

UNIVERSITY OF CAPE COAST

THE ROLE OF THE RELIGIOUS BODIES IN THE DEVELOPMENT OF
EDUCATION IN THE EASTERN REGION OF GHANA

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BY

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Dissertation submitted to the Institute for Educational Planning and Administration, Faculty of Education, University of Cape Coast in partial fulfillment of the requirements for award of Master of Education Degree in Educational Administration

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the results of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:

Date:

Name: Clemence Yao Baba

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:

Date:

Name: Dr. Dora Baaba Aidoo

ABSTRACT

The study investigated the role of religious bodies in the development of education in the Eastern Region of Ghana. Descriptive survey design was employed for the study. The sample for the study was made up of Regional Director of Education; Municipal/District Directors of Education, Unit Managers of Mission Schools and Heads of Religious Bodies in the Eastern Region of Ghana. Questionnaire was developed to solicit for information from the respondents. The questionnaire was pilot tested in the Central Region of Ghana. The data collected were analysed using Statistics Products and Service Solutions (SPSS 16). Frequency counts and percentages were used for all the items on the survey.

Results from the study indicate that religious bodies through their Unit Managers made known to the Regional Director of Education the problems of teachers and heads of mission schools. Religious bodies have helped to improve access to education in the Eastern Region and encouraged communities to participate in educational delivery. The study further revealed that funding and inadequate training programmes for unit managers are among the major challenges that impede effective management practices. The study recommends that, the role of regional managers of mission schools should be clearly stated within the educational laws to avoid role conflict between District Directors of Education and Regional Managers of mission schools. Non-Governmental Organisations and other stakeholders should support the schools financially. These recommendations should be implemented by the Ghana Education Service

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DEDICATION

To my wife, Mrs. Monica Justina Baba and my children

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	vi
LIST OF TABLES	
CHAPTER	
ONE INTRODUCTION	1
Background to the Study	1
Statement of the Problem	7
Purpose of the Study	8
Research Questions	9
Significance of the Study	9
Delimitation of the Study	10
Limitations of the Study	10
Definition of Terms	11
Organization of the Rest of the Study	12
TWO REVIEW OF RELATED LITERATURE	13
Background History of Education in Ghana	13
Colonial Era	14
Post-Independence Era	18
Educational Reforms in Ghana in the 1980s	22

Educational Reforms Proposed by 2002 Review Committee	25
Decentralisation of the Education System in Ghana	26
Education Act of 2008	31
Ghana National Education Campaign Coalition	33
The Role of Religious Bodies in the Development of Education	35
Challenges Religious Bodies Face in the Development of Education	40
The Educational Unit System in Ghana	44
Summary of Literature Review	45
THREE METHODOLOGY	47
Design	47
Population	49
Sample and Sampling Procedure	49
Instrument	50
Pilot-Testing of Instrument	51
Data Collection Procedure	52
Data Analysis	53
FOUR RESULTS AND DISCUSSION	54
Research Question One	54
Research Question Two	58
Research Question Three	62
Research Question Four	67
FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	72

Summary of Major Finding	72
Conclusions	74
Recommendations	75
Suggestions for Further Research	76
REFERENCES	77

APPENDIX

A: Questionnaire for respondents

LIST OF TABLES

Table		Page
1	Distribution of Population for the Study	49
2	Role of Religious Bodies in the Development of Education	55
3	Efforts of Religious Bodies in the Development of Education	59
4	Achievements of Religious Bodies in the Development of Education	62
5	Challenges Religious Bodies Face in the Management of Schools	67

CHAPTER ONE

INTRODUCTION

Background to the Study

Religious bodies play important role in the provision of education all over the globe of which Ghana is no exception. Many schools subsidized by the Government of Ghana have religious sponsoring bodies (Antwi, 1992). Religious bodies represent an important sector in Ghana's education system both in terms of number and historical significance.

The advent of formal education in Ghana was started by the European merchants who established castle schools in the castles along the coast. Those schools were essentially set up by early trading nations namely Portugal, Holland and Britain for the purpose of educating the Africans. They were also intended to civilize and use as avenue to Christianise the Africans. But essentially they were established to provide personnel that will cater for the commercial interest of these trading nations. The Portuguese were the first to settle on the coast and built a castle at Elmina, the Sao George d' Mina in 1482. In this castle, the Portuguese and the Dutch established small schools to lay the foundation for literacy and numeracy. The British also started a school at the Cape Coast Castle which was built by the Swedes in 1657. The Royal African Company for example paid for the running of the castle school and also supplied books to the school (Graham, 1976).

From the very humble and seemingly insignificant beginnings, formal education gradually expanded well beyond the castles. Then in the early part of the nineteenth century, the Basel, Wesleyan, Bremen and Roman Catholic missionaries arrived in the country with primary goal of propagating the gospel. They realized the need to strengthen the educational foundations laid by the European merchants (Mankoe, 2007).

The colonial government took over the control of administration of the country with the appointment of a governor by the British. The schools which the British administration and missionaries established were said to be an exact copy of the British system in terms of structure, organization and curriculum (Graham, 1976). The government then assumed full control of education. A strategy of the government in managing the emerging education system was the passing of educational ordinance under which education was administered. The passing of the various ordinances reflected various attempts at establishing a school system in the country.

The British administration under Governor Stephen Hill passed the first education ordinance in 1852. The purpose of this ordinance was to provide better education for the inhabitants of her majesty's forts and settlements on the Gold Coast. The year 1852 may be regarded as the high-water mark of projected government activity in the field of education. In that year a meeting of the governor and the principal chiefs of those territories lying between Ashanti and the coast resolved itself into a Legislative Assembly and authorized the collection of a poll tax of one shilling per capita to be devoted to the public good in the

education of the people. The funds were to be utilized in this manner after the payment of stipends to the chiefs. A major policy of the ordinance was the appointment of an Inspector of Schools. Under this policy, headmasters were required to present reports to the Inspector about the needs of their schools such as books, stationery, condition of school buildings and furniture, to inspect schools, and see to the proper supply of efficient teachers (Graham, 1976). The 1852 education ordinance failed to achieve set goals. The government could not raise adequate revenue to the fund agreed at an assembly of chiefs because the people were reluctant to pay the tax (Mankoe, 2007).

Following the collapse of the initial attempts by the government to introduce and fund education in the Gold Coast, a new strategy in the form of partnership was formed between the government and the missions. Under this strategy, the government gave grants to the missions to run the schools they established instead of running its own school system. The government, however, soon found that each mission adopted its own method and management procedures in running its schools. Therefore, in order to introduce a uniform system for all missions to follow, the Gold Coast Legislative Council passed a new Ordinance in 1882. The aim of the Ordinance was to promote and assist education in the Gold Coast Colony. This Ordinance was passed under the guidance of Lord Kinberly (McWilliam & Kwamena-Poh, 1975; Graham, 1976).

Trends in the development of education in Ghana took a new paradigm shift when Sir Gordon Guggisberg was appointed as the governor of the Gold Coast in 1919. He indeed made a strong impact in the country's educational

development. In accordance with his policy pronouncements, Governor Guggisberg made very great efforts at educational management (McWilliam & Kwamena-Poh, 1975). One of the important steps taken under Guggisberg's administration was the passing of another education ordinance in 1925. The Education Ordinance of 1925 established a Board of Education comprising the Governor, the Colonial Secretary, three nominated officials, the Director of Education, the Principal of Achimota College and four nominated Africans one of whom was a chief. The board was empowered to make rules for education subject to approval of the Legislative Council. Mission and other educational bodies received grant from the government. Every school must attain the prescribed standard of efficiency to qualify for government grant. Grants were to be paid on a scale determined by efficiency of the school (Foster, cited in Mankoe, 2007).

Modern administrative trend in education begins from 1951 when administrative authority in the country was transferred into African hands with Dr. Kwame Nkrumah as the Leader of Government Business. The first major step taken by the Convention Peoples Party government was the introduction of Accelerated Development Plan of 1951. The main objective of this plan was to help develop a balanced system working towards universal primary education as rapidly as consideration of finances and teacher training allowed, but maintaining at the same time proportionate facilities for further education for those most fitted to receive it (Antwi, 1992).

In furtherance of education in the country, an attempt to give legal backing to the Accelerated Development Plan of 1951 led to the passage of the

Educational Act of 1961. The aim of the act was to legalise all changes made earlier and introduce new ones. Among its many provisions, the Act made the following in terms of management and decentralisation of education: The government was to make an annual provision of funds to be administered by the Minister of Education towards public education. Education was to be compulsory for every child of school going age to be determined by the Minister of Education, and that every parent who failed to comply was to be fined. Local education authorities were to build, equip and maintain primary and middle schools in their areas. The Act defined more clearly the educational rules of local authorities throughout the country (Mankoe, 2007).

When the Convention Peoples Party (CPP) government was ousted from power by the military and police in February, 1966, the National Liberation Council Government which took over the reigns of government appointed an educational committee under the chairmanship of Professor Alex Kwapong in March, 1966. The committee was charged to conduct a comprehensive review of the educational system in Ghana, that is, elementary, secondary, teacher training and higher education to examine the problems arising from the work of national research; and to make recommendations and suggest reforms for improvement and for eliminating inefficiency and waste (Mankoe, 2007).

The 1967 Education Review Committee's proposals largely directed the administration and management of education in the country until there appeared to be a general dissatisfaction with the system, particularly with its structure and content. For example, there had been discontentment with the long duration of

pre-university education. Accordingly, the government appointed another review committee under the chairmanship of Reverend N. K. Dzobo in 1972 to review the structure and content of education. The committee's Report was published in February 1974. The committee's Report on Basic Education was implemented in some urban centers until 1987 when its proposals were spread nationwide with some modifications (Antwi, 1992).

Another significant change in the history of education in Ghana was the introduction of the policy of decentralisation which became a full-fledged component of the education system. This policy was introduced under the government of the Provisional National Defense Council (P.N.D.C). The primary objective of the decentralisation policy was to pave the way for the various communities to participate in decision making at the grassroots level. This participation includes the provision of educational services. Under the structural adjustment programmes in Ghana, District Assemblies are expected to direct the efforts of the people to contribute to educational cost. The P.N.D.C. Law 207 of 1998 clarifies and legalises community involvement by making the District Assemblies a pivot in the provision of services for the community (Mankoe, 2007).

