19 percent were not sure of the relationship.

This section was aimed at finding the relationship between the award won and the programme studied at the tertiary level. Respondents generally agreed that the programme they studied had

an influence on the award won. For instance, a total of 68.4% of respondents agreed that the programme studied influenced the award, with just about a quarter (25%) disagreeing. About 6.6% of respondents were indifferent.

	SHS Attended	Tertiary Attended	Programme Studied
Strongly Agree	33	45	71
Agree	48	44	33
Neutral	45	28	10
Disagree	9	13	15
Strongly Disagree	18	17	22
Total	153	147	152



4.3.13 Relationship between environment and personal attributes and Awards won

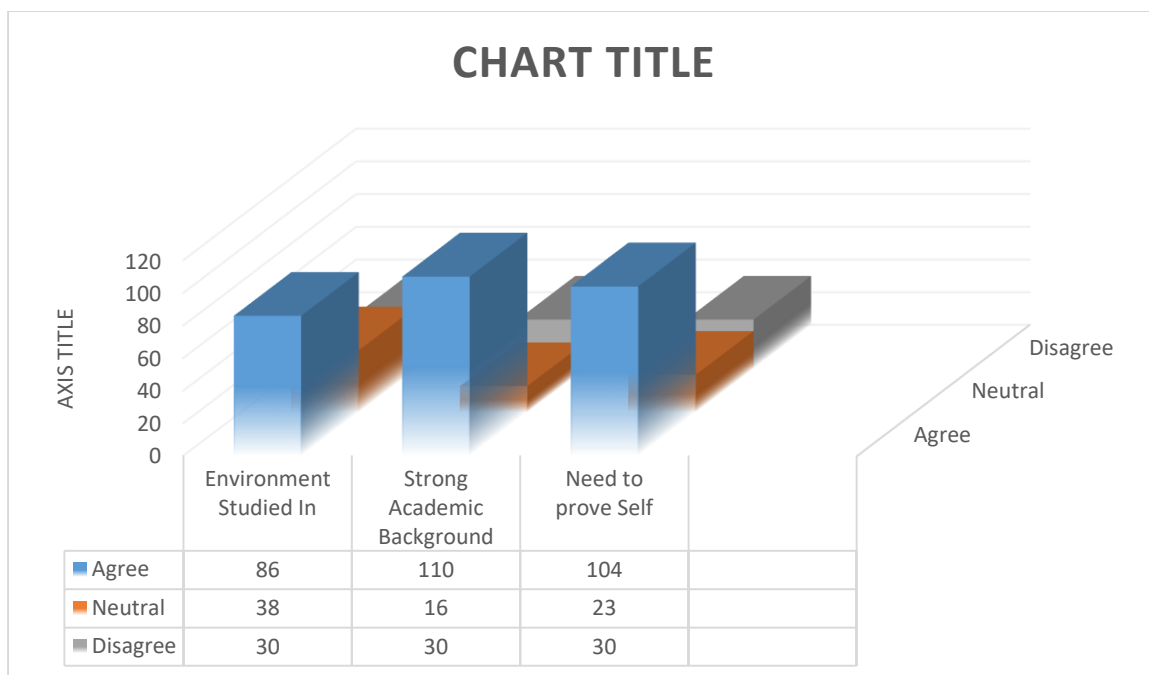
This section was to find out if the environment studied in, the academic background and the inherent motivation to prove themselves have an influence on the award won. Respondents were to indicate if they agreed or disagreed with the assertion.

Overall, awardees agreed that the environment they studied in had an influence on the award won, with a total of 55.8% agreeing. About 19.4% disagreed, with the remaining 24.7% being neutral.

In terms of academic background, respondents were to indicate the extent to which they agreed that their strong academic background had an influence on the award won. A large majority of 70.5% (out of which 41% strongly agreed) believe their strong academic background influenced the award. A little over 19% (19.2%) disagreed, with the remaining 10.3% remaining indifferent.

Respondents were also to indicate the extent to which they agreed that the need to prove themselves had an influence on their performance. A total of 66.2% of respondents agreed that the need to prove themselves influenced their performance, 14.6% of respondents were indifferent, with the remaining 19.2% disagreeing.

	Environment Studied In	String Academic Background	Need to prove Self
Strongly Agree	30	64	74
Agree	56	46	30
Neutral	38	16	23
Disagree	17	8	15
Strongly Disagree	13	22	15
Total	154	156	157



4.4 RELATIONSHIP BETWEEN STUDENTS' PREPARATION FOR ICAG EXAMINATIONS AND THE RECEIPT OF AWARD IN ICAG EXAMINATIONS

The second objective of the study sought to examine the relationship between students' preparation for ICAG Examinations and the receipt of award in ICAG Examinations

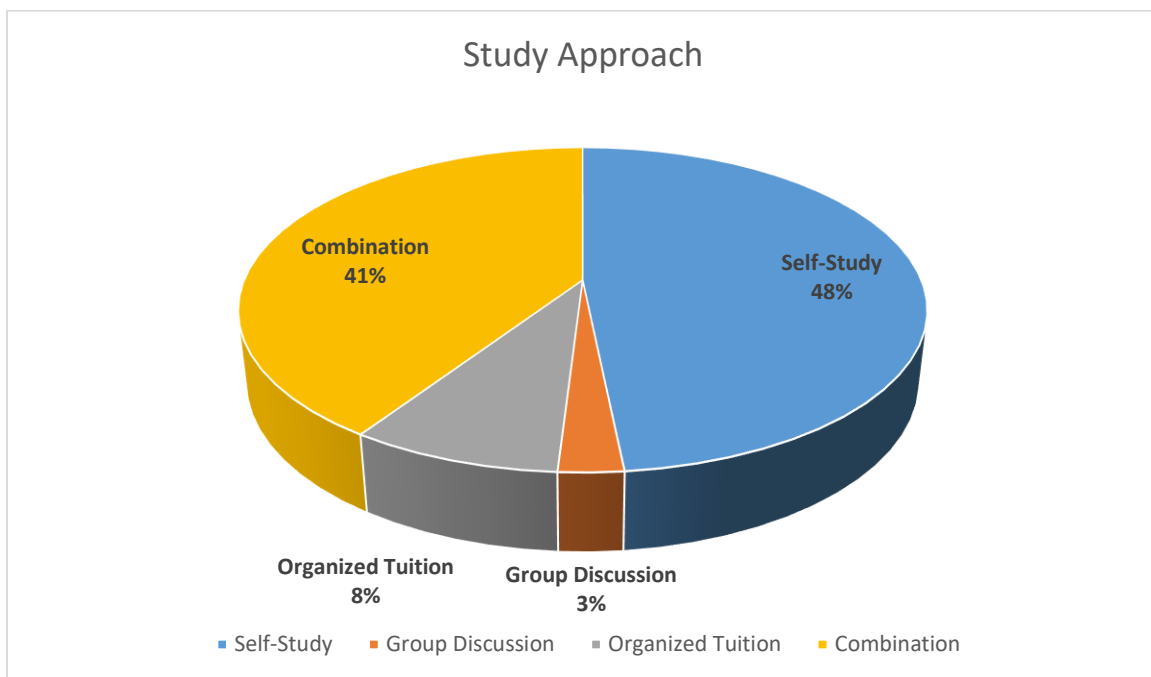
4.4.1 Study Approach

This section was aimed at finding the relationship between the study approach adopted and the winning of awards. Respondents were to make a choice among self-study, group discussions, organized tuition or a combination of some/all.

The results indicate that majority of award winners pursued self-study (48.4%), with under 3% of respondents engaging in group discussions mainly. A little over 8% attended organized tuition mainly. The remaining 40% engaged in some combination of the three main approaches. This reveals an interesting trend, where award winners studied on their own. It can also be inferred from the fact that most of these award winners are high achievers, and also pursued programmes at the tertiary level which are in-line with the ICAG syllabus.

It is worthy of note that a good majority of the awardees also combined the various study approaches.

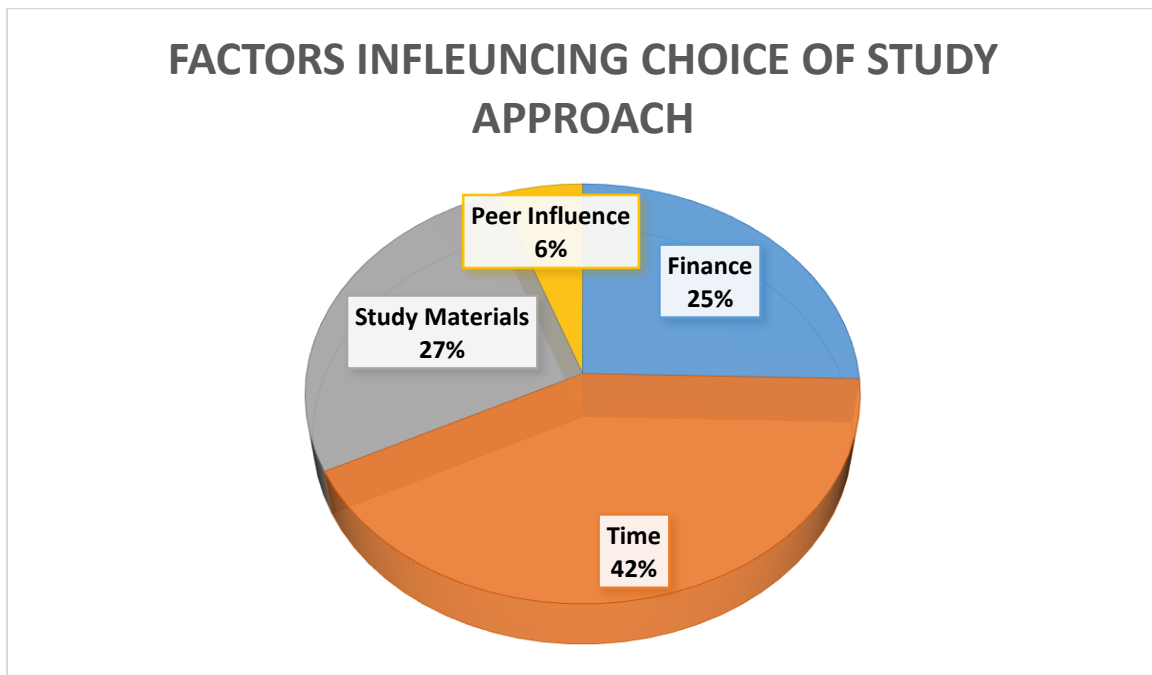
SN	Study Approach	Frequency	Percentage
1	Self-Study	75	48.4
2	Group Discussion	4	2.6
3	Organized Tuition	13	8.4
4	Combination of some/all	63	40.6
5	Total	155	100.0



4.4.2 Factors influencing choice of Study Approach

Respondents were to indicate the factors that affected or influenced their choice of the study approach. The main factor indicated by respondents was time, with 67.5% of respondents; study materials (43.1%), finance (40.6%) and peer influence (8.8%). Time is always a