In view of the trends of education in Ghana there is clear indication that, the religious bodies plays important role in the development of education in Ghana and therefore they cannot be relegated to the background. This explains why we have regional managers of the mission schools who manage and administer the mission schools under their jurisdiction despite the government

support in terms of provision of teachers and other educational resources to enhance educational delivery. It is therefore very important to investigate the role of religious bodies in the development of education in the Eastern Region of Ghana since they have been mandated to establish Educational Units manned by Regional Educational Managers appointed by the churches. It is sometimes difficult to distinct the roles of Regional Directors, District Directors and Regional managers. The role of religious bodies in the Eastern Region requires a continuous search until the region attains a stable educational system.

Statement of the Problem

According to Mankoe (2007), mission schools in Ghana are more than any other institution in the country. This is an indication that the religious bodies have played and continue to play momentous role in the development of education in Ghana.

However, the current policy of decentralization in the education sector as outlined in the education Act of 2008, Act 778 tends to shift the management and supervision of all schools, especially the basic schools, from their respective religious bodies to the District, Municipal and Metropolitan Directorates of Education. For instance, Article 22 (4) of Act 778 opines that District Education Directorates in consultation with the appropriate religious Education Units are responsible for the efficient delivery of educational services to meet the particular needs of the areas within the District and in the accordance with the educational policy and directives as determine by education Act of 2008.

This provision does not assign a clearly defined responsibility to the educational units in the management and delivery of education. This has resulted in the creation of tension and distrust between managers of religious educational units on one hand and District, Municipal and Metropolitan Directors on the other hand in the educational enterprise.

The central question then is: what roles do religious bodies play in the development of education in the Eastern Region of Ghana? Again, has religious bodies made impact in the educational delivery in the Eastern Region of Ghana? What challenges do religious bodies face in their contribution to education in the Eastern Region of Ghana? Answers to these and many more are what the researcher aimed at finding through this study.

Purpose of the Study

The study sought to establish the roles of religious bodies in the development of education in the Eastern Region of Ghana. To achieve the above broad objective, the following specific objectives were set out.

1. To find out the roles of religious bodies in the development of education in the Eastern Region of Ghana
2. To determine the efforts of religious bodies in the development of education in the Eastern Region of Ghana
3. To find out the achievements of religious bodies in the development of education in the Eastern Region of Ghana
4. To ascertain the challenges that religious bodies face in the management of education in the Eastern Region of Ghana.

Research Questions

The study was aimed at answering the following research questions:

1. What roles have religious bodies played in the development of education in the Eastern Region of Ghana?
2. What efforts are the religious bodies making in the development of education in the Eastern Region of Ghana?
3. What are the achievements of the mission schools in the Eastern Region of Ghana?
4. What are the challenges that religious bodies face in the management of schools in the Eastern Region of Ghana?

Significance of the study

It is hoped that the study would serve as index for the Ghana Education Service and other stakeholders in education to know the major contributions of the religious bodies in the Eastern Region of Ghana for the development of education in the Eastern Region. Policy Makers, Educational Planners, Ministry of Education and District Assemblies would be abreast of the extent to which religious bodies have contributed to educational delivery in the Eastern Region of Ghana.

Educational Policy makers and the Ministry of Education would be able to notice the role conflict in the educational industry between Educational Unit Managers and District Directors in order to address the situation for harmonious co-existence among these bodies to ensure effective and efficient educational delivery in the region.

Delimitation of the Study

The study was limited to the role of the religious bodies in the development of education in the Eastern Region of Ghana. This is because the region is one of the major regions where the religious bodies play importance roles in the development of education in Ghana. The population for the study was made up of the Regional Director of Education, Regional Managers of Education, Municipal/District Directors of Education and Heads of Religious Bodies.

In order to assure manageability of the collected data, survey instrument used only pre-determined items. There are various roles of the religious bodies in the development of the entire nation; however, the study focuses on the roles of the religious bodies in the development of education in the Eastern Region of Ghana.

Limitations of the study

The study considered the Regional Director, Regional Managers, Municipal and District Directors without including heads of schools who would also have given vital information about the roles of religious bodies in the development of schools in the Eastern Region.

The collection of data on school that were established before the Eastern Region was carved out of the Accra Province was difficult and this might have affected the results of the study. Pre-determined questions were used excluding open-ended questions which would have given the respondents the opportunity to give vital information about the role of religious bodies in the development of education in the Eastern Region of Ghana.

Definition of Terms

The following definitions are provided to ensure uniformity and understanding of terms used throughout the study.

Religious Bodies: This refers to all the religious organizations or missions that have established schools in the Eastern Region

Mission or Unit Schools: This refers to schools that were established by the religious bodies and selected for the study. They are: Seventh Day Adventist, Methodist, Presbyterian, Catholic, Islamic, A.M.E. Zion, Salvation Army and Anglican.

Educational Unit: This is an educational office set up by a religious body to manage and supervise its school.

Regional Manager of Schools: The head of the Educational Unit of a religious body

General Manager: He or she is the national head of a religious educational unit

District Director of Education: This refers to the head of the staff of the Ghana Education Service at the district level

Regional Director of Education: This Refers to the head of the Ghana Education Service at the regional level. He or she coordinates all the activities of the District Directors and the Regional Managers of the Educational Units in the Region.

Organisation of the Rest of the Study

This dissertation is organised into five chapters. Chapter One presents the background, statement of the problem, purpose of the study, research questions, significance of the study, delimitations of the study, limitations of the study and

definition of terms. Chapter Two of the thesis review literature related to the study. Issues considered are both theoretical and empirical review related to the problem investigated. The methodology and procedures used to gather data for the study are presented in Chapter Three. The results of analyses and discussion emerged from the study are contained in Chapter Four. Chapter Five is a summary of the study including the major findings, conclusions drawn from the findings, and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter deals with theoretical and empirical review underpinning the study. The areas considered include: the historical perspective of education in Ghana, the role of religious bodies in the development of education in Ghana and challenges religious bodies face in the development of education in Ghana.

Background History of Education in Ghana

The initial attempts to introduce formal education in Ghana were made by the many European merchants, especially the Danes, Dutch and English, who started it all with the education of their numerous mullato children, their offspring with native women, in the forts and castles, for employment as administrative assistants or soldiers. Some historians claim that the Portuguese started one such school at Elmina Castle around 1529 while the Dutch who evicted them from the castle are believed to have opened their own school in 1644, which ran for 200 years. Records indicate that the British began a school in nearby Cape Coast Castle, while the Danish did the same at Christiansborg Castle, Accra. These schools produced some brilliant native scholars such as Anthony William Amo of Axim, Christian Proten of Accra and Phillip Quacoe of Cape Coast. These men continued their education in Europe, financed by the merchant companies, and served as role models for others upon their return home. Also inextricably linked with the establishment of formal education in Ghana

were the Christian missionaries who realized early that, in order to create an independent native church, they needed to have a staff of well educated local assistants (Graham, 1976).

According to McWilliam and Kwabena-Poh (1975), in the 18th century, the Directors of the Danish Guinea Company invited "The United Brethren" mission from Moravia, Germany, to the Gold Coast, to teach in the castle schools. Five of these missionaries arrived at Christiansburg in 1768. Unfortunately, the first two batches of eleven men all died within a short period. However the enthusiasm did not die among the Danish settlers with one of the Governors, Johann von Richelieu, credited with personally teaching the children.

Colonial Era

According to Donge (2002), by 1874 when the British Government assumed colonial authority of the Gold Coast colony, significant progress had been made in the educational sector and it was still expanding with the majority of the Basel and Wesleyan Mission schools scattered widely over the interior. Most of the teaching was done in the vernacular languages. Fobih, Akyeampong and Koomson (1999) further posited that, by 1881 there were 139 schools. Of these, one in Cape Coast and two in Accra were under direct government management. The Basel Mission had 47 schools, the Wesleyans 84, the Bremen Mission 4 and the Roman Catholic Church, one. However, it was observed that the system of education adopted by the various missions differed widely, and so in 1882, the Government drew the first plans to guide the development of education. The missions co-operated whole-heartedly with the new policy. The plan called for the

establishment of a General Board of Education, and for the formation of local boards to study and report on existing conditions.

The Board was also to ascertain that the conditions upon which grants were awarded were fulfilled and to grant certificates to teachers. To improve on the former, an updated ordinance was passed in 1887 which remained in force until 1925. An Inspector of Schools was appointed, initially responsible for Gambia, Sierra Leone and Lagos till 1890, when the office of a full Director of Education for the Gold Coast was created. At this stage, total enrollment was 5,076, including 1,037 girls. In 1902 Ashanti and the Northern Territories were both annexed to the colony and the country's favourable economic situation due to increasing revenue from cocoa, helped finance the dramatic improvements in the educational sector. The people themselves were appreciative of the value of education, and they contributed money and labour for its expansion.

According to Graham (1976), in 1918 the Governor of the Gold Coast, Sir Hugh Clifford publicly deplored the sum of £38,000 spent on education and proposed as targets:

1. primary education for every African boy and girl,
2. a training college for teachers in every province
3. better salaries for teachers and
4. a 'Royal College'.

In 1920, the Phelps-Stokes Fund of America sent a mission of investigation into African education. One of the members of this mission was the great Ghanaian scholar Dr. James Kwegyir Aggrey, who at that time was teaching

in America. The mission's report made the British Government realize how great the need for education in the Gold Coast was (Bening, 1990).

In the same year, the Gold Coast Government appointed a local committee to deliberate on the major requirements of education. The committee recommended that three new institutions should be built: a secondary school, a new Government training college for male teachers to replace the existing buildings of the college which had been founded in 1909, and a training college for female teachers. The issue was taken a step further by Sir Gordon Guggisberg, who had become the new Governor of the Gold Coast in 1919. He demonstrated a keen interest in the educational sector and was convinced that the Gold Coast needed above everything, education of a first-rate quality. Guggisberg set up the '1922 Committee', chaired by the Director of Education, Mr. J.D. Oman, to debate further on education in the Gold Coast. He suggested that the three separate institutions recommended by the 1920 Committee could not be afforded by the Government, and should therefore be combined into one comprehensive institution.