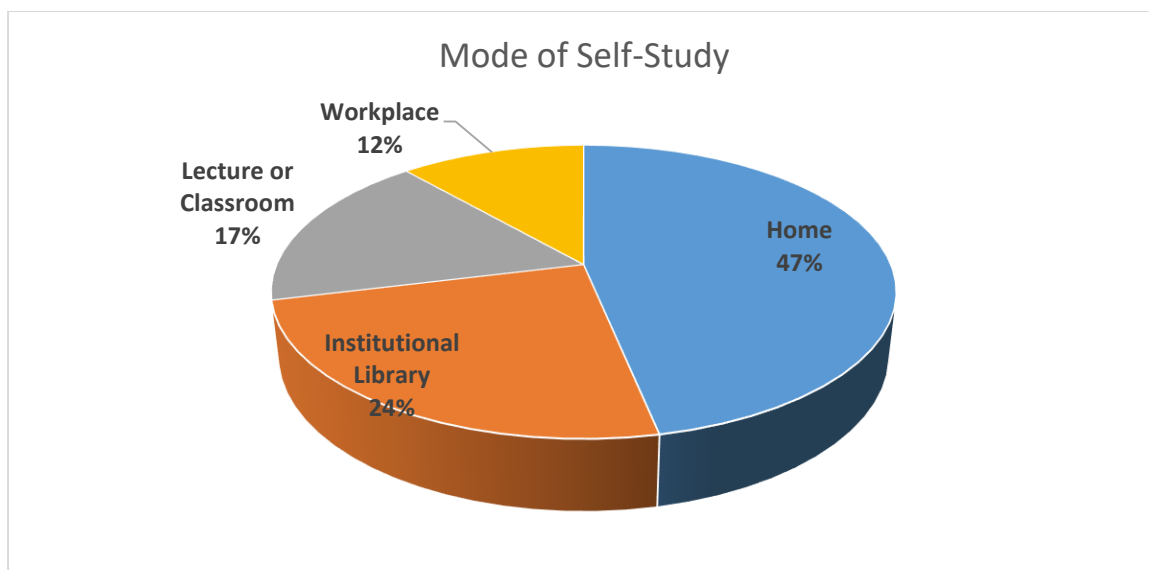
determining factor, little wonder then that it is the most influential factor considered by students in the study approach. The availability of study materials and funds are also key considerations.



4.4.3 Mode of self-study

Respondents who studied mainly by self-study were to indicate how and where the study took place. The options were home, institutional library, lecture/classroom setting, or workplace.

Majority of the respondents studied at home (58.8%), followed by an institutional library (30.6%), lecture room or classroom (21.9%) and then workplace (14.4.%). The choice of home study is expected. This is because persons who self-study are likely to do so indoors, than driving all the way to a library or classroom to study.



4.4.4 If mainly by Group, how many members in group?

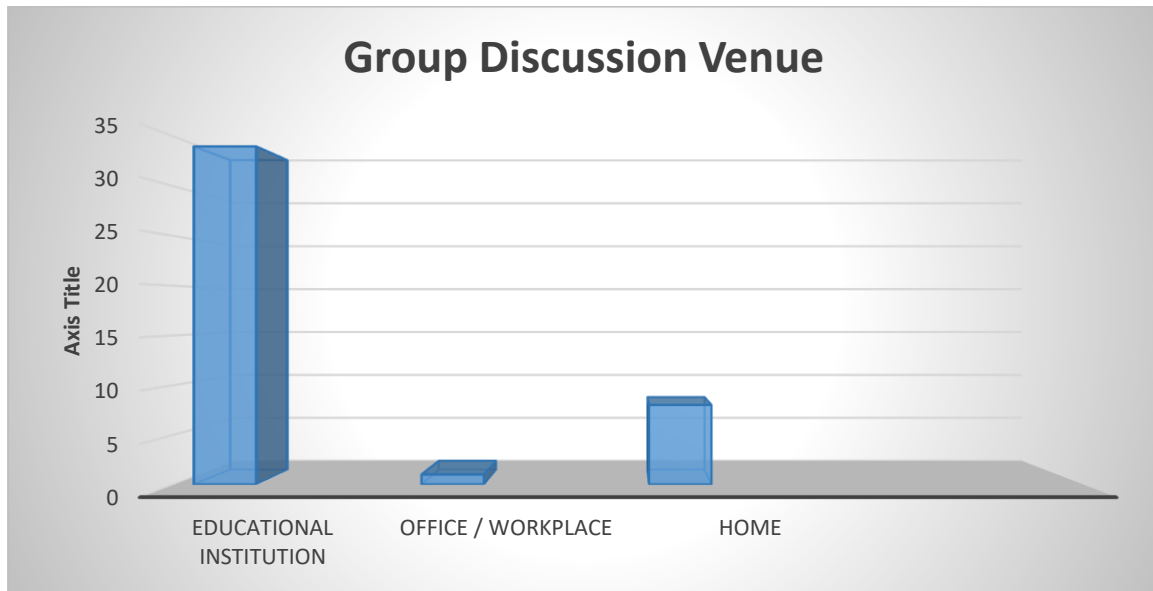
Respondents who studied mainly by group discussion were to indicate how many members there were in the group, on average. Majority of group discussions consisted of 2 – 5 members (77.8%), followed by groups with 6 – 10 members (20%). Only one group had members exceeding 10 members. The results provide justification for the saying that the fewer the merrier. Groups with fewer members had more members winning awards.

SN	Number of Group Members	Frequency	Percent
1	2 – 5	35	77.8
2	6 – 10	9	20.0
3	More than 15	1	2.2
Total		45	100.0

4.4.5 Group Discussion venue

Respondents who studied by group discussions were to indicate where they usually had the discussions. The majority of discussions were held in an educational institution (21.3%),

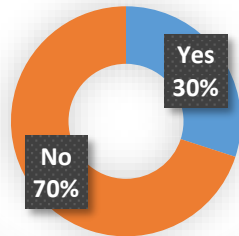
followed by home (5%) and the office/workplace (0.6%). It is expected that group discussions will take place in educational institutions. This is because of the environment it offers, and the fact that students may need to discuss topics. Hence the smaller numbers for homes and offices.



4.4.6 Any Group Member win award?

Those respondents who studied mainly by group discussions were asked to indicate if any of their group members also won an ICAG award. Of the number, only 18 (representing 30%) responded in the affirmative. The remaining majority of 70% responded in the negative. This goes to confirm further that such award winners are self-motivated, high achievers.

Any of your group members win any ICAG Award?

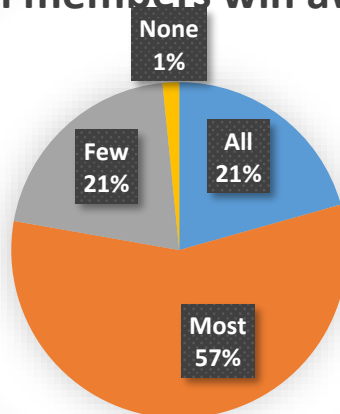


4.4.7 Did any of your group/team members win any ICAG award?

The study sought to find out if any of the awardees team//group members pass the exams for which they won the award. The general response was a positive one, as it indicated that some members passed the exams. Thirteen respondents (8.1%) indicated that all their group members passed the exams, while 22.5% indicated that most of their group members passed the exams. For some of the respondents, few group members (8.1%) passed the exams, with 1 respondent indicating none of his/her group members passed the exams.

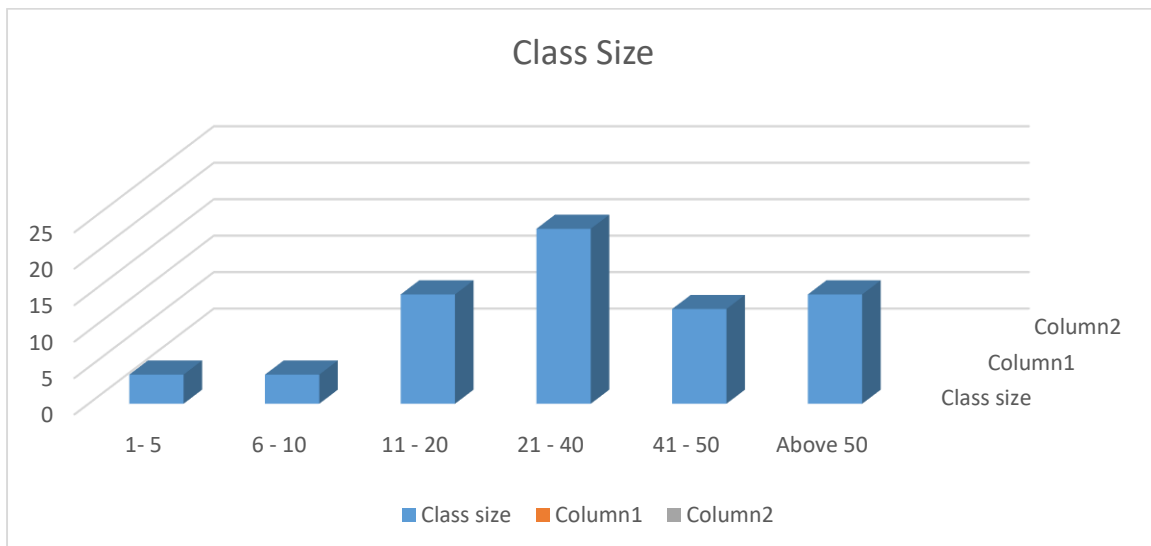
Teams with most members winning awards are high achieving teams. They motivate each other and challenge one another to be better.

Team members win award?



4.4.8 If you prepared for the exams by attending Organized Tuition, on average, how many students were in the classes?

Awardee respondents who attended organized tuition were required to indicate the number of members they had in class. The results show that the number of people in class was not really a major factor in determining who won an award. Out of the number, 4 respondents each provided that 1-5 and 6 – 10 people in class (5.3%), while 15 respondents had 11 – 20 members in class (20%). Twenty-four respondents had between 21 – 40 respondents, with 15 respondents also having members above 50 (20%).



4.4.9 If you prepared for the exams by attending Organized Tuition, please provide the name(s) and location(s) of your tuition provider/centre?

Awardees who attended organized tuition provided names of their tuition providers. The tuition provider with the majority of awardees is the ICAG College of Accountancy (45%). This is not very surprising with the quality of tutors at the school, and the model the College runs. Other tuition providers' worthy of mention are the Just in Time Centre, also known as Success City Academe, located in Kumasi (18.8%), Elexxon Business and Financial Training Centre,

located in Accra, Centre for Business Studies (CBS), Sunyani Technical University and Takoradi Polytechnic (3.8%). The full list is below.