The Committee recommended that the site chosen at Achimota, in Accra, should provide general secondary education, teacher training, and technical education for male students. When it finally opened in 1927, the Prince of Wales College, which later became Achimota College and School, offered general secondary education as well as post secondary technical education and teacher training for both sexes. Its first Principal was Rev. Alex Fraser, a British missionary and a great educationist. Dr. Aggrey was appointed Assistant Vice-

Principal. Today the former College is a secondary school and is still a prestigious establishment. The University College of the Gold Coast, which had its roots in Achimota College, and was established as an independent body in 1948, later moved to a separate campus in Legon and is known today as the University of Ghana (Addae-Mensah, 2000).

According to Antwi (1992), education policy continued to emphasize technical and agricultural education. From the Prince of Wales College, scholarships were awarded to suitable candidates to pursue further studies in British universities. The training of teachers was a Government priority and by 1933 there were a total of 449 teacher trainees. In 1937, the White Fathers' Mission founded a two-year teacher training college at Navrongo. A significant development in the 1930s was the approval of some local languages, namely Twi, Fanti, Ewe and Ga, as examinable subjects for the Cambridge University School Certificate.

Afful-Broni (2004) posits that, after 10 years of lower and upper primary education, the Education Department gave scholarships for brilliant but needy boys and girls at approved secondary schools. Domestic science including cookery, laundry, child welfare and needlework was taught to girls, while courses in commercial subjects such as shorthand, bookkeeping and typewriting were introduced at Mfantshipim School in Cape Coast and soon gained ground in other schools. Recognizing the impossibility of instituting free and compulsory education, the government absorbed the cost of tuition and subsidized the rest, but encouraged the payment of token school fees which enhanced the respect with

which education was regarded. In the Northern Territories where the schools were almost entirely boarding institutions, payment of fees could be made in kind, for instance with livestock and foodstuffs (Akyeampong, 2006).

Although the formal education system established by the British colonial government provided a solid foundation for education in Ghana, it was geared towards producing small educated elite to run the colonial economy, while the rest of the population had little access to education. In 1952, The Nkrumah government affirmed the place of education as a major instrument of national development and introduced a policy of education for all (Aseidu-Akrofi, 1978).

Post-Independence Era

According to Mankoe (2007), since Ghana's independence, successive governments have demonstrated their recognition of the importance of education to national development, by pursuing policies aimed at making education accessible to all and relevant to the social, industrial and technological development of the country. Independent Ghana's first President, Osagyefo Dr. Kwame Nkrumah, initiated the Education Act 1961, Act 87, aimed at achieving Free Universal Primary Education. The Act endorsed the two-tier system of education as instituted by the British in colonial times, namely primary and middle education, and secondary education. Three things of significance are worth highlighting: First, the Act established Local Education Authorities within Local Authorities and entrusted them with the responsibility, among other things, to:

1. build, equip and maintain all public primary and middle schools in their areas; and
2. establish all such public primary, middle and special schools as are, in the opinion of the Minister, after consultation with the Minister responsible for Local Government, required in its area.

Thus the establishment of public basic schools henceforth became the responsibility of the local authorities only. The second important feature of the 1961 Act was the fact that it made education compulsory. Section 2(1) states that: "Every child who has attained the school-going age as determined by the Minister shall attend a course of instruction as laid down by the Minister in a school recognised for the purpose by the Minister." A third equally important aspect of this Act was its provision for free education. Section 20(2) stipulated: "No fee, other than the payment for the provision of essential books or stationery or materials required by pupils for use in practical work, shall be charged in respect of tuition at a public primary, middle or special school".

Soon after coming into office in 1966, the Government of the National Liberation Council (NLC), appointed an Education Review Committee to examine the problems arising from the Programme of National Research and make recommendations for improvement. The Review Committee's proposals covered a wide range of issues concerning education from primary to university levels. Its recommendations on the structure of education were largely an endorsement of the policies already existing. The highlights were as follows:

1. The school-going age should be six years.

2. Elementary education should have duration of ten years with a break at the end of the eighth year for selecting those suitable for secondary education.
3. After this selection, the remaining middle school pupils should complete their elementary education by attending for two years pre-vocational continuation classes where these are available; otherwise the pupils should continue the study of the ordinary school subjects for the two remaining years.
4. Two-year pre-vocational continuation classes patterned on the industrial and farming needs of the country should be established in two middle schools of each region to serve as a pilot scheme.
5. The secondary school courses should have duration of five years, at the end of which suitable pupils may proceed to a two year sixth form course.
6. The first-degree course at the university should be of three years' duration (four years or more for specialized courses) (Mankoe, 2007: 67).

The Committee also proposed for a long-term plan a six-year primary school course followed by four years of secondary school education, with two years of sixth form work leading to a three-year university degree. Within this long-term plan, pupils who could not enter secondary school after the primary school course would have to attend continuation classes for four years. On the content of elementary education, the committee recommended the following subjects: a Ghanaian Language, English, Mathematics, History, Geography, Civics, Science, Music, Art and Craft, Physical Education, Religious Instruction and Housecraft. Thus, by the end of the 1960s, the structure and content of

education in Ghana largely remained a heritage of the pre-independence era: long and academic. The National Liberation Council experimented with the 8-year primary course at the end of which pupils who did not gain admission into secondary or equivalent level schools either attended pre-vocational continuation classes to predispose them to suitable occupations in industry and farming, or continued the study of the general subjects in school. Among the subjects studied were woodwork, masonry and agriculture (Ministry of Education, 1999).

According to Aryeetey, Boakye and Awuah-Boateng (1989) the public desire for change reached a high point in the 1972-74 periods with the development in 1974 of an elaborate programme for education from Kindergarten through Primary and Junior Secondary to Senior Secondary Schools. The proposals in the document "The New Structure and Content of Education for Ghana" which was the report of the Dzobo Committee were discussed nationwide and subsequently approved by Government for implementation. Consequently, the Ghana Education Service was established in 1974, principally to ensure the effective implementation of the New Structure and Content of Education. The 1974 reform of education introduced the Junior Secondary School concept. It stressed the educational importance of a curriculum which predisposed pupils to practical subjects and activities by which they would acquire occupational skills at school and, after a little further apprenticeship, become qualified for gainful self-employment. The implementation of this reform began on an experimental basis. New subjects were introduced for the first time. They included Technical

Drawing, Tailoring, Dressmaking, Metalwork, Automobile Practice, Woodwork, Masonry and Catering.

However, due to the economic constraints that faced the country in the late 1970s, bureaucratic bottlenecks and sheer lack of interest and commitment from administrators, the new programme never went beyond the experimental stage. There was stagnation and near demise of the experimental JSS system. By 1983 the education system was in such a crisis that it became necessary for a serious attempt to be made to salvage it. Among the many problems of the system were lack of educational materials, deterioration of school structures, low enrolment levels, high drop-out rates, poor educational administration and management, drastic reductions in Government's educational financing and the lack of data and statistics on which to base any planning (Boahene, 1975).

Educational Reforms in Ghana in the 1980s

From the early seventies to the mid-eighties, Ghana experienced a serious national economic decline which affected all social sectors (Ministry of Education and Culture, 1986). Along with other sectors, the education system was starved of both human and material resources. In the early eighties, Ghana embarked on a series of IMF structural adjustment programmes under which the government mounted reforms in all social sectors. The Education Sector Adjustment Credit (EdSAC) became operational with the help of development partners notably the World Bank, the Department for International Development (then the ODA) and grants from other friendly countries. This programme aimed at arresting the decline of the education sector. Under EdSAC, a review of the Dzobo Report was

undertaken by the Education Committee in 1986 and the resulting proposals implemented in 1987 (Ministry of Education, 1999). Some of the principles which formed the basis of the reform were the importance of education for all, the need for education to be relevant to professional employment opportunities, and the importance of scientific and technological education to national development. The major considerations for the restructuring of pre-university education in 1987 thus included the need to increase resources to the sector, to vocationalize education by shifting emphasis from an academic orientation to a more practical, technical one, and to reduce the cost of education by shortening the statutory period of pre-university schooling.

As a result of the reforms, the Junior Secondary School structure was put in place nationwide. This meant that the 6 years of primary school and 3 years of junior secondary school were consolidated into a uniform and continuous 9-year free and compulsory basic education. The length of the school year was increased from 32-35 weeks to 40 weeks to compensate for the reduction in the years spent at pre-university level. The reforms also brought about revisions in syllabuses and provision of educational resources ranging from infrastructure such as classroom blocks and libraries, to school supplies such as books and technical skills equipment. New Senior Secondary Schools were built to absorb the expected increases in enrolment.

To improve the management of the education system, District Education Offices were upgraded with the appointment of Directors and Circuit Supervisors, and the supply of logistics such as vehicles, to enhance their management

activities. Qualified teachers were appointed to head basic schools. The implementation of the 1987 education reforms was supported with some other interventions. One of them was the Primary Education Project (PREP) which was embarked upon in 1991 with a USAID grant to bring about improvement in Primary Education. Another was the Primary School Development Project, implemented from 1993 with financial assistance from the International Development Association (IDA). Despite the numerous interventions to improve education, achievement levels of school children, especially at the basic level, were low. The results of public schools in the criterion reference tests (CRTs) conducted from 1992 to 1997 in English and Mathematics indicated an extremely low level of achievement in these subjects. Indeed, it was evident that although the reforms had succeeded in resolving some of the problems like reducing the length of pre-tertiary education and expanding access to education, some of the problems still persisted (Mankoe, 2007).

FCUBE programme initiative in basic education is another bold attempt by the Government to address the major problems that persisted in the education system in spite of the earlier reforms. The package is called the Basic Education Sector Improvement Program (BESIP) or, more popularly, the Free, Compulsory, Universal, Basic Education (fCUBE) Program. The main goal of the BESIP/fCUBE Programme is to provide an opportunity for every child of school-going age in Ghana to receive good quality basic education. The Programme is intended to reinforce the on-going educational reform program and achieve good

quality basic education for the Ghanaian child (Ministry of Education Science and Sports, 2005).

Education Reform Proposed by 2002 Review Committee

An optional two-year nursery schooling for children aged 4 and 5 became part of the mainstream education system in 2002. Starting from 2007 (GOG, 2004) formal basic education has been extended to eleven years, starting with two years kindergarten, followed by six years primary, then three years junior secondary schooling, and finally four years senior secondary schooling. Formal basic education for children is now expected to begin at age 4 and end at age 15 (GOG, 2004). The recent report of the President's Committee on review of education reforms in Ghana (GOG, 2004), upon which the government's White Paper on Education is based, recommended that the lower primary curriculum should consist of seven components. Compulsory elements are: English Language, Ghanaian Language & Basic Mathematical Skills. The remaining four are French (optional), Introduction to ICT; Creative Arts; and PE. Upper primary subjects would consist of nine subjects of which French will be optional. The rest are English Language; Ghanaian Language; Mathematics; Integrated Science and Introduction to ICT; Religious and Moral Education; Citizenship Education; Creative Arts and Physical Education (PE). The President's Committee on Education Reforms recommended a core of four subjects added to other 'practical subjects'. However, these would make huge demands on teacher and textbook supply. Ultimately, these have implications for access especially if the management and human resources required to deliver the curriculum is either not

available or inadequate. Besides, given the intractable teacher shortage and deployment problems that Ghana continues to face and the difficulties in resolving this problem, (Akyeampong, 2003) schools in rural areas are likely to find the curriculum requirements difficult to meet, which could have negative consequences on quality and access.

Decentralisation of the Education System in Ghana

The decentralisation of authority and responsibility for public services provision to local governments is an essential part of the overall governance reform and development strategy in many developing countries around the world. The argument is that decentralisation will increase economic efficiency and allow greater differentiation in the provision of public services due to improved preference matching and government accountability (Lockwood, 2006). Decentralisation, as a policy, has become almost a house-hold word that has evolved over the years from the stage of power delegation to devolution (Mankoe, 2007).

The policy of decentralisation has taken various forms including delegation, deconcentration and devolution, the form currently being attempted in Ghana. The policy, as currently being pursued in the country, refers to an inter-organisational transfer of power to geographic units of local government lying outside the command structure of central government (Eghan & Odum, 1989). According to Mankoe (2007) in Ghana, devolution, otherwise referred to as political decentralisation, has meant the conferment of legal powers to discharge specific functions upon formally constituted local agencies or bodies. Under this

administrative structure, the determination of policies and supervision of certain functions are transferred either to political sub-divisions or local bodies within the context of a unitary state control of local affairs (Conyers, 1989; Rondinelli, Middleton & Verspoor, 1990).

The 1951 Accelerated Development Plan (ADP) provided the foundations for decentralised educational management in Ghana by making local councils responsible for the provision and maintenance of educational facilities, while central government took responsibility for teachers' salaries. The decentralisation process was further strengthened by the Education Act of 1961, which reaffirmed control and management of education at the local level to local councils. However, poor managerial capacity and the weak financial resource base of the local councils appear to have undermined the decentralisation process (Akyeampong, 2006).

The 1992 Constitution of Ghana lays the groundwork for Ghana's national administrative strategy, which stipulates that Ghana shall have a system of local government and administration which shall, as far as practicable, be decentralised (Government of Ghana, 1992). The Constitution calls for political devolution as well as administrative and technical deconcentration of service delivery institutions. The Local Government Act of 1993 (Act 462) as well as several other subsequent policy acts serve to support the prescriptions set forth in the Constitution (Government of Ghana, 2003). The policy of decentralisation in Ghana aims to establish a decentralised administration through the transfer of power from the central government to the sub-national institutions such as the

District Assemblies in order to enhance the capacity of the public sector to plan, manage and monitor social, spatial and economic development (NDAP, 2003). The policy specifically seeks to promote popular participation in the decision-making process; promote good governance at the local level; and, enhance efficiency and effectiveness of the entire government machinery. To do so, the policy seeks to devolve central administrative authority and divest implementation responsibility to the district level (Government of Ghana, 1992)). The District Assemblies receive 7.5% of revenue from the Central Government Common Fund, which they may spend in accordance with their priorities. A portion of the 7.5% of this revenue is supposed to be distributed by the District Assemblies to district schools for school building, renovation and furniture related issues.

Both the 1987 Reform and the 1992 Constitutional Provision re-echoed and re-emphasized the need for decentralisation policy. Consequently, the Ghana Education Service (GES) in 1998 started a process of de-concentration of pre-tertiary education management by shifting some of its responsibilities and powers in the management of resources, services and staff to district and school levels (Donge, 2002).

The primary objective of the decentralisation policy is to pave the way for the various communities to participate in decision making at the grassroot levels. This participation includes the provision of educational services. Under the structural adjustment programmes in Ghana, District Assemblies are expected to direct the efforts of the people to contribute to educational cost. The P.N.D.C.

Law 207 of 1998 clarifies and legalises community involvement by making the District Assemblies a pivot in the provision of services for the community (Mankoe, 2007).

In line with the expanded mandate under the decentralisation process, emphasis shifted to increasing budget lines and budget shares of the district education office and as a part of the Education Strategic Plan implementation process, districts were mandated to prepare District Education Work Plans (DEWP) reflecting projections and targets up to 2015. Districts are also expected to prepare 3-year Annual District Education Operational Plans (ADEOP) to inform the preparation of district budgets (Akyeampong, 2006). In accordance with the decentralisation policy in Ghana the following bodies have been created to enhance effective and efficient educational delivery in every periphery of the country (Mankoe, 2007; Akyeampong, 2006; Donge, 2002).

Metropolitan / Municipal / District Directors of Education who are the heads of education look up to the Assembly for approval of any local educational policy that may be formulated for schools in the public system. Therefore, public education in Ghana is being provided under the policy of decentralisation within which the Central Government shares the costs with the local community. The objective of decentralisation is community participation in the provision of education. Towards this end, three bodies are recognised in the local communities. These are District Education Oversight Committees (DEOCs), School Management Committees (SMCs) and Parent-Teacher Association (PTAs).

In some quarters there is concern that decentralising education provision is happening too quickly and could reinforce disparities and inequalities between districts. Districts which lack the required human resource capabilities may find it difficult to tackle problems of access and quality of education. Already there is evidence that decentralisation may be contributing to disparities in the quality of public schools with implications for access. As noted in the World Bank's (2004) evaluation report, schools in wealthier districts will benefit from both higher levels of district support and higher parental contributions, resulting in discrepancies in resource availability. The worst resourced schools are schools in rural communities. Such schools have difficulty in attracting teachers and parents who can ill afford any cash contributions. There is growing dichotomy within the public sector between these schools and those of relatively more affluent parents in urban areas.

The categorisation of deprived districts according to objective criteria which define deprivation of educational facilities provides a mechanism for identifying needs to be addressed to correct imbalances. Rural communities are usually placed at some considerable disadvantage when it comes to assuming greater responsibility for contributing and managing education service provision. If education decentralisation is to become an effective vehicle for improving access and quality in public education, then there needs to be credible plans that ensure that deprived districts would have the requisite resources and manpower to achieve desirable educational outputs (e.g. high enrollments and better completion rates) (Akyeampong, 2006).

Education Act of 2008 (Act 778)

An Act to provide for the establishment of an educational system intended to produce well balanced individuals with the requisite knowledge, skills, values aptitudes and attitudes to become functional and productive citizens for the total development and the democratic advancement of the nation and for related matters was enacted by parliament and received presidential assent on 6th January, 2009. According to the Act, the system of education should be organised in three progressive levels to be known as: basic education, second cycle education and tertiary education.

The Act made provision for free compulsory basic education. The child who has attained school going age shall at the basic level, attend a course of instruction as laid down by the Minister in a school recognized for that purpose by the Minister. According to the Act, a district assembly shall subject to section (3) by providing the necessary infrastructure needs and any other facilities for the education of the population in the area of its authority. The Act stipulated that, where a child does not attend a course of instruction in compliance with subsection (1) the parents shall, in the first instance appear before the social welfare committee of the District Assembly for appropriate action. A parent who fails to comply with the appropriate action agreed on with the social welfare committee, commits an offence and is liable on conviction by the district court. The Act further stipulated that, where a parent cannot genuinely afford to educate the child, the District Assembly may provide the support necessary for the education of the child.

On decentralization of education, the Act specified that, the Minister shall take measures for the effective decentralization of executive responsibility for the provision and management of basic and second cycle schools to the district assemblies. The Act further ordered that, the Education Service provided for by article 190 of the constitution and as restructured under the Ghana Education Service Act, 1995 (Act 506) is responsible for the coordination of the approval of national policies and programmes relating to pre-tertiary education. The Act made provision for Inspectorate Board which is to undertake the inspection of schools, to evaluate on period basis the first and second cycle institutions and set and enforce standards to be observed at the basic and second cycle levels in both public and private educational institutions. The Board focused on the quality of leadership and management of educational institutions as well as the quality of teaching and learning provided by the educational institutions.

The Act established National Teaching Council. The major function of the council is to advise the Minister responsible for education on matters relating to the professional standing and status of teachers and on teacher education, including the provision of facilities for in-service training and the employment of teachers. The National Teaching Council is to recommend to the Minister professional standards required for the registration of teachers and teaching and to register teachers after they have satisfied the appropriate conditions for initial licensing and issue the appropriate licence.

On tertiary education, the National Council for Tertiary Education established under the National Council for Tertiary Education Act, 1993 (Act

454) shall perform the function specified for it under this Act. The teaching programmes and academic standards for tertiary institutions are subjected to the accreditation requirements set out by the National Accreditation Board Act, 2007 (Act 744). The Act made provision for National Council for Curriculum and Assessment to determine the goals, aims and structure of courses at the various levels of pre-tertiary education. The Act provided for Schools Library and Information Directorate to advise the Minister of library and educational information policies. The Act again provided for Regional Education Directorates and District Education Directorates. The Minister is to determine the relationship between the District Education Directorates and the Education Units of the religious bodies through legislative instrument in consultation with the appropriate body.