SN	Name of Tuition Provider	Frequency	Percent
1	ICAG School	36	45.0
2	Just in Time / Success City, Kumasi	15	18.8
3	Elexxon Business & Financial Institution	3	3.8
4	Sunyani Polytechnic	3	3.8
5	Centre for Business Studies (CBS), Makola	3	3.8
6	Takoradi Poly	3	3.8
7	Swott Legon campus	2	2.5
8	Centre for Professional Studies, Ho	2	2.5
9	Workers College and GBC School	2	2.5
10	Cape Coast	1	1.3
11	City Campus	1	1.3
12	UPSA, Accra	1	1.3
13	Benchmark Professional Institute	1	1.3
14	Excellent Business School, Madina Estate	1	1.3
15	Hent Financial Centre	1	1.3
16	Accra Poly	1	1.3
17	Tema Accountancy Centre	1	1.3
18	Passwell Professional Centre UG	1	1.3
19	Professional Accounting Class Tamale	1	1.3
20	Alpha Beta	1	1.3
Total		80	100.0

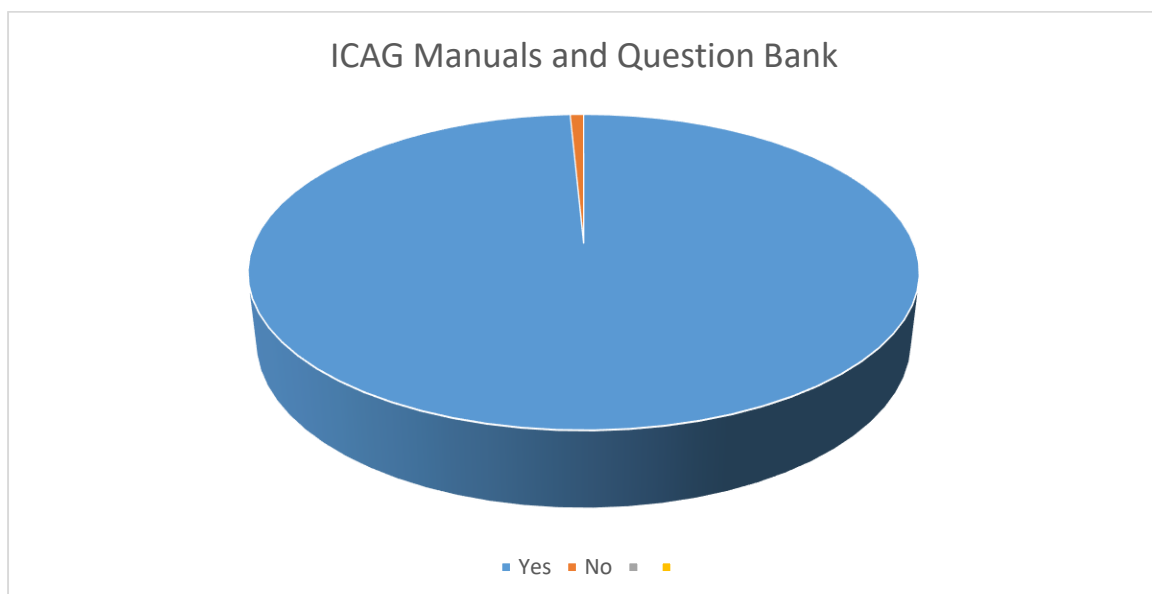
4.4.10 Which study materials did you use in preparing for the ICAG exams for which you won award(s)?

Majority of respondents used the ICAG manuals and question banks in preparing for the exams. About 127, representing 79.4% of respondents used the ICAG Manuals. This is quite refreshing, especially since in the earlier years, there were no such manuals and question banks available.

For those who did not use the ICAG manuals, majority of them used ICAG recommended study texts to prepare for the examinations. About 80 respondents, representing 50% used the other recommended ICAG books for their studies.

A total of 39 respondents said they used non-ICAG recommended textbooks. This represents about 23.1% of all respondents.

The study sought to find out which specific non-ICAG recommended books were used by the respondents. The most common of the responses were Advanced Financial Reporting by Mr. Augustine Addo (12.9%), ACCA and CIMA materials (12.9%), Taxation in Ghana, by Dr. Abdallah Ali-Nakyea (9.7%). Others include Public Sector Accounting by Richard Oduro, All in All Financial Management Strategy by Mr. Abdulai Alhassan, Corporate Reporting by Abdulai Suglo and Kaplan Study Materials. The full list is presented below:



Specify the recommended and non-recommended books used

SN	Recommended Material Used	Frequency	Valid Percent
1	Corporate Reporting by Augustine Addo	5	16.1
2	ACCA and CIMA Materials (Kaplan)	6	19.4
3	Taxation in Ghana by Ali-Nakyea	3	9.7
4	Public Sector by Richard Oduro	2	6.5
5	All in All Financial Management Strategy by Abdulai Alhassan	2	6.5
6	Reporting and Corporate Reporting by Abdulai Suglo	2	6.5
7	Financial Management by Settor Amediku	1	3.2
8	Lecture Notes	1	3.2
9	Terror SHS Accounting Text book	1	3.2
10	Tutorials from the internet	1	3.2
11	Auditing made easy by Commodore	1	3.2
12	Public Sector Accounting by Agalega	1	3.2
13	Frank Wood Business Accounting book	1	3.2
14	Strategic management by Marfo –Yiadom	1	3.2
15	Taxation by Agalega	1	3.2
16	Handouts by Mr. Godwin Robert Amponsah	1	3.2
17	Public Sector Accounting and Finance by Paul Ampadu	1	3.2
Total		31	100.0

4.4.11 To what extent do you agree that the following factors helped in your award winning performance?

The respondents were required to indicate the extent to which they agreed that some identified factors influenced their award winning performance. The factors were study group members, tuition provider, study materials and self-study.

About 41% of respondents were of the view that the study group members had an influence on their performance, although more than 37% were not sure of their response. More than 20% however disagreed on the influence of study group members. They were of the view that study group members had little or no influence at all on their performance.

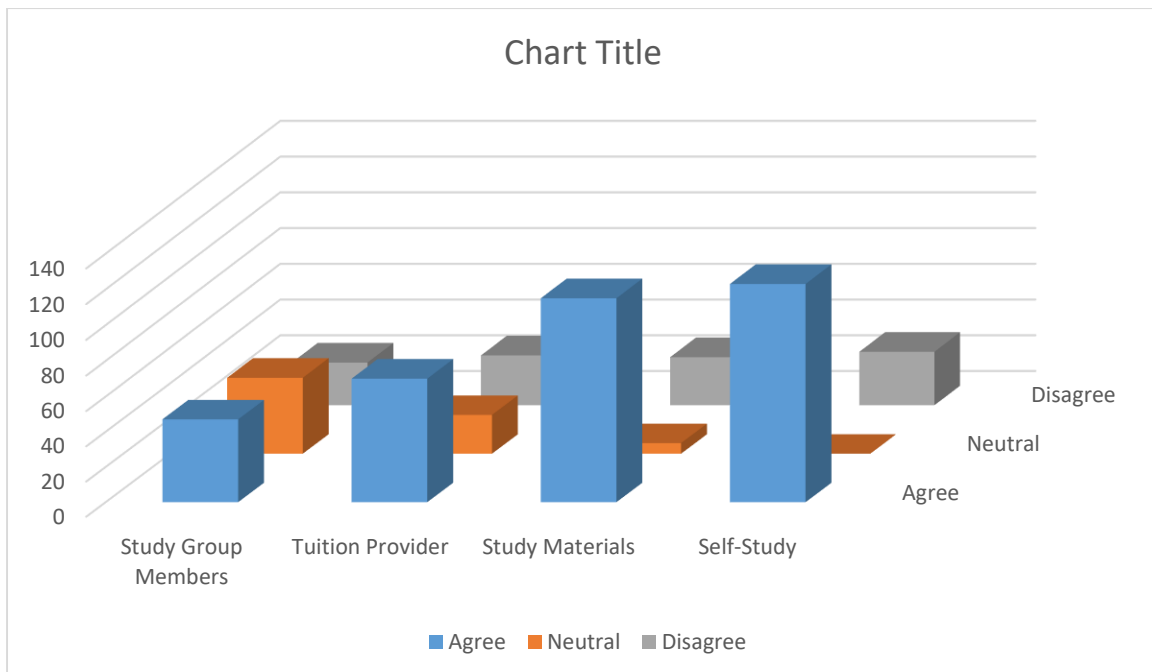
The work of the tuition providers was highly recognized by some of the award winners, with 58.3% indicating that they believed the award was influence by their tuition providers. Just 10% of respondents did not agree to the influence of the tuition provider, with the remaining 17.5% choosing to remain neutral.

The study materials used by respondents also played an influential role in the awards of respondents. When quizzed, about 77.7% of respondents were of the view that the study materials had an influence on their performance, with about 17% disagreeing on the role of the study materials. The 4.1% of awardees however were indifferent.

The final factor, self-study, had the biggest influence on the award winning performance of awardees. In all, about 80.4% of respondents were of the view that adopting the self-study approach influenced their performance in the exams. The remaining 19.6%, however, were not in agreement. They were of the view that the study approach had nothing to do with their performance.

	Study Group Members	Tuition Provider	Study Materials	Self-Study
Strongly Agree	23	32	77	96

Agree	24	38	38	27
Neutral	43	22	6	0
Disagree	10	17	16	9
Strongly Disagree	14	11	11	21
Total	114	120	148	153



4.5 RELATIONSHIP BETWEEN ICAG EXAMINATION CENTRES OF STUDENTS AND THE RECEIPT OF AWARD IN ICAG EXAMINATIONS

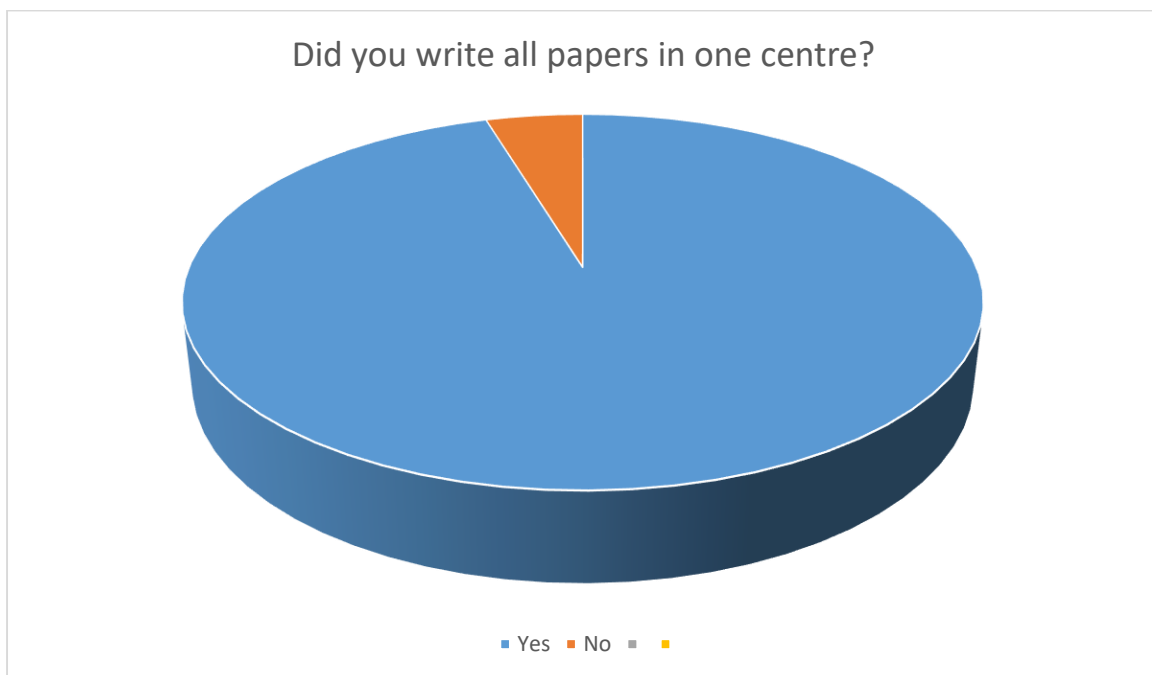
Objective three was to investigate the relationship between ICAG Examination Centres of students and the receipt of award in ICAG Examinations

4.5.1 Examinations Centre

This section sought to find the relationship between the examinations centre and student performance.