Ghana National Education Campaign Coalition

The Ghana National Education Campaign Coalition is a civil society organization involved in public education. The Coalition formed in 1999 and with nearly 200 members, serves as advocacy group that monitors the quality of education offered in Ghana. With the Northern Network for Education Development, GNECC's partner in northern Ghana, the Coalition aims to achieve free and universal quality basic education. GNECC has led the campaign for Education for All, which has resulted in free Compulsory Universal Basic Education in Ghana. Its advocacy has resulted in increased investment in the education sector through the institution of the Capitation Grant (Mankoe, 2007).

Since 2004, GNECC has managed to feed grassroots consultations on education into national outcomes. GNECC's activities include:

1. Campaigning/advocating and, where possible, facilitating access to education by special interest groups,
2. Tracking and monitoring educational resources for efficient service delivery,
3. Building a strong constituency by strengthening the advocacy skills and knowledge of member and other actors,
4. Lobbying and working closely with government, policy makers, development partners and other educational institutions,
5. Conduct research in various fields of education,
6. Conduct awareness programs on issues affecting education and on the most effective solutions (Mankoe, 2007: 79).

The Ghana National Education Campaign Coalition (GNECC) is the leading education advocacy network in Ghana. GNECC was formed in 1999 and since then the membership has grown to around 300 member organisations and individuals. GNECC aims to create awareness and influence government and development partners' practices and policy-making on education through mobilising and strengthening civil society. Since the Civil Society Education Fund (CSEF) grant the coalition's membership base has grown from 200 to 300 organisations, boosting its education policy advocacy work. Through active lobbying of the government and the involvement of civil society, the coalition has

made an important impact on education sector planning and policy development (Mankoe, 2007).

In 2005 the Ministry of Education had its education strategic plan endorsed by the Fast-Track Initiative (FTI, now the Global Partnership for Education – GPE) for the first time. In an effort aimed at ensuring accountability and efficient use of the resource, the Government initiated a monitoring structure called the National Education Sector Annual Review (NESAR). At the time of the FTI endorsement, civil society was not a part of education sector planning and policy formulation. This changed however when GNECC lobbied the government for broader participation in educational development processes and was allowed to join the annual review, representing civil society. This has since become a vital platform for strategic dialogue on education. The coalition involved its members in this assessment process by setting up an annual Society Education Sector Review (CSOESAR). The CSOESAR brings together civil society movements to prepare a contribution to the annual governmental review. Collecting evidence-based information is a vital part of the process and GNECC supports its members across the country to conduct studies and tracking surveys focusing on the provision of education according to the education strategic plan. The coalition has also started to build the capacity of members to participate in regional and district education sector reviews (Mankoe, 2007).

The Role of the Religious Bodies in the Development of Education in Ghana

The cradle of educational system in Ghana was laid in the castles by the European merchants who made first contact with the people in the latter part of

the fifteen century. The Portuguese who were the first to settle on the coast built a castle at Elmina, the Sao George d' Mina in 1482. In this castle, the Portuguese and the Dutch established small schools to lay the foundation for literacy and numeracy. The British also started a school at the Cape Coast Castle which was built by the Swedes in 1657. The Royal African Company, for example, paid for the running of the castle school and also supplied books to the school (Graham, 1976).

From the very humble and seemingly insignificant beginnings, formal education gradually expanded well beyond the castles. Then in the early part of the nineteenth century, the Basel, Wesleyan, Bremen and Roman Catholic missionaries arrived in the country with primary goal of propagating the gospel. They realized the need to strengthen the educational foundations laid by the European merchants (Mankoe, 2007). The missionaries were the pioneers of elementary, secondary as well as technical and teacher training education in Ghana. The Basel mission for example opened boys' and girls' school at Akropong Akuapim in 1843 and 1847 respectively. The girls school was re-located to Aburi in 1854. This school remained in Aburi till 1930 when it became the nucleus of the teacher training college and a secondary school. By 1880, the Basel Mission had established forty-five schools with 1,200 pupils. Some of their early schools were at Osu (1843), Abokobi (1854), Krobo Odumasi (1859), Kyebi (1861), Anum (1864), Ada (1867), Begoro (1876), and Nsaba (1891). According to McWilliam and Kwamena-Poh (1975), by 1880 there were over a hundred of mission schools scattered throughout the country.

According to Antwi (1992), the Basel Missionaries realized that any thorough system of education depended on the supply of trained teachers. They also believed that girls' education is just as important as that of boys and finally training of the individual must not be confined to academic subjects alone. These three were the principles on which the education that was given by the Basel Missionaries depended. Mankoe (2007) posits that, five years after opening a boy's school at Akropong and when they had pupils with some education, a seminary was started in the same town in 1848 for the training of catechists and teachers. Another seminary was opened at Betifi in 1896. In 1924, this seminary was merged with the one at Akropong. The brighter pupils, from what would now be called the primary schools were sent to one of the three middle schools at Akropong, Christianborg and Begoro. They schooled there for three years. After this, those who wished to become teachers or catechists had one year preparatory course before entering their seminaries. The teachers were given a two-year course in the teacher training school.

Antwi (1992) argued that, although the Basel Mission met great opposition by people who did not see any need for girls' education, by 1918, their schools in the Akuapem area had almost as many girls as boys. On the need to diversify academic subjects, the Basel Mission made efforts in technical education in this country for many years. The Basel Mission opened industrial establishments in Christianborg where joiners, carpenters, lock-smiths, blacksmiths, shoemakers and book binders were trained. The efforts in this direction by the Basel Mission made the people who benefited from this type of education self-

supporting and there was general improvement in standard of living. Mankoe (2007) is on the view that, the effort of the Basel mission in the development of education in Ghana is still perpetuating and therefore cannot be relegated to the background. He further argued that, the system of education designed by the Basel Mission was adopted by various governments in the country until 1987 when the junior high school become a full-fledged of the educational system and replaced the middle school system.

The Wesleyan Missionaries has made immense contribution in the development of education in Ghana and continue to play a pivotal role in the educational industry in the country. According to Graham (1976) the Wesleyan Missionaries opened their first schools in the existing British settlements at Cape Coast, Dixcove, Anomabo and Accra. They also opened schools further inland and by 1880, the Wesleyan Mission had more schools than any other body. The Mission had eighty-three schools with enrolment of over 3000. McWilliam and Kwamena-Poh (1975) also posited that when the Wesleyan Mission found out that their enrolment figures were increasing they trained teachers to assist in their schools. Reverend Thomas Birch Freeman started a theological seminary in Accra in 1842 to prepare two students to become teachers. The school was headed by Reverend Samuel Shipman. This effort at teacher training was abandoned due to the death of Shipman in 1842 and the paucity of the number of students.

The Wesleyan Mission decided to abandon the idea of training teachers locally for their schools in favour of training them abroad. The Wesleyan Mission trained their teachers at the Fourah Bay College in Sierra Leone. They continued

to do this until 1918 when the Aburi “Kemp” which was originally established as girls’ school as chosen as an institution for the training of teachers and catechists. It was later moved to Kumasi in 1924 when it was named Wesley College (Aboagye, 2002). According to Aboagye, the Wesley Mission established the first high school in Ghana at Cape Coast which became known as Mfantsipim School. The Prempeh College which was established in 1950 was the joint effort of the Presbyterian and Methodist churches.

With the furtherance of the development of education in Ghana, the Roman Catholic religious body has been one of the major contributors in the educational enterprise. The Roman Catholic Church established Saint Augustine College in Cape Coast in 1930 and Saint Peter Secondary School in Kwahu Nkwatia in 1954. The Roman Catholic also established Saint Joseph Training College at Bechem and also established the Mount Mary College at Somanya in the Yilo Krobo District (Antwi, 1992). According to Effa-Ababio (1996), the missions established more secondary schools and training colleges than the government. Graham (1975) described the contribution made by the missions in the field of education but concentrated more on the Catholic Mission. According to Graham the Catholic has made immense contribution towards the development of education in Ghana.

Odamtten (1978) wrote about the contribution of the missions to the development of Ghana. He explained why it was necessary to research in that field. He wrote that, “the history of Ghana has already been written yet it is very necessary to go over the facts and assess the activities of missionaries in Ghana”.

He described the period 1820-1880 as the era in which missions did a lot of work towards the development of Ghana.

Challenges Religious Bodies Face in the Development of Education in Ghana

One cannot talk of education in Ghana without speaking of the partnership that exists between Religious Bodies and the state. Since the time of Sir Gordon Guggisberg, the Governor of the Gold Coast (1919-1927), there has been an educational partnership between the Government of the day and the Religious Bodies. This partnership still exists and its main purpose is to encourage the Religious Bodies not only to establish more educational institutions but also to make education affordable to the majority of Ghanaians, especially those in the rural areas (Akyeampong, 2006). Despite this cooperation the religious bodies encountered a number of challenges in the development of education in the country. These challenges still perpetuate in modern educational system.

According to Aboagye (2002) the relationship between the state and the church in the development of education in the country took a new paradigm shift with the introduction of the 1951 Accelerated Development Plan. The 1951 APD provided the foundation for decentralised educational management in Ghana by making local councils responsible for the provision and maintenance of educational facilities, while central government took responsibility for teachers' salaries. The main objective of this plan was to help develop a balanced system working towards universal primary education as rapidly as consideration of finances and teacher training allowed, but maintaining at the same time

proportionate facilities for further education for those most fitted to receive it (Antwi, 1992).

In furtherance of education in the country, an attempt to give legal backing to the Accelerated Development Plan of 1951 led to the passage of the Educational Act of 1961. The aim of the Act was to legalise all changes made earlier and introduce new ones. Among its many provisions, the Act made the following in terms of management and decentralisation of education: The government was to make an annual provision of funds to be administered by the Minister of Education towards public education. Education was to be compulsory for every child at a certain age to be determined by the Minister of Education, and that every parent who failed to comply was to be fined. Local education authorities were to build, equip and maintain primary and middle schools in their areas. No pupil was to be refused admission to any school on religious grounds. Salaries and terms of conditions and discipline of teachers were to be prescribed by regulations. The Act defined more clearly the educational rules of local authorities throughout the country (Mankoe, 2007).