4.5.2 Did you write all the papers for which you won award(s) in the same centre?

A large majority of respondents (94.7%) wrote all the papers for which they won awards at the same centre. The remaining 5.3% wrote the papers in different centres. The centres are located in regional capitals across the country. Awardees within a particular region are not likely to change the centre unless they have moved, are on transfer or other reasons. This explains why a large majority of the respondents wrote all their exams in one centre.



4.5.3 At which examination centre(s) did you write the exams for which you got the award(s)?

In all, thirteen (13) different centres have produced award winners. The Centre producing the most awardees is the Zenith Centre in Accra (44.2%). This is not entirely surprising as the Zenith Centre for some years recorded the highest number of students per sitting. Zenith Centre is followed by Cape Coast (14.9%), Kumasi (11.7%), UPSA-Accra (6.5%), ICAG College (4.5%) and Ho (4.5%) in that order. With Accra providing the largest number of candidates per sitting, it is in order to have majority of the awardees coming through the Greater Accra centres

(Zenith, UPSA, ICAG and Tema). Cape Coast and Kumasi follow, because of the presence of high performing tertiary institutions.

The full list is shown below.

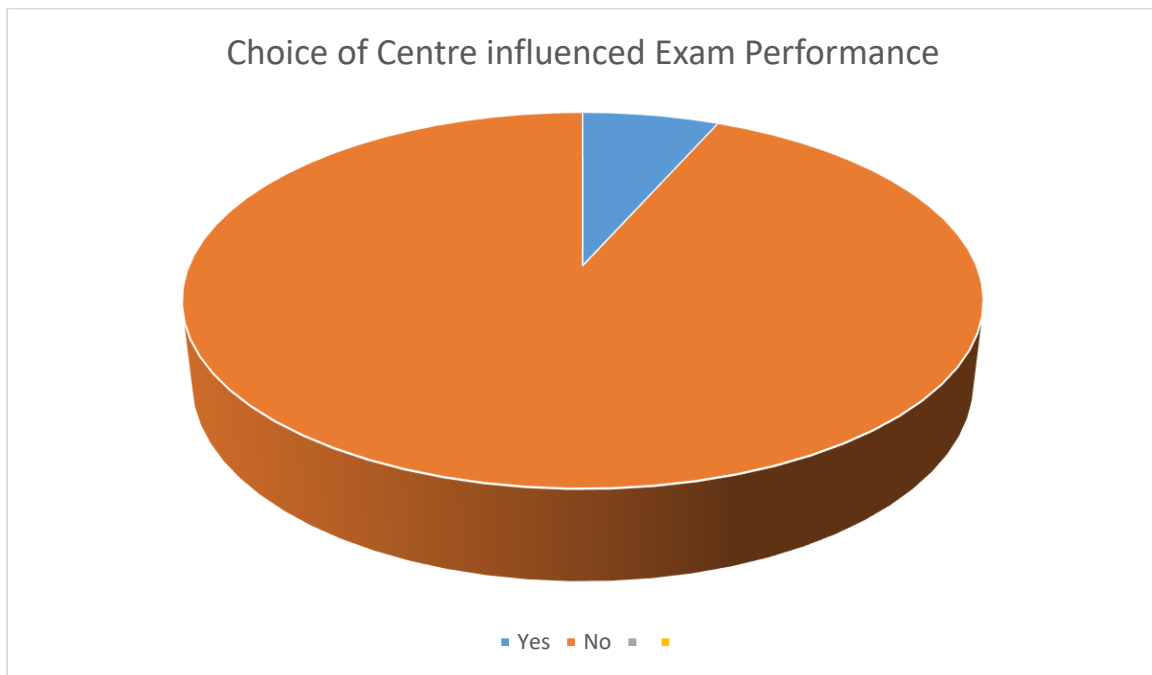
Exam Centre exams written in

SN	Exam Centre	Frequency	Valid Percent
1	Zenith College, Accra	68	44.2
2	Cape Coast	23	14.9
3	Kumasi	18	11.7
4	UPSA, Accra	10	6.5
5	ICAG, Accra	7	4.5
6	Ho	7	4.5
7	Sunyani	6	3.9
8	Wa	5	3.1
9	Koforidua	4	2.6
10	Tamale	2	1.3
11	Takoradi	2	1.3
12	Bolga	1	0.6
13	Tema	1	0.6
Total		154	100.0

4.5.4 Do you believe that the choice of exams centre had an influence on your award-winning performance at the ICAG Exams?

When asked if they believed that the choice of exams centre had an influence on the award-winning performance, only 6.6% responded yes. The large majority of 93.4% were highly dismissive of the question, with an outright no for an answer. This goes to put to bed the

perception of some students that some centres are relatively favourable for students to pass their exams.

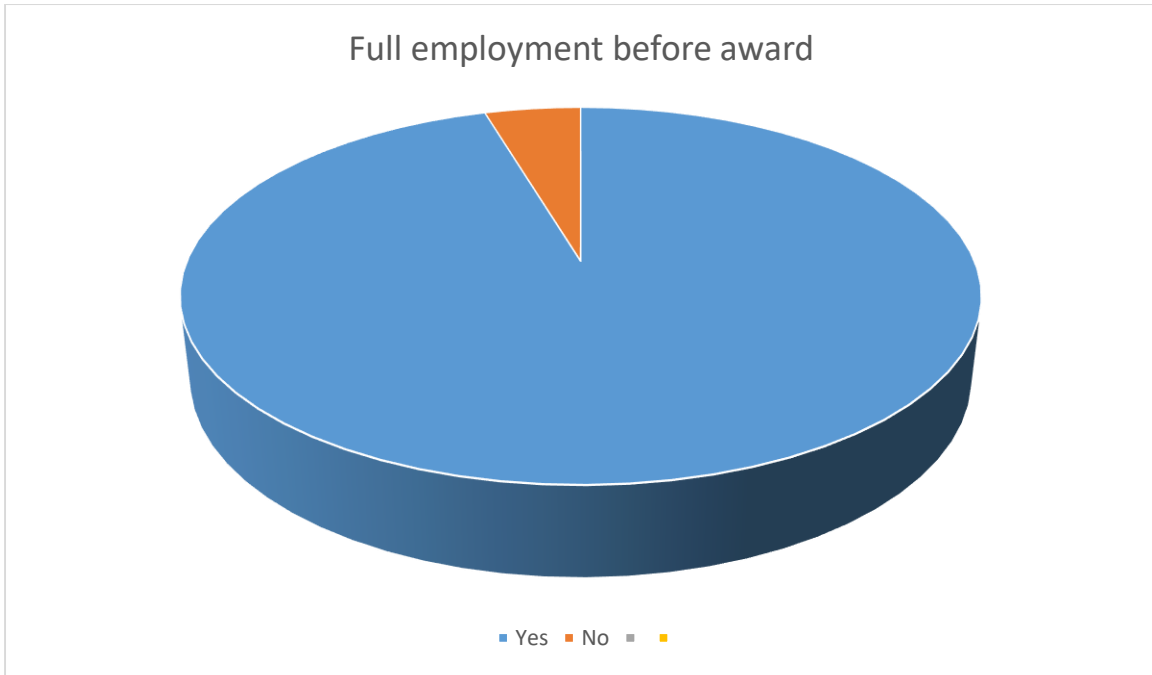


4.6 RELATIONSHIP BETWEEN ICAG AWARDS AND JOB/ACADEMIC PLACEMENT

The fourth objective was to assess the relationship between the receipt of award in ICAG Examinations and job/ academic placement/advancement

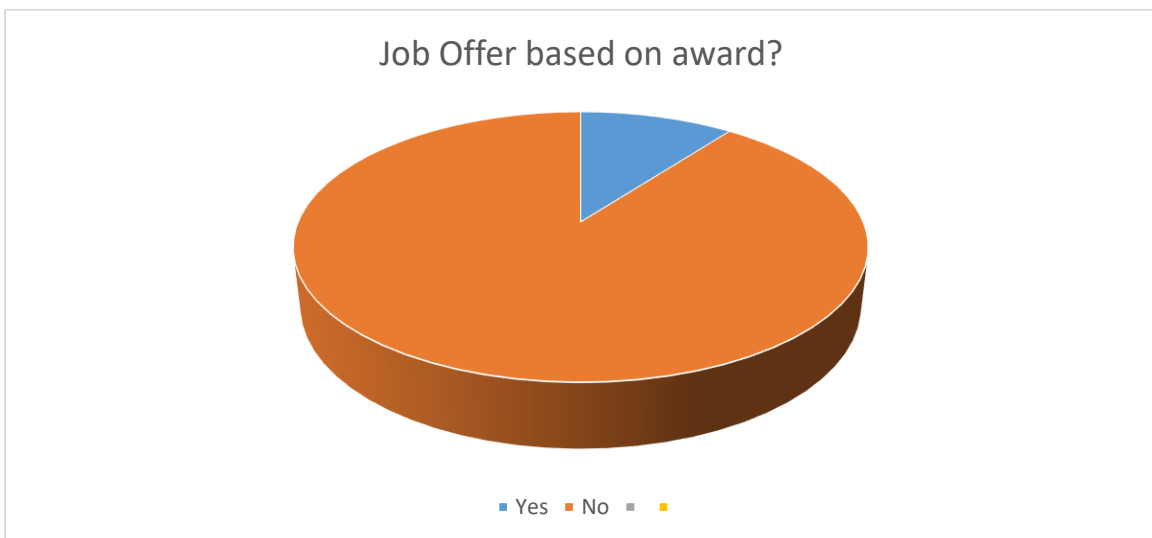
4.6.1 Were you engaged in any full-time employment before receiving the ICAG award(s)

The study sought to find out if awardees were gainfully employed before getting the awards. The results indicate that 41.3% of respondents were employed, with the majority of 56.9% not being employed before the award. One reason that could explain this phenomenon is that the awardees not employed had enough time to prepare for the examinations, hence the award.



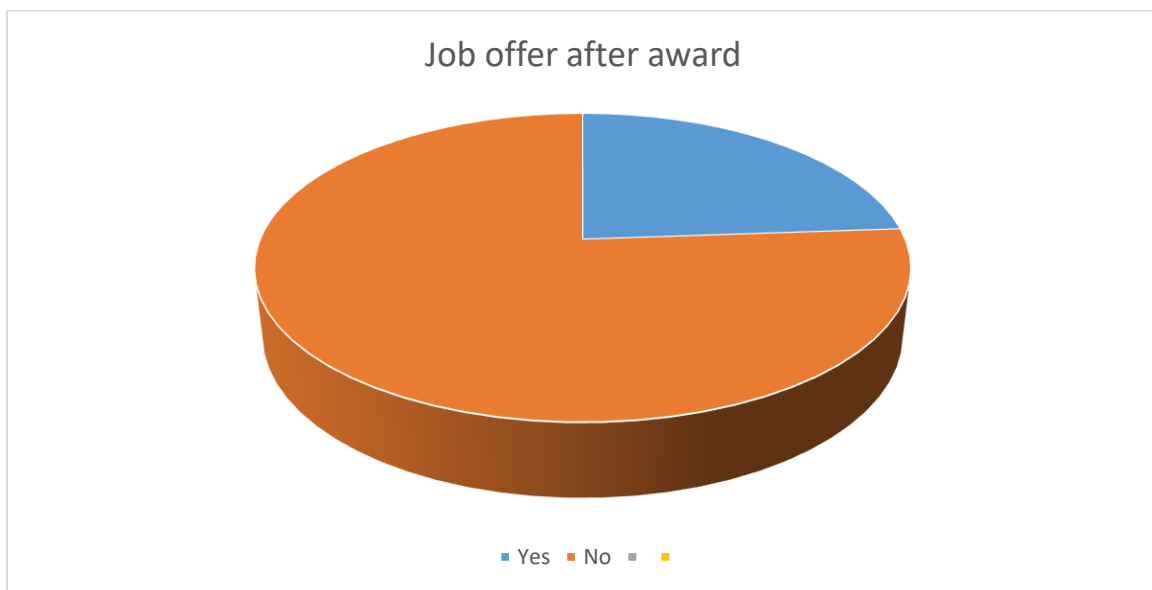
4.6.2 Have you received any job offer(s) based on your ICAG awards won?

When quizzed as to if they had received any job offers based on the awards won, only 10% responded in the affirmative. Majority of the respondents (86.9%) have not received any job offers based only on the awards. This was not expected, as many practice firms would want to engage such high performing students.



4.6.3 Has the award aided you in securing any job or educational opportunity since you won it?

Majority of respondents (73.8%) are again of the view that the award has not aided them in securing any job or educational opportunity. Only 37 respondents, representing 23.1% have had any job or educational opportunity by virtue of the award(s) won. This was not expected. Generally, it is expected that awardees would get job offers, especially from the practice firms after the awards.



4.7 SUITABILITY OF THE AWARD PACKAGE GIVEN TO AWARDEES

This section sought to examine the suitability of the award package given to awardees.

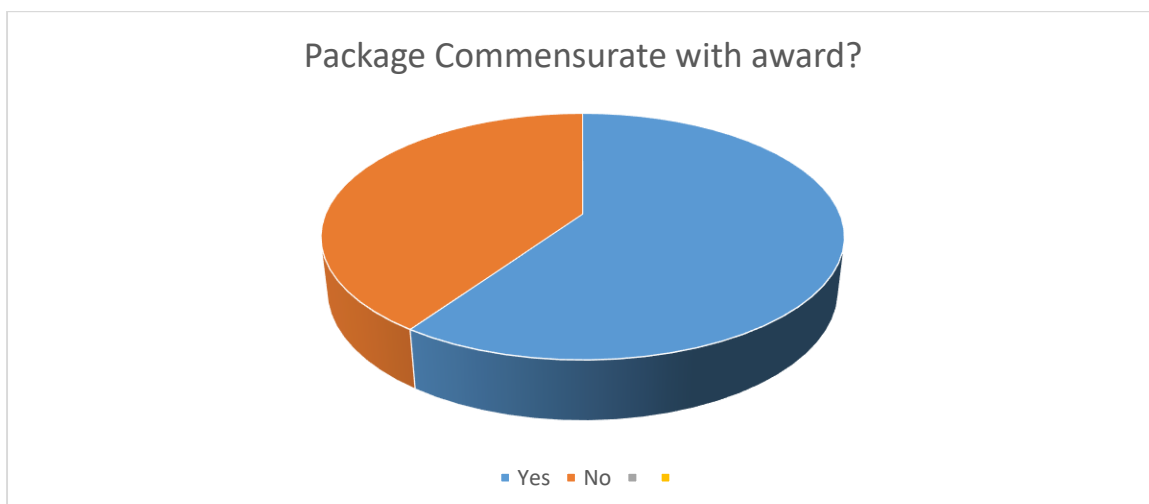
4.7.1 Award Package

Respondents were to indicate the type of package received as part of the award. The most basic components of the package are cash prize, set of books and certificates. Most of the respondents indicated they had received the package. For example, 134 respondents (83.8%) received cash prize, 152 respondents (96%) received a set of books and 142 respondents (88.8%) received certificates. This is in line, and even goes beyond what some other professional bodies give to their high performing students.



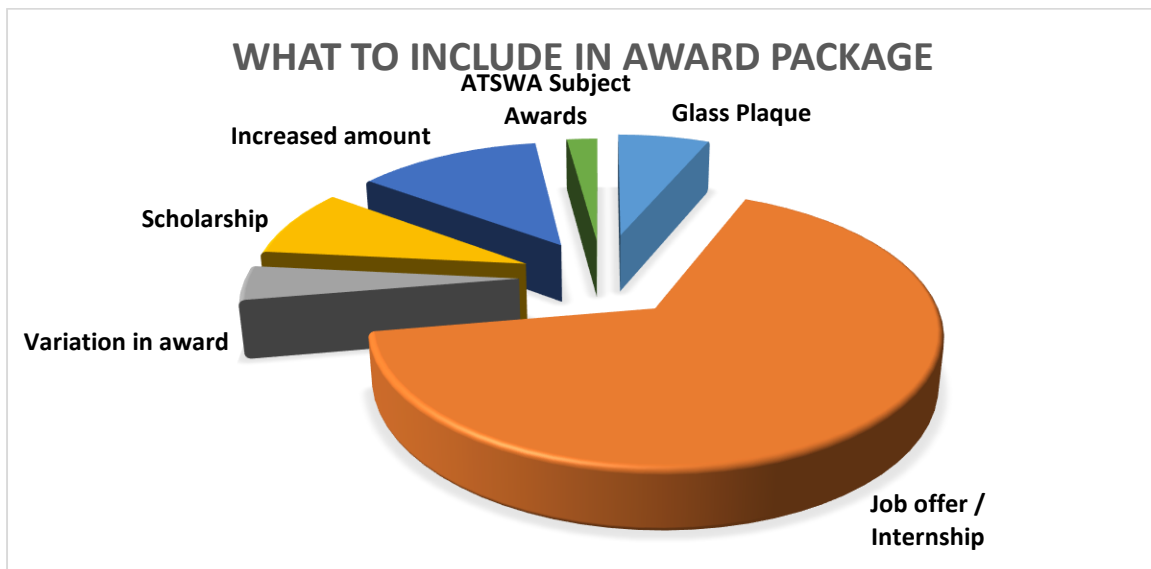
4.7.2 Are the Packages Commensurate with the Award?

The respondents were to indicate if they felt the award package received was commensurate with the award won. Ninety-three (93) of respondents, representing 59.6% responded in the affirmative. A good number of 63 (40.4%) indicated that the package was not commensurate. This was expected. Generally, the ICAG award package is over and above what some other professional bodies in Ghana give out. Whiles some give out only books, others only give certificates / plaques.



4.7.3 What need to be included to make it complete?

Forty-seven (47) respondents provided packages they thought should be included in the award package to make it complete or commensurate. The most common package indicated by respondents was job offers or internship opportunities in practice or audit firms for awardees (66%), an increase in the amount of the award (10.6%), scholarship for the next level (8.5%), a glass plaque (6.4%), and the variation in the type of awards given (4.3%). The request for jobs or internship opportunities is expected because of the earlier responses that the awards have not assisted them in securing jobs.



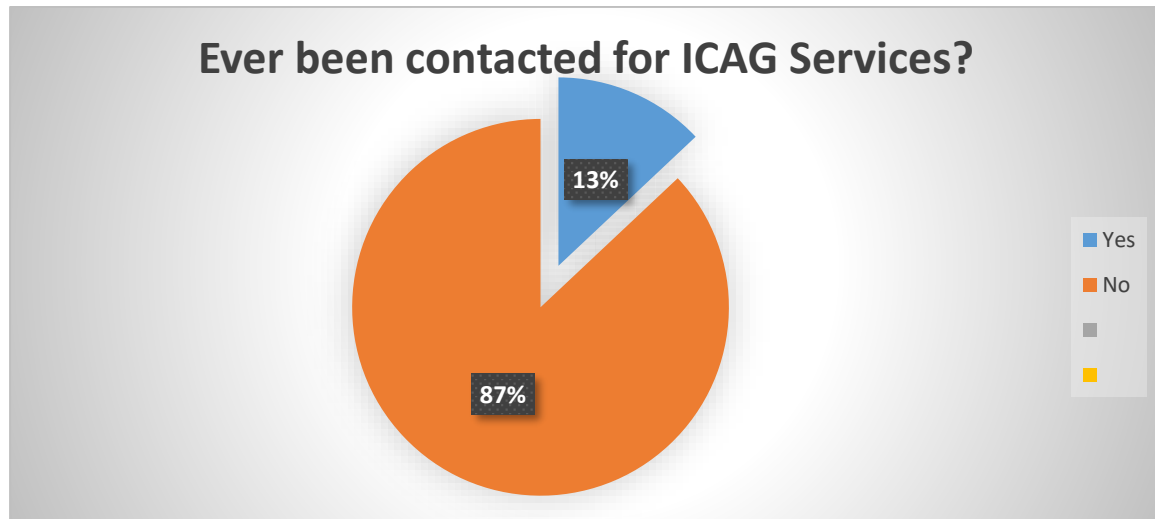
4.8 RELATIONSHIP WITH THE INSTITUTE

This section was to find out if the awardees have had any working relationship with the Institute since they won the awards.