The Act stipulated that, no new primary school opened by a denominational religious body or person or group of persons will be eligible for assistance from public funds unless prior approval of the local authority concerned, under powers delegated by the central government has been obtained. The Act further specified that, considerable number of educational units or mission schools will be handed over to the local authorities.

According Antwi (1992) the Act pushed the churches out of their domain of management and administration of schools, a duty which they had established with the advent of formal education which the government had no interest in the formative years. Antwi further posited that, the Act ordered that since the government is responsible for most of the provision of the funds for the schools, the government should have total control over all the schools. However, with a strong opposition from the missions to this aspect of the act, the government somehow shifted its grounds. The mission schools therefore remained under the control and management of the Educational Units. However, the stipulation that no new school should be established without prior approval to the Educational Authorities was forced (Aboagye, 2002).

The 1992 Constitution of Ghana lays the groundwork for Ghana's national administrative strategy, which stipulates that Ghana shall have a system of local government and administration which shall, as far as practicable, be decentralised (Government of Ghana, 1992). The Constitution calls for political devolution as well as administrative and technical deconcentration of service delivery institutions. The Local Government Act of 1993 (Act 462) as well as several other subsequent policy acts serve to support the prescriptions set forth in the Constitution (Government of Ghana, 2003). The policy of decentralisation in Ghana aims to establish a decentralised administration through the transfer of power from the central government to the sub-national institutions such as the District Assemblies in order to enhance the capacity of the public sector to plan, manage and monitor social, spatial and economic development. The policy

specifically seeks to promote popular participation in the decision-making process; promote good governance at the local level; and, enhance efficiency and effectiveness of the entire government machinery. To do so, the policy seeks to devolve central administrative authority and divest implementation responsibility to the district level (Government of Ghana, 1992)). The District Assemblies receive 7.5% of revenue from the Central Government Common Fund, which they may spend in accordance with their priorities. A portion of the 7.5% of this revenue is supposed to be distributed by the District Assemblies to district schools for school building, renovation and furniture related issues.

In line with the expanded mandate under the decentralisation process, emphasis shifted to increasing budget lines and budget shares of the district education office and as a part of the Education Strategic Plan implementation process, districts were mandated to prepare District Education Work Plans (DEWP) reflecting projections and targets up to 2015. Districts are also expected to prepare 3-year Annual District Education Operational Plans (ADEOP) to inform the preparation of district budgets (Akyeampong, 2006).

The current policy of decentralization in the educational sector as outline in the Education Act of 2008, Act 778 tends to shift the management and supervision of all schools, especially the basic schools, from their respective religious bodies to the District, Municipal and Metropolitan Directorates of Education. This provision does not assign a clearly defined responsibility to the Educational Units in the management and delivery of education (Akyeampong, 2006).

The Educational Unit System in Ghana

The Conference of Managers of Educational Units (COMEU) issued a memorandum to the Minister of Education dated 3rd April, 1988 on the topic “Educational Unit System in Ghana”. In the memorandum, the National President at that time, Mr. Ishaque Kojo Essel, who was also the General Manager of the Ahmadiyya Muslim Educational Unit outlined the origin of the Educational Unit system and explained why the system should be maintained in the present educational system of Ghana (Ministry of Education, 1999). A report from the Ministry of Education indicated that, the then National President of the Unit system wrote that there had been a long outstanding educational partnership between the government and the religious bodies. This partnership was cemented by the 1882 educational ordinance which gave recognition to this partnership.

The educational unit is the office of each religious body that is concerned with the management and supervision of all the schools that have been established and controlled by that religious body. The educational unit office therefore represents the religious body in all matters concerned with education. The General Manager and the Regional Managers represent the religious bodies within the Ghana Education set up (Ministry of Education, 1999).

The Ghana Education Service Act, 1995, (Act 506) stated, among other things that the Educational Unit Managers and their staff are members of Ghana Education Service. This is another legal recognition of the educational partnership between the state and the religious bodies, symbolized by the educational unit system. The partnership specified certain duties to be performed by the Unit

Managers. Though the Ghana Education Service has not officially abolished these duties, some of them have been re-assigned to the Metropolitan, Municipal and District Directors of Education under the current Education Act of 2008. For example, the responsibility for the payment of salaries and other entitlement of teachers, posting of newly trained teachers, release and transfer of teachers within the educational units which used to be the sole responsibilities of Regional Managers are now done by the Metropolitan, Municipal and District Directors of education (MESS, 2006).

Summary of Literature Review

It is quite evident from the historical development that education in Ghana, has been “tempered with” on numerous occasions. Even so it cannot be said that Ghanaians are completely satisfied with the system as it operates now. The frequent “tempering” education, in fact scores a positive mark for Ghana as country. It reflects the people’s desire for a more enduring educational system which unfortunately seems to elude us continually. The system is still beset with formidable problems, the major one of which is lack of adequate human and material resources. The problem is exacerbated by the fast growing population which by far outstrips the resources which the nation is capable of providing as at now. The situation requires continuous search until solutions are found. In this endeavour all hands must be on deck until the era when we shall attain a stable educational system.

The review has also shown that the cradle of education in the country has risen to this level through the effort of the churches, even though they have encountered numerous challenges.

CHAPTER THREE

METHODOLOGY

This chapter deals with the techniques and procedures used in the process of data gathering. The areas considered include the research design, population, sample and sampling procedure, data collection instrument, data collection procedure, pilot-testing of instrument and data analysis plan.

Research Design

Research design may be explained as a general strategy or plan for conducting a research. It includes exploration of detailed presentation of the research steps to be followed in collecting, choosing and analysing data (Gay & Airasian, 2003).

Descriptive survey design was employed for the study. According to Best, cited in Cohen, Manion and Morrison (2005), a survey sets out to describe conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event. Survey design looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyse and interpret the entities and the events that constitute their various fields of inquiry. Survey was considered to be the best approach for

the study because it is a relatively inexpensive way to get information about people's attitudes, beliefs, and behaviours. With a survey, you can collect a lot of information on a large sample in a short period of time (Mitchell & Jolley, 2004). Bell (1987) says that a survey enables the researcher to make generalisations from the sample to facilitate inferences about some characteristics or behaviours of the population.

Bradburn and Sudman (1988) argued that survey is part of a person's life experience and the most commonly used method of data collection. This will enable the researcher reach out to the sample occupying the vast area. Saunders, Lewis and Thornhill, cited in Mitchell and Jolley (2004) observed that, survey method allows the collection of a large amount of data from a sizeable population in a highly economical way.

Sarantakos (1997) was of the view that the survey type restricted experience in two ways. These were, first, by directing research to what is perceived by the senses, and second by employing only standardised tools based on quantifiable data to test hypothesis. According to Sarantakos survey design cannot capture the real meaning of social behaviour. Cohen et al. (2005) were of the view that, its degree of explanatory potential or fine detail is limited; it is lost to broad brush generalisations which are free of temporal, spatial or local contexts, that is, its appeal largely rests on the basis of positivism.

Notwithstanding the aforementioned limitations, the descriptive survey was employed in the study. The survey enabled the researcher to reached out to the sample occupying the vast area.

Population

The population for the study was made up of the Regional Director of Education, Municipal/District Directors of Education and Regional Managers of mission schools. Others include: Catholic Bishop, Anglican Bishop, Presbytery Chairperson, Seventh Day Adventist President; Eastern Conference, Bishop's Administrative assistant of Mid-East Conference of A. M. E Zion, Islamic Religious Chairman and the Methodist Bishop. The overall population for the study was 37.

Table 1: Distribution of Population for the Study

Designation	Number
Regional Director of Education	1
Municipal/District Directors of Education	21
Unit Managers of Mission Schools	7
Heads of Religious Bodies	8
Total	37

Sample and Sampling Procedure

The study was a census and therefore the entire population was used for the study. This is in agreement with Cohen et al. (2005) who proposed that for a population size of 37, the entire population can be used as a sample size for a survey study. Purposive sampling was used to select the subjects for the study. This refers to the sampling technique where a particular group is expressly selected with a definite purpose based on the evidence available. In this technique,

the researcher purposively selected the subjects who were relevant for the study. The important criterion of the choice was the knowledge of the respondents about the problem under investigation and hence their suitability for the study.

Instrument

To obtain data for the study, a technique for measurement of attitudes by Likert cited in Cohen et al. (2005) was adapted for the study. Due to the unidimensionality property of Likert scales, the questionnaire was ranked relative to one another by assigning a score to each of the attitude positions. Four-point Likert-type scales were given ranking from '1' to '4'- from 'strongly disagree' to 'strongly agree.' The questionnaire exhausted every possible variable to be measured based on all the literature that had been reviewed and additional variables suggested in the pilot testing of the questionnaire.

The questionnaire was composed of four sections. Section 'A' consisted of nine pre-determined variables. The items were used to elicit information on the roles of religious bodies in the development of education in the Eastern Region of Ghana. Section 'B' was also made up of seven pre-coded questions. The items were used to obtain information on the efforts that religious bodies are making in the development of education in the Eastern Region of Ghana.

Section 'C' of the instrument comprised nine questions. The questions were used to elicit information on the achievements of the mission schools in the Eastern Region of Ghana. Section 'D', the last section of the questionnaire, consisted of six items. The items were used to get information on the challenges

religious bodies' face in the management of schools in the Eastern Region of Ghana. The final version of the questionnaire could be found in Appendix A.

Likert scale was given preference by the researcher for the fact that it was easy to construct and gave equally good results. The validity of the instrument for the study was established by making the instrument available to experienced lecturers both within and outside the Institute for Educational Planning and Administration (IEPA). Suggestions received from the experts and the supervisors were incorporated to refine the contents of the instrument making it more relevant and valid for the purpose of this study.