4.8.1 Have you ever been contacted by the Institute after the award on any programme or project?

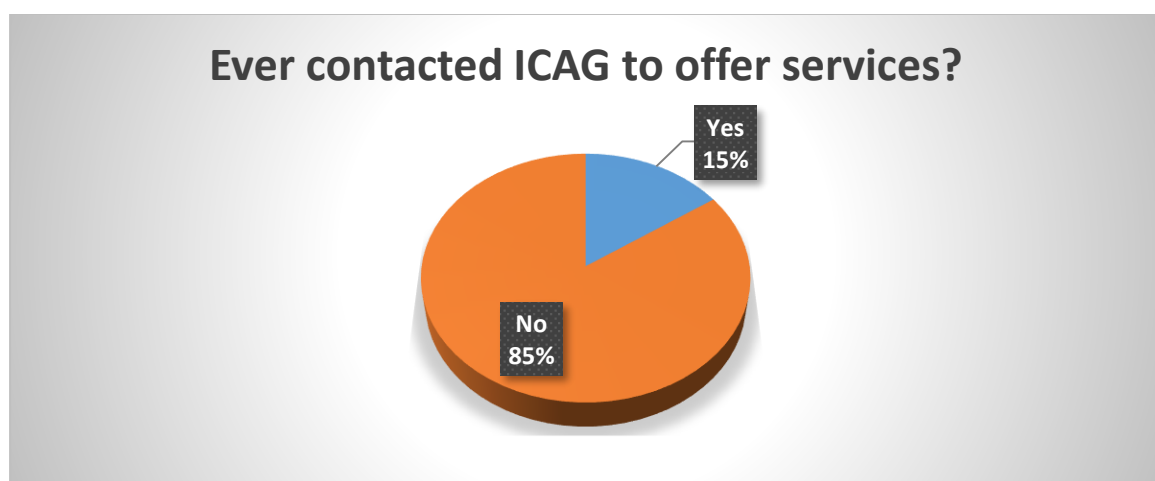
Respondents were asked if they had ever been contacted by the Institute for their services after the awards. Only 13% of respondents have ever been contacted by the Institute for their

services. The remaining 134 (87%) have not had any contacts with the Institute since. This is surprising because the awardees provide a readily available resource for the Institute to rely on.



4.8.2 Have you ever contacted the Institute to offer any service after your award?

The respondents were asked if they had in turn contacted the Institute to offer their services, in any form. Twenty-three (15.3%) of respondents answered in the affirmative. The remaining majority of 84.7% had not contacted the Institute before to offer any services. Awardees are not likely to contact the Institute to offer their services, especially if they have not had a prior contact at or with the Institute before the awards.

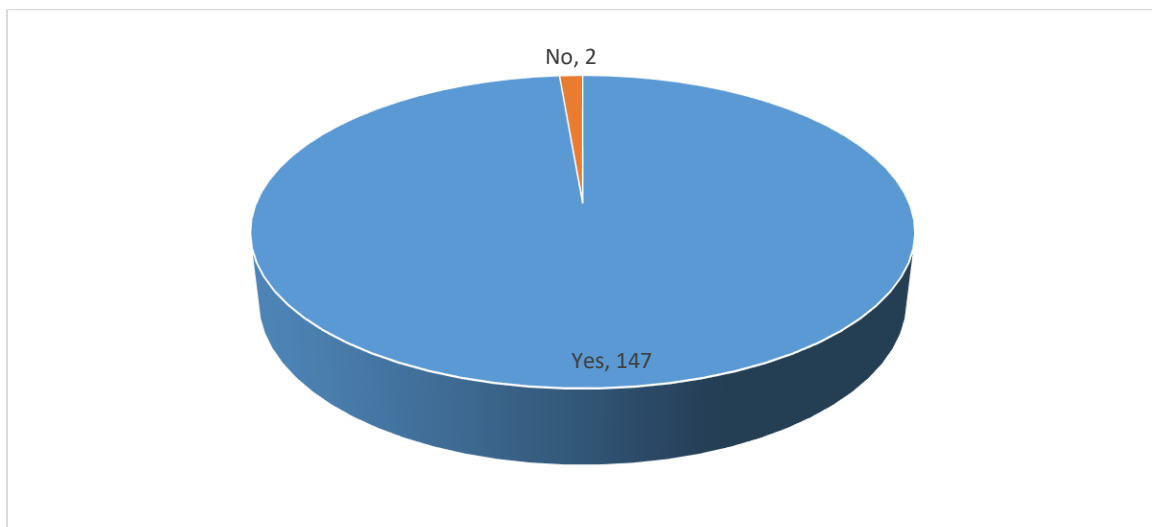


When asked in what capacity they had contacted the Institute, the respondents indicated as tutors and as examiners. It is interesting to note that the awardees have taken up the mantle to pass on their knowledge to the younger generation.

The study went further to probe the reasons for which respondents had not contacted the Institute for to offer their services in any form. The reasons provided include: unaware of any such opportunities and not available currently because of other commitments.

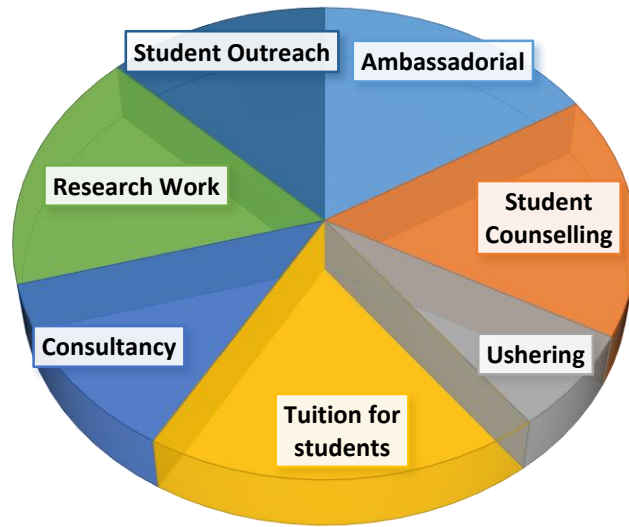
4.8.3 Would you be available to assist the Institute in any capacity if called upon to do so?

An overwhelming majority of respondents (98.7%) said they are available to assist the Institute in any capacity if called upon to assist the Institute.



The respondents said they are available to assist in capacities such as the following:
Ambassadorial role, Student counseling, Student Outreach, Ushering at ICAG events, Tutoring, Consultancy services and Research work

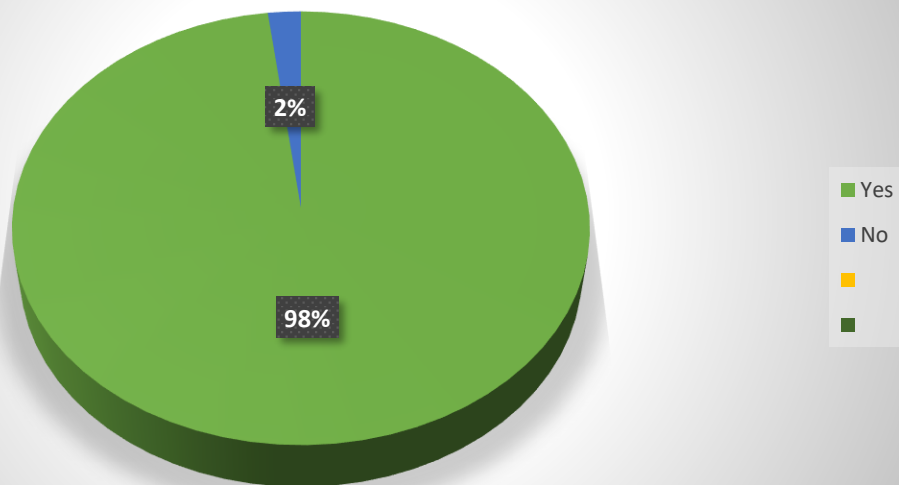
IN WHAT CAPACITY?



4.8.4 Are you open to join a network of awardees (ICAG Award Winners Network) to assist in promoting ICAG?

Majority of respondents (98%) are available to join an ICAG Award Winners Network to help promote the Institute.

ICAG Awardees Network



4.9 ANALYSIS OF INTERVIEW WITH KEY MANAGEMENT STAFF

This section presents the results of the interviews conducted with key officers of the Institute.

4.9.1 Rationale for the Award

The rationale for the award is mainly to acknowledge excellence. According to Mr. Adjaye-Gyamfi, the Technical and Research Director of ICAG, the rationale of the awards scheme is

to reward efforts of hard work. Individual effort in professional education is very important, and therefore needs to be rewarded. That is why we seek to award those who excel in the exams to boost their morale and also prepare them for their future.

Similar positions are held by other key officers within the Institute. Mrs. Olivia Quartey, Exams Manager states that “...*the rationale is for people not to just chew and come and pour, but to acquire knowledge and apply. You need people who would want to learn and be able to apply it....and these are the people who get the awards*”.

The Director of Students’ Services, Mr. Patrick Mensah also explains the rationale as being as “...*a tool to motivate students to achieve and pass the exams*”.

4.9.2 Process Involved in the Award Scheme

The award scheme involved three basic steps, from three directorates – Technical and Research, Students Services and Finance Directorate.

4.9.2.1 Role of Technical Directorate

- a. The Examinations Department of the Directorate generates the list of awardees, using the established criteria (policy document). The list is generated from the examination results released for a diet.

- b. The list is reviewed and approved by the Technical Director, for onward submission to the office of the Chief Executive Officer, for final review and confirmation.

4.9.2.2 Role of Students Services Directorate (SSD)

- a. Perform administrative duties around the awards
- b. Put together the various awards to be given out to the winners
- c. The actual awards to be given are handled by the SSD
- d. Communication with the students about they winning the award
- e. Liaise with organisations that sponsor awards

4.9.2.3 Role of Finance and Central Support

- a. Payments for the awards
- b. The sponsors pay to the Institute, and the Institute write cheques for awards

4.9.3 Communication to students

- a. The communication of receipt of an award is done by the Students Services Directorate.
- b. The Directorate writes formally to all students indicating that the award will be presented at the graduation.
- c. The Directorate follows up with calls and text messages, for the awardees to be present at the graduation, together with the dress code

4.9.4 Database of Awardees

The current database of awardees is in a hardcopy format. There is no designed softcopy database of awardees over the years.

4.9.5 Awards Given Out

The awards given out after every examination diet are as follows:

- a. Subject award winners (all levels)
- b. Overall best award (all levels)
- c. Overall best student (first attempt)
- d. Best Female (AWAG)
- e. ICAG Presidential Special Award

The study revealed that the Presidential Special Award is not given often. The reason, according to the Exams Manager, is because “*it is not every diet that such circumstances arise*”.

4.9.6 AWARD PACKAGE

The award package is the list of various items that are given out to the selected students or awardees. Currently, the following are given out to all categories of awardees:

- a. Cash award – This varies based on the level of the candidate of the award, and the type of award.
- b. Books – The type of books are usually motivational and academic in nature. The total value of books is about GHC 50.
- c. Certificate of award / prize certificate
- d. Other package determined and presented by sponsors

4.9.7 Package and how its generated

- Management of the institute makes a proposal on the type and value of awards to Council
- Council approves the package
- Decision is implemented by the staff

The management team is usually made up of representatives from the Students Services, Finance Directorate and Marketing Department.

4.9.8 Package Review

There is no defined period of timelines for the review of the award package.

4.10 AWARD CRITERIA

A policy document has been designed containing the criteria for the various awards. The document is used by the Examinations Department to generate the list of awardees. This document is currently not available to students. According to the Examinations Manager, the document was designed by the Students Services Directorate. However, in its current state, the document has not been signed off by any officer of the Institute; it does not have the stamp of the Institute on it, and therefore, cannot be said to be an officially certified document.