Pilot-Testing of Instrument

Pilot-testing is a critical step in constructing a questionnaire. It can help the designer of the questionnaire identify inadequacies that may not be immediately noticeable. Borg and Gall (1983) strongly recommend preliminary trial of the research instrument for the less experienced research student. Cohen, Manion and Morrison (2005) regard pilot testing as a small-scale version or trial done in preparation for the major study.

The questionnaire was pilot-tested in the Central Region of Ghana. The Regional Director, five selected Municipal Directors/District Directors, the Regional Manager and Heads of Religious Bodies were used for the pilot testing. The selection of the aforementioned authorities was due to their roles in the educational industry. The bodies were actually selected for the study in terms of the roles of religious bodies in the development of education in Ghana.

The pilot-testing helped in the fine-tuning of the instrument. Items which were inappropriate were removed and those that needed re-arrangement were taken care of. For example, free-answer questions were included in the questionnaire but were removed after the pilot-testing because the respondents did not answer them. After the pilot-testing, the responses from the respondents were coded and loaded into the Statistics Products and Service Solutions (SPSS) for analysis. The Cronbach's alpha for the pilot-testing was found to be .800. According to De Vellis (1991), a reliability coefficient of .800 is considered suitable for determining the reliability of instrument.

Data Collection Procedure

The administration of the questionnaire was preceded by a letter of introduction from the Director of the Institute for Educational Planning and Administration (IEPA) to the respondents selected for the study. This initial delivery of the introduction letter was to create rapport between the researcher and the potential respondents before the actual questionnaire administration.

The questionnaire was personally distributed by the researcher to the selected individuals for the study. To maximise response level, the researcher made follow-ups to re-emphasize the importance of the study and the value of the respondents' participation. The questionnaire was retrieved personally as against postage system in order to increase the rate of return. All the 37 questionnaire distributed were retrieved, representing 100% of the total questionnaire distributed. The completed questionnaire was gathered for statistical analysis.

The respondents were guaranteed of confidentiality and anonymity of the information given. They were further assured that the information provided would be used only for academic purpose. The participants were given freewill to either be part of the study or not.

Data Analysis

Data collected from the various respondents selected were perused to ensure that responses given by respondents were complete and relevant to the study. As quality control measures, the researcher did sorting, editing and coding of the data to identify errors, omissions and non-completion of some questions as well as to identify general gaps in the data collected. The analysis of the data was done with the Statistical Products and Service Solutions (SPSS 17). The analysis of the research questions were undertaken using descriptive statistical tools such as frequencies and percentages. Descriptive statistics consists of tools and issues involved in describing collections of statistical observations (Loether & McTavish, 1993). It is a measure of a characteristic or property of a sample of statistical observations.

For effective data analysis, data were put into four main categories: that is, ranking from '1' to '4'; strongly disagreed, disagreed, agreed and strongly agreed. The findings of the study were based on the research questions formulated.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the statistical analysis of the collected data. The study focused on the role of the religious bodies in the development of education in the Eastern Region of Ghana. It was intended to find out the extent of religious bodies contribution to the development of education in the Eastern Region of Ghana. The data analysis covered four main aspects in line with the research questions formulated to guide the study. The units of analysis of the study were the subjects selected for the study.

Research Question 1

What roles have religious bodies played in the development of education in the Eastern Region of Ghana?

The question sought to find out the roles of religious bodies in the development of education in the Eastern Region of Ghana. To get answers to this research question, respondents were made to respond to 9 items (that is, question numbers 1-9 on the questionnaire). Table 2 illustrates respondents' roles in the development of education in the Eastern Region of Ghana in the form of frequency counts and percentages.

Table 2: Roles of Religious Bodies in the Development of Education in the Eastern Region of Ghana

Item	Str. Disagree	Disagree	Agree	Str. Agree	Total
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
Making known to the regional director the problems of teachers and heads of mission schools	1(2.7)	2(5.4)	30(81.1)	4(10.8)	100
Recruiting and posting of teachers in mission schools	2(5.4)	2(5.4)	29(78.4)	4(10.8)	100
Ensuring good condition of service for staff in mission schools	1(2.7)	3(8.2)	16(43.2)	17(45.9)	100
Provision of adequate educational resources to the mission schools	1(2.7)	2(5.4)	28(75.6)	6(16.3)	100
Managing educational resources of the school (human, material and financial resources)	2(5.4)	1(2.7)	22(59.5)	12(32.4)	100
Supervision of teachers intermittently during instructional hours	-	2(5.4)	19(51.3)	16(43.3)	100

Table 2 continued

Allocation of resources for					
in-service training for teachers	3(8.1)	2(5.4)	10(27.0)	22(59.5)	100
Organisation of in-service					
training for teachers	2(5.4)	2(5.4)	26(70.3)	7(18.9)	100
Explaining educational policies					
to teachers, students, parents					
and supporting staff	2(5.4)	2(5.4)	30(81.1)	3(8.1)	100

Results from Table 2 indicate that out of a total of 37 respondents 34 (91.9%) of the respondents agreed that they inform the Regional Director of Education of the problems their teachers encountered while 3 (8.1%) of the respondents disagreed. Also 33 (89.2%) agreed that they recruit and post teachers to missions schools and 4(10.8%) disagreed. In addition, 33 respondents (89.2%) agreed that they ensure good condition of service for teachers whereas 4 respondents (10.8%) disagreed. Results further reveals that majority of the respondents being 34 (91.9%) agreed that they provide adequate educational resources to the school but 3 (8.1%) disagreed.

More than three-quarters of the respondents (91.9%) agreed with the management of educational resources of the school whilst 3 (8.1%) disagreed. There were 35 respondents (94.6%) who agreed that from time to time they supervise teachers during instructional hours whereas 2 (5.4%) disagreed. When asked about allocation of resources for in-service training for teachers, 32

respondents (86.5%) agreed that they allocate resources for in-service training for teachers while 5 (13.5%) disagreed. Further analysis from the table 2 portray that 33 respondents (89.2%) agreed that they organise in-service training for their teachers but 4 (10.8%) disagreed. On the issue of explaining educational policies to teachers, students, parents and supporting staff, 33 (89.2%) agreed while 4(10.8%) disagreed.

From the analysis of the data, as depicted in Table 2, one could infer that religious bodies play significant roles in the development education in the Eastern Region of Ghana. A large percentage of respondents agreed that they inform the Regional Director of Education of the problems faced by their teachers. This confirms Mankoe's assertion that Religious Bodies play significant role in the development of education in Ghana. Through the unit managers the views of teachers are communicated to the central educational authority (Mankoe, 2007).

Issues like ensuring good condition of service for staff, provision of adequate educational resources to the school, managing educational resources of the school, allocation of resources for in-service training for teachers and explaining educational policies to teachers, students and parent were of great importance to religious bodies through their units. A variety of empirical studies and research syntheses have concluded that Religious Bodies through the unit managers manage educational resources and allocate resources for in-service training for teachers (Aboagye, 2002). Another confirmation of this finding was provided by Mankoe (2007) who posited that, explaining of educational policies and providing of in-service training to teachers provide opportunities for them to

acquire, test and evaluate new practices to implement change in either instructional practices or the management domain. The roles of religious bodies as revealed by the findings illustrate that the wish of the government for religious bodies to contribute their quota for the development of education is gaining firm root in the Eastern Region of Ghana.

Research Question 2

What efforts are the religious bodies making in the development of education in the Eastern Region of Ghana?

The question sought to find out the efforts religious bodies are making in the development of education in the Eastern Region of Ghana. To get answers to this research question, respondents were made to respond to 7 items (that is, question numbers 10-16 on the questionnaire). Data relating to the above research question are summarised in Table 3 in the form of frequency counts and percentages.

Table 3: The efforts of religious bodies in the development of education in the Eastern Region of Ghana

Item	Str. Disagree	Disagree	Agree	Str. Agree	Total
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
Establishment of new schools by the mission and renovation of dilapidated building to enhance effective teaching and learning	2 (5.4)	3 (8.2)	30 (81.0)	2 (5.4)	100
Provision of teaching and learning materials to schools	1 (2.7)	2 (5.4)	30 (81.0.)	4 (10.8)	100
Improving access to education	5 (13.5)	2(5.4)	26 (70.2)	4 (10.8)	100
Motivating teachers through the educational unit to enhance educational delivery	3 (8.2)	1 (2.7)	29 (78.3)	4 (10.8)	100
Encouraging communities to participate in school activities	7 (18.9)	2 (5.4)	26 (70.2)	2 (5.4)	100
Ensuring efficient use, care and maintenance of learning resources	4 (10.8)	1 (2.7)	30 (81.0)	2 (5.4)	100
Given scholarships to deserving students	20 (54.0)	9 (24.3)	4 (10.8)	4(10.8)	100

From Table 3, it can be seen that on the issue of establishment of new schools by the missions and renovation of dilapidated buildings to enhance effective teaching and learning most of the respondents 32(86.4%) agreed whereas 5 (13.6%) disagreed. Further analysis revealed that 34 (91.9%) agreed that they provide teaching and learning materials to the mission school while 3 (8.1%) disagreed. Another issue was improving access to education. Majority of the respondents, 30 (81.1%) agreed whereas 7 (18.9%) disagreed.

On the issue of motivating teachers to enhance educational delivery, 33 (89.2%) of the respondents agreed while 4 (10.8%) disagreed. In response to the statement: religious bodies encourage communities to participate in school activities, more than two-third of the respondents 28 (75.7%) agreed while 9 (24.3%) disagreed to the statement. Results from Table 3 further revealed that out of the total of 37 respondents selected for the study, 32 (86.4%) agreed that they ensure efficient use, care and maintenance of learning resources while 5 (13.6%) disagreed. 8 (21.7%) agreed that they give scholarship to deserving students while majority of them 29 (78.3%) disagreed.

A look at Table 3 reveals that majority of the respondents are of the view that religious bodies had established many schools and continue to renovate dilapidated school buildings to enhance effective teaching and learning. This confirms Mankoe's (2007) argument that the missionaries were the pioneers of elementary, secondary, technical and teacher training education in Ghana. According to Mankoe, the Presbyterian mission for example opened boys' and girls' at Akropong Akuapim in 1843 and 1847 respectively.