The policy document which governs the ICAG award scheme has the following as criteria for the selection of award winners:

4.10.1 Overall Best Student Awards

To qualify for the award of overall Best Student for Level 1-3, the candidate should:

- a. Write and pass all 4 papers at a particular examination diet
- b. He/she should have the highest average scores/marks for that level
- c. Where a particular candidate obtains a very high mark in one paper which makes his average the highest, as against a candidate who tops in 3 papers, the award will be given to the latter.

4.10.2 Overall Best Student – First Attempt

To qualify for this award, the candidate should be

- a. A level three student
- b. He/she should write level three for the first time
- c. He/she should write all level three papers
- d. He/she should obtain the highest average mark above the average mark of all first attempt candidates

4.10.3 Best Female Candidate Award

To qualify for this award, the candidate should be

- a. A level three student
- b. She should write all level three papers
- c. She should obtain the highest average mark for all females who wrote the level three

4.10.4 Subject Award

To qualify for subject award for any subject at any level, a candidate

- a. Should obtain the highest mark for that particular subject
- b. Should pass that particular level
- c. Where the candidate with the highest mark does not pass that level, the prize should be given to a candidate who wrote and pass 4 papers in a particular level
- d. Where there is a tie, the prize may be given to a candidate who did better in other subjects

4.10.5 ICAG President Special Award

To qualify for this award, the candidate should have completed the examinations at a young age or surmounted various challenges to qualify or have qualified under very special circumstances

4.11 RELEVANCE OF THE AWARD SCHEME

The study sought to determine the relevance of the award scheme from internal and key officers within the Institute. The general conclusion is that it is very relevant to the Institute. For instance, the Examinations Manager indicates that:

It is very relevant, because it spices the graduation up. She adds further that it encourages people to learn.

The Finance Manager is also of the firm belief that the award is relevant, and goes further to state that the award could serve as an advert to the Institute itself.

4.12 FUNDING OF THE AWARD

The award is funded mainly by sponsors.

The sponsors are made up of corporate institutions, ICAG Groups, Past ICAG Presidents and individual ICAG members.

Currently some of the sponsors are:

SN	Type of Award	Sponsor
1	ATSWA Part 1	ICAG Ghana
2	ATSWA Part 2	Mr. Benjamin Baah
3	ATSWA Part 3	2009 ICAG Members Network
4	Financial Accounting	Lobban Hyde & Co.
5	Business Management & Information Systems	KPMG
6	Business and Corporate Law	Divine Martey
7	Introduction to Management Accounting	Kwame Asante & Associates
8	Overall Best Candidate Level 1	Hon Albert Kan Dapaah (Past ICAG President)
9	Financial Reporting	EY

10	Management Accounting	Mr. George Narteh Owodo
11	Audit and Assurance	Intellysis Chartered Accountants
12	Financial Management	Unilever Ghana Ltd
13	Public Sector Accounting and Finance	Controller and Accountants General Department (CAGD)
14	Principles of Taxation	PKF
15	Overall Best Candidate Level 2	Mr. Joseph N. A. Hyde (Past ICAG President)
16	Corporate Reporting	Mr. H. A. Morrison
17	Advanced Audit and Assurance	PwC
18	Advanced Taxation	PKF
19	Strategic Case Study	Deloitte (J. D. Barnes)
20	Special Award for Best Female Candidate	Association of Women Accountants in Ghana
21	First Attempt	Ms. Aurore Lokko
22	Overall Best Candidate	Unilever Ghana Ltd.

These sponsors send in their prize money, which is kept in a prize fund by the Institute and given to awardees during graduations. The study shows that currently the sponsors are not given any recognition aside having their names captured in the Graduation brochure.

4.13 COMPLAINTS

Complaints are not a common feature of the award scheme. Most of the key officers interviewed from the Institute are not aware of the complaints from awardees on the award scheme.

For instance, Mrs. Patience Mankatah, Finance Manager and one-time Manager of the Students Services, says she has not received any complaints from students. On the contrary, she believes *“students are even happy because they see it as a prestige. Nobody has ever complained that they were not satisfied with the award”*.

The Director of the Students Services however mentions one complaint from awardees about the criteria for the awards not being transparent. The Director had a complaint though: some awardees fail to turn up during the graduation for the awards. This has an implication on the beauty of the graduation ceremony.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study has examined thoroughly the background of ICAG Award winners over the period. The study has revealed that there is a relationship between prior academic background of students and the receipt of an award at ICAG. Majority of awardees offered the Business Programme, in category A and B Senior High Schools, located in all regions of the country. At the tertiary level, the dominant programmes studied by awardees were Bachelor of Business Administration and Bachelor of Commerce, with the University of Cape Coast producing the majority of awardees. The study reveals further, that most of the awardees are high achievers in other levels of education. Respondents agreed that the SHS and tertiary institution attended, the programme offered, environment they studied in, prior academic background and the need to prove themselves had an influence on the awards won.

The study further provides evidence that there exists a relationship between students' preparation for ICAG Examination and the receipt of an award in ICAG Examination. Majority of awardees prefer self-study at home than going for group discussions or attending tuition, although a good combination of the self-study and discussions is also rated high. The choice of the study approach is influenced mostly by time constraints, availability of study materials and finance. For those who preferred group discussions, smaller groups (of 2 – 5 members) were found to be more beneficial than larger groups. The discussions are better organized within academic environments (educational institutions) than at homes and offices. The ICAG College has produced about 45% of award winners over the years, followed by Just in Time in Kumasi (19%). The ICAG study materials were found to be very useful to awardees, with others relying on other recommended books. The Corporate Reporting textbook by Augustine Addo was widely used, as well as ACCA and CIMA study kits. Respondents were divided on

the extent of influence their group members on their award winning performance. They however agreed that tuition providers and study materials had an influence on their performance.

The research provides evidence that there is no direct visible relationship between the choice of an examination centre and the receipt of awards. Although a great majority of respondents wrote all their papers in one examination centre, they strongly discounted the influence of the exam centre in their performance. The Zenith Centre in Accra has produced the most award winners, followed by the Cape Coast and Kumasi centres.

The study also assesses the relationship between the receipt of award in ICAG Examinations and job/ academic placement/advancement. Majority of respondents were unemployed (most were students) before they received the award. In spite of that, only a few received job offers based mainly on the award(s) won. Respondents are of the belief that the award has not aided them in securing any jobs or educational opportunities.

The package given out to students include cash, books and certificates. In terms of suitability, it is observed that award package given to awardees is suitable and commensurate, although much more can be done to improve upon what is given. The most recommended addition is job / internship opportunities.

The study reveals that the relationship between the award winners and the Institute after the award ceremony is almost nonexistent. The Institute hardly contacts awardees for any programme or project, just as awardees do not contact the Institute. The few who contacted the Institute did so for tuition and examiner opportunities. The awardees have indicated their

availability to assist the Institute in various capacities, including for ambassadorial, student counseling, student outreach, ushering at ICAG events, tutoring, consultancy services and research works.

The rationale for the award scheme is to acknowledge excellence and to motivate students. The key directorates within ICAG involved in the award scheme are the Technical and Research (Examinations Unit), Students Services and the Finance and Administration. The list of awardees is generated by the TRD, with the administrative work being handled by the SSD. The Finance Unit handles the disbursement of the cash. As it stands, there is no current up-to-date database of award winners.

The awards given out after every examination diet are subject award winners (all levels), Overall best award (all levels), Overall best student (first attempt), Best Female (AWAG) and the ICAG Presidential Special Award. The study further reveals that the ICAG Presidential Special Award has not been awarded for almost 10 years now (last awarded in 2011).

A policy document has been designed containing the criteria for the various awards. The document is used by the Examinations Department to generate the list of awardees. This document is currently not available to students.

The award is funded mainly by sponsors, made up of corporate institutions, ICAG Groups, Past ICAG Presidents and individual ICAG members.

It is generally agreed that the award scheme is highly relevant and should be continued.

5.2 Recommendations

Based on the findings and conclusions from the study, the following recommendations have been made:

1. The award scheme is very relevant and must therefore be continued by the Institute.
2. The policy document detailing the award criteria should be formalized as an official document of the Institute and published on the website of the Institute. This will promote transparency.
3. The Overall Best Student (First Attempt) should be scrapped off, as it represents a duplication of the Overall Best Student in Level 3.
4. The ICAG President Special Award should be reinstated and students who qualify under special circumstances awarded.
5. The award should come with job/internship offers in any of the practice firms or even sponsor organisations
6. Level 1 Award winners can be considered for the ICAG Scholarship. The ICAG Scholarship is given out to first class graduates from the recognized tertiary institutions in Ghana. Our own students deserve it too.
7. As an alternative to the ICAG Scholarship, awardees may be granted an exam fee waiver for one or two diets.
8. Books given out to awardees in Level 1 and 2 should include ICAG manuals of higher levels. For example, level 1 award winners may be given Level 2 ICAG Manuals etc.
9. The certificate given to the Overall Best Candidates in each level should be replaced with a glass plaque, to distinguish it from the other award winners.
10. A time period of three (3) years can be adopted for the review of the award package given out.
11. The award scheme should be publicized. One way to do this is to inform new students about award schemes
12. The awardees should be used to promote the Institute's activities. They can be involved in student outreach programs, ambassadorial roles, teaching, ushers, examiners etc.

13. Create an ICAG Award Winners Network to bring award winners together and serve as a contact point to promote the Institute. They are a key resource.
14. Get the lower levels to appreciate the value of the awards scheme
15. The career progress of award winners should be monitored. The Award Winners Network could be exploited.
16. Names of awardees should be printed behind all ICAG editorial /book for a period of time. These include the ICAG Student and Member Journals.
17. The Overall Best Candidate and the winner of the ICAG President Special Award should be interviewed and published in the Journals and on the website.
18. Possible extension of Overall Best Awards to 2nd and 3rd placed students
19. Subject award winners for ATSWA should be considered. There are many sponsors out there who may be interested.
20. Write to the organisations to congratulate the organisation or school for their staff or student winning ICAG awards. This will motivate other staff and/or students to give in their best.
21. A comprehensive softcopy data of all awardees need to be kept.
22. Co-sponsorship of awards is recommended. There are many people who want to get involved. This would increase the amount of the award and also ensure regular funding for the awards
23. Sponsors must be promoted. An advert could be done for them in the newspapers, with acknowledgements in the annual reports and journals of the Institute.

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APPENDIX A

QUESTIONNAIRE

THE INSTITUTE OF CHARTERED ACCOUNTANTS (GHANA)
TECHNICAL AND RESEARCH DIRECTORATE
RESEARCH UNIT

Dear Past ICAG Award Winner,

This questionnaire is designed to assist the Research Unit gather information on past ICAG Award Winners. The exercise is to provide information that may influence policy decisions of the Institute in future, particularly with regard to tuition, student support and member support. Your responses will be treated with the utmost confidentiality they deserve. Your maximum co-operation is highly anticipated.

Please **tick (√)**, **Bolden** or **Colour** the response applicable to you.

SECTION A: DEMOGRAPHIC INFORMATION

Instructions: You are requested to fill out your personal information in the spaces below. Please tick only one response.

1. Gender

Male [] Female []

2. Age when you registered with the Institute as a student

18 – 20 [] 21 – 25 [] 26 – 30 []
31 – 35 []
36 – 40 [] 41 – 50 []

3. Age when you completed or expect to complete the CA Professional examinations

18 – 20 [] 21 – 25 [] 26 – 30 []
31 – 35 []
36 – 40 [] 41 – 50 []

4. What is your current employment status?

Student []
Unemployed []
Self-employed []
Employed {Public Sector} []
Employed (Private Sector) []

5. If employed, which sector of the economy are you working in?

Accountancy/Audit/Tax practice []
Education []
Financial Services Industry []
Energy, Oil and Gas []
Agriculture []

Manufacturing []
Other, please specify

ICAG STUDENTSHIP

6. When did you register as a student of the Institute? (Month and Year)
.....

7. When did you take your first examination at the Institute? (Month and Year)
.....

8. Have you completed the Institute's Professional Examinations?

Yes [] No []

9. If yes, when did you complete the Examination? (Month and Year)
.....

10. How many sittings did you take or do you expect to take to complete the ICAG Examinations?

1 - 3 [] 4 - 6 [] 7 - 10 [] More than 10 []

11. Are you a full member of the Institute?

Yes [] No []

12. If yes, when were you admitted into full membership?
.....

ICAG AWARDS AND PACKAGE

13. Which award category have you won at the Institute? (tick as may apply to you)

- Overall Level Best Award Winner []
- Subject Award Winner []
- First Attempt Award Winner []
- Best Female Award Winner []
- President's Special Award []

14. How many awards have you won in total from the Institute?

1 [] 2 [] 3 [] 4 [] 5 [] 6 []
7 [] 8 [] 9 [] 10 [] Above 10 []

15. What did you receive as part of the package for your award(s)? (*please tick as may be applicable*)

- Cash prize []
- Books []
- Certificate []
- Other, please specify

16. Do you think these packages are commensurate with the award won?

Yes [] No []

17. If No, what do you think need to be included to make it complete?

.....

ACADEMIC BACKGROUND OF AWARDEES

18. Which SSS/SHS did you attend?

19. Which programme of study did you offer in the SSS/SHS?

20. In which Region of Ghana is your senior high school located?

21. Which year did you graduate or will you graduate from your tertiary institution?

22. Which programme did you study/or are you studying at the tertiary level?

23. Did you register as a student of ICAG when you were still a tertiary student?

Yes [] No []

24. What educational qualification did you use in applying for studentship with the Institute?

SSSCE/WASSCE [] Diploma/HND[]
 Degree [] Masters []

25. At the time of the award(s), what was your highest level of education, and from which institution?

26. Have you ever won any academic award aside the one by the Institute?

Yes [] No []

27. If yes, at what level?

Basic [] SHS []

Tertiary []
 Other, please specify

28. To what extent do you agree that the following factors relating to your academic background influenced your award winning performance?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
SSS/SHS attended					
Tertiary Institution attended					

Programme I study/studied at the tertiary level					
Environment I studied in					
Strong academic background					
The need to prove yourself					

PREPARATION FOR EXAMS

29. What was your main study approach towards the examinations for which you won the award(s)?

Self-study [] Group Discussion [] Organised Tuition []

A combination of some/all []

30. What factor(s) influenced the choice of this study approach(es)? *(Please tick as applicable)*

Finance []

Time []

Study Materials []

Peer influence []

Other, please specify

31. If you prepared mainly by self-study, where were you studying? *(please tick as applicable)*

Home []

Institutional library []

Lecture/classroom []

Workplace []

Other, please specify

32. If you prepared mainly by Group Discussion, on average, how many were you in the discussion team(s)?

2 – 5 [] 6 – 10 [] 11- 15 [] More than 15 []

33. Where was the group meeting? *(please tick as may be applicable)*

Educational institution []

Office/workplace []

Home []

Other, please specify
.....

34. Did any of your group/team members win any ICAG award?

Yes [] No []

35. Did your team members pass the exams?

All [] Most [] Few [] None []

36. If you prepared for the exams by attending Organised Tuition, on average, how many students were in the classes?

1-5 [] 6 – 10 [] 11 – 20 [] 21 – 40 [] 41 – 50 [] Above
50 []

37. If you prepared for the exams by attending Organised Tuition, please provide the name(s) and location(s) of your tuition provider/centre?

.....
.....
.....

38. Which study materials did you use in preparing for the ICAG exams for which you won award(s)?

ICAG Manuals and Question Banks []
Other ICAG Recommended Books []
Non-ICAG Recommended Books []

Please specify the recommended or non-recommended books used

.....
.....
.....
.....

39. To what extent do you agree that the following factors helped in your award winning performance?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Study Group members					
Tuition Provider					
Study Materials					
Self-study					

EXAMINATIONS CENTRE

40. Did you write all the papers for which you won award(s) in the same centre?

Yes [] No []

41. At which examination centre(s) did you write the exams for which you got the award(s)? (Please list)

.....
.....
.....

42. Do you believe that the choice of exams centre had an influence on your award-winning performance at the ICAG Exams?

Yes [] No []

RELATIONSHIP BETWEEN ICAG AWARDS AND JOB/ACADEMIC PLACEMENT

43. Were you engaged in any full-time employment before receiving the ICAG award(s)?

Yes No
44. Have you received any job offer(s) based on your ICAG awards won?

Yes No
45. Has the award aided you in securing any job or educational opportunity since you won it?

Yes No

RELATIONSHIP WITH THE INSTITUTE

46. Have you ever been contacted by the Institute after the award on any programme or project?

Yes No

47. Have you ever contacted the Institute to offer any service after your award?

Yes No

48. If yes, in what capacity?

.....
.....
.....

49. If No, why?

.....
.....
.....

50. Would you be available to assist the Institute in any capacity if called upon to do so?

Yes No

51. In which of the following capacities would you be willing to serve the Institute if called upon to do so?

- Ambassadorial
- Student counselling
- Student outreach
- Ushering at ICAG programmes
- Tuition for students
- Consultation
- Research work
- Other, please specify.....

52. Are you open to join a network of awardees (ICAG Award Winners Network) to assist in promoting ICAG?

Yes No

SUGGESTIONS

53. What do you suggest should be done to improve the ICAG Award Scheme?

.....
.....
.....

Thank you

APPENDIX B**LIST OF SHS ATTENDED BY AWARDEES**

SN	SHS ATTENDED	GES CATEGORY	Number of Awardees	GENDER
1	PRESEC Legon	A	11	Boys
2	Holy Child Senior High School	A	7	Girls
3	Tema Secondary School	A	7	Mixed
4	Pope John Senior High School	A	5	Boys
7	Ghana Senior High School	A	5	Mixed
9	St. Thomas Aquinas SHS	A	3	Boys
11	Yaa Asantewaa Girls SHS	A	3	Girls
14	Wesley Girl's SHS	A	3	Girls
15	Tamale Senior High	A	2	Mixed
16	Fijai Senior High School	A	2	Mixed
19	Navrongo Senior High School	A	2	Mixed
20	Adisadel College	A	2	Boys
21	Prempeh College	A	2	Boys
22	Nandom Senior High School	A	2	Mixed
23	St. Peter's Senior High School	A	2	Boys
24	Tepa Senior High School	A	2	Mixed
25	Mfantiman Girl's SHS	A	2	Girls
30	Breman Asikuma SHS	A	2	Mixed
31	Accra Academy	A	2	Boys

35	Archbishop Porter Girls SHS	A	2	Girls
36	St. James Seminary and SHS	A	1	Boys
41	Mawuli Senior High School	A	1	Mixed
42	Kumasi Anglican Senior SHS	A	1	Mixed
44	Krobo Girls Senior High School	A	1	Girls
46	Okuapemman SHS	A	1	Mixed
47	Kumasi High	A	1	Boys
59	Opoku ware SHS	A	1	Boys
57	Sekondi College	A	1	Mixed
33	St. John's SHS, Sekondi	A	2	Boys
70	Bishop Herman SHS	A	1	Boys
71	Ghana Secondary Technical School	A	1	Boys
61	Ofori Panyin SHS	A	1	Mixed
62	Accra High School	A	1	Mixed
75	Accra Girls SHS	A	1	Girls
77	St. Francis Xavier Minor Seminary	A	1	Mixed
78	Sefwi Wiawso SHS	B	1	Mixed
79	Tarkwa SHS	B	1	Mixed
80	Anlo SHS	B	1	Mixed
82	Chemu SHS	B	1	Mixed
5	Akwamuman Senior High School	B	4	Mixed
6	Keta Senior High School	B	4	Mixed
10	Kumasi Academy	B	3	Mixed
12	Winneba Senior High School	B	3	Mixed

13	Abuakwa State College	B	3	Mixed
17	Osei Kyeretwie SHS	B	2	Mixed
26	St. John's Grammar SHS	B	2	Mixed
27	Aggrey Memorial SHS	B	2	Mixed
28	New Juaben Senior High School	B	2	Mixed
29	Wa Senior High School	B	2	Mixed
32	Oda Senior High School	B	2	Mixed
38	Sogakofe Senior High School	B	1	Mixed
39	Christ the King Catholic SHS	B	1	Mixed
50	Bawku SHS	B	1	Mixed
53	Mozano Senior High School	B	1	Mixed
56	Presbyterian Secondary Commercial School , Techimantia	B	1	Mixed
63	Nkwatia Senior High School	B	1	Mixed
65	Asamankese Senior High School	B	1	Mixed
66	St Martins Senior High School	B	1	Mixed
68	Wesley Grammar SHS	B	1	Mixed
58	Baidoo Bonsoe SHS	C	1	Mixed
60	Northern School of Business High School	C	1	Mixed
64	Boso Secondary Technical School	C	1	Mixed
67	Nkwanta SHS	C	1	Mixed
69	Akuse Methodist Secondary Technical School	C	1	Mixed

72	Kadjeibi-Asato SHS	C	1	Mixed
73	Kpandai Senior High School	C	1	Mixed
76	Asankragwa Senior High School	C	1	Mixed
81	Anfoega SHS	C	1	Mixed
18	Potsin T.I Ahmadiyya SHS	C	2	Mixed
40	Swedru School of Business	C	1	Mixed
43	Yilo Krobo Senior High School	C	1	Mixed
45	Nkroful Agric SHS	C	1	Mixed
49	Assin Manso SHS	C	1	Mixed
34	Nkonya Senior High School	D	2	Mixed
51	Dwemena Akenten SHS	D	1	Mixed
8	Bolgatanga Technical Institute	E	3	Mixed
55	Kumasi Technical SHs	E	1	Mixed
37	University Tutorial SHS	F	1	Mixed
74	Victory Senior High School	F	1	Mixed
52	Sammo SHS	F	1	Mixed
54	Wrote NOV/DEC		1	
Total			152	