It is evident from Table 3 that the religious bodies provide teaching and learning to the mission schools to facilitate academic work. This supports Mankoe's (2007) argument that the missionaries were the cradle of development of education in Ghana where they trained teachers and supplied the needed teaching and learning materials to enhance teaching and learning in Ghana.

Majority of the respondents (81.1%) agreed that through the effort of religious bodies access to education has improved. This attested to the fact that by 2004 the Presbyterian mission for instance had about 630 schools in the Eastern Region (Mankoe, 2007). This buttressed the position of Antwi (1992) that by 1880, the Basel Mission had established forty five schools with 1,200 pupils.

With regard to community participation in school activities, most respondents agreed to that view of proposition. This is in line with the structural adjustment programme in Ghana where communities are expected to contribute to educational cost. The P.N.D.C. Law 207 of 1998 clarifies and legalises community involvement in the educational enterprise (Mankoe, 2007). However, the above finding is contrary to Akyeampong (2006) who point out that decentralisation of education does not necessarily lead to broadening of people's participation in decision-making or to efficient management. He supported his argument using case studies from the Northern Region of Ghana.

Majority of the respondents agreed that they make efficient use, care and maintenance of learning resources. This shows that religious bodies through their managers in charge of the units ensure that head teachers and teachers make judicious use of textbooks, stationery, syllabi, laboratory equipment and other

learning resources in the school. It is the responsibility of the Unit Manager to ensure that school administrators see to the procurement of all the necessary learning resources needed by the school. On the issue of providing scholarship to students, majority of the respondents were on the view that, they hardly give scholarships to students.

Research Question 3

What are some of the achievements of the mission schools in the Eastern Region of Ghana?

The question sought to find out the achievements of mission schools in the Eastern Region of Ghana. To get answers to this research question, the respondents were made to respond to 9 items (that is, question numbers 17-25 on the questionnaire). Data relating to the above research question are summarised in Table 4 in the form of frequency counts and percentages.

Table 4: Achievements of Mission Schools in the Eastern Region of Ghana

Item	Str. Disagree Freq. (%)	Disagree Freq. (%)	Agree Freq. (%)	Str. Agree Freq. (%)	Total
The recruitment of qualified staff	1 (2.7)	2 (5.4)	30 (81.1)	4 (10.8)	100
School-based staff development programme for teachers	2 (5.4)	2 (5.4)	33 (89.2)	-	100
Effective school management					

Table 4 continued

practices	-	3 (8.1)	33 (89.2)	1 (2.7)	100
Effective supervision of staff	-	5 (13.5)	30 (81.1)	2 (5.4)	100
High moral standards on the part of both teachers and students	-	3(8.1)	32 (86.5)	2 (5.4)	100
Mobilizing the community to participate in the school's development	3 (8.1)	2 (5.4)	30 (81.1)	2 (5.4)	100
Efficient use, care and maintenance of all learning resources	-	1 (2.7)	34 (99.9)	2 (5.5)	100
High academic performance by students	4 (10.8)	3 (8.1)	29 (78.4)	1 (2.7)	100
Good condition for teachers	32 (86.5)	2 (5.4)	1 (2.7)	2 (5.4)	100

As presented in Table 4, 34 (91.9%) of the respondents agreed that there had been improvement in educational delivery through recruitment of qualified staff while 3 (8.1%) disagreed. Moreover, while 33 (89.2%) of the respondents agreed with the issue of school-based staff development programme for teachers, 4 (10.8%) disagreed. It is noticeable from Table 4 that concerning the issue of effective school management practices, the majority of the respondents

constituting 34 (91.9%) agreed while 3 (8.1%) disagreed. Also, on the issue of effective supervision of staff, 32 (86.5%) of the respondents agreed whilst 5 (13.5%) disagreed. On the issue of high moral standards among teachers and students, 34 (91.9%) agreed while 3 (8.1%) disagreed.

Further analysis from Table 4 indicated that 32 (86.5%) of the respondents agreed on the issue of mobilising communities to participate in schools development while 5 (13.5%) disagreed. Most respondents, constituting 36 (97.3%) agreed on efficient use, care and maintenance of learning resources while 1 (2.7%) disagreed. Pertaining to the issue of high academic performance and achievement of students within the schools, majority of the respondents 30 (81.1%) agreed while 7 (18.9%) disagreed. With regard to good condition of service for teachers 34 (91.1%) of the respondents disagreed while 3 (8.1%) agreed.

It is clear from Table 4 that the involvement of religious bodies through the Unit Managers has brought about the recruitment of qualified staff in the Eastern Region of Ghana. This confirms Mankoe argument that with the advent of decentralisation, Unit Managers plays important role in the recruitment of their staff before the final appointment by the Regional Education Directorate (Mankoe, 2007). Akyeampong (2011) sums this up by stating that the Unit Managers must increase commitments and capacities of school staff by recruiting essentially qualified personnel that will be responsible for manning the positions required in the institution to achieve its goals.

In response to school-based staff development programme for teachers, majority admitted that it has improved educational delivery. This presupposes that with the advent of decentralisation school Unit Managers in collaboration with heads of schools organised school-based in-service training for teachers. This will provide for gains in productivity and quality of service. It will also stimulate professional growth which will help to avoid burnout syndrome frequently found among teachers.

When the researcher asked respondents the extent to which school-based supervision has improved educational delivery, majority agreed that it has enhanced educational delivery in the Region. This depicts clearly that supervision at the school level could be best done by the school heads with support from the Unit Managers. When we consider instructional supervision as the coordination of efforts within the school setting, it will stimulate improvement and bring about change in instructional behaviour of teachers. The finding agrees with Mankoe's (2007) argument that, instructional supervision is more effective if it is school-based rather than district-based.

Analysis from Table 4 indicates that, through the effort of religious bodies communities are mobilized to participate in the school development which has helped to improve educational delivery. This presupposes that the religious bodies through the Unit Managers know that it is their responsibility to mobilise the community to participate in school's development and the community knows that they have to contribute their quota for the development of education within the community. Mobilisation and participation by the communities may also mean

that people within the communities are worthy and therefore able to contribute towards the provision of educational services.

Majority of the respondents agreed that they make efficient use, care and maintenance of learning resources. This shows that religious bodies through the Unit Managers ensure that head teachers encourages the teachers make judicious use of textbooks, stationery, syllabi, laboratory equipment and other learning resources in the school. It is the responsibility of the school administrator to see to the procurement of all the necessary learning resources needed by the school. According to Mankoe (2007), under the educational decentralisation policy in Ghana, the school administrators are mandated to utilize the learning resources in order to maximise learning outcomes. In achieving this, teachers play indispensable roles.

From Table 4, most respondents disagreed with the notion that good condition of service exist for teachers. This means that the working service condition of teachers is nothing good to write home about. For education to achieve its set goals there is the need for the government and other stakeholders to contribute their quota to better condition of service for teachers. This is because teachers are the pivot for the success of every educational policy. According to Mankoe (2007), with the advent of decentralisation communities, district assemblies, Parent and Teacher's Association and individuals are expected to help in the provision of educational services. However, the support from the aforementioned groups have not fully gained root.

Research Question 4

What challenges do religious bodies face in the management of schools in the Eastern Region of Ghana?

The question sought to find out the challenges religious bodies face in the management of schools in the Eastern Region of Ghana. To get answers to this research question, the respondents were made to respond to 6 items (that is, question numbers 26-31 on the questionnaire). Data relating to the above research question are summarised in Table 5 in the form of frequency counts and percentages.

Table 5: Challenges Religious Bodies Face in a in the Management of Schools

Item	Str. Disagree	Disagree	Agree	Str. Agree	Total
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
Administrators often receive no special management training to facilitate successful administrative practices	2 (5.4)	1 (2.7)	30 (81.1)	4 (10.8)	100
Inadequate fund to support the schools	-	-	4 (10.8)	33 (89.2)	100
Insufficient supply of teaching and learning resources	-	3 (8.1)	32 (86.4)	2 (5.4)	100
Low level of teacher motivation	-	5 (13.6)	30 (81.1)	2 (5.4)	100

Table 5 continued

Inadequate support from					
District/municipal assemblies	1 (2.7)	3 (8.1)	32 (86.4.8)	1 (2.7)	100
Role conflict between regional					
managers and district directors					
of education	-	-	34 (91.9)	3 (8.1)	100

Results from Table 5 show that majority of the respondents, representing 34 (91.9.8%) agreed that unit managers often receive no training to enhance management practices while 3 (8.1%) disagreed. Also, 37 (100%) of the respondents agreed that funding is one of the major challenges that religious bodies faced in the management of schools through their educational units. On the issue of teaching and learning resources as a challenge to religious bodies, majority of the respondents 34 (91.9%) agreed while 3 (8.1%) disagreed. Further analysis from the table revealed that many of the respondents, 32 (86.4%), agreed on teacher motivation as a challenge to school administration by religious bodies while 5 (13.6%) disagreed. Additionally, 33 (89.2%) agreed that, there is inadequate support from municipal/district assemblies in the Eastern Region while 4 (10.8%) disagreed. On the issue of role conflict, the entire 37 (100%) respondents agreed that there is role conflict between Regional Managers and District Directors.

Table 5 revealed that unit managers representing religious bodies in the management of schools are not given adequate managerial and administrative

training. This confirms evidence from a study conducted by Akyeamong which indicated that decentralisation to schools did not lead to efficient gains primarily due to inadequate training of school administrators and managers (Akyeamong, 2011). Decentralisation gives school administrators and managers of schools the responsibility to effectively lead the school. Administrators and managers can encourage school-based reform when they display good leadership and receive sufficient training to lead and manage the school community. Decentralisation gives administrators the opportunity to develop a vision and mission for the school which should be in line with overall educational policies. Therefore, there is the need for administrators and managers to be given adequate management training to increase management powers to monitor, evaluate and train teachers.

It is evident from the table that, inadequate funding at the school level is a major source of dissatisfaction to unit managers. The respondents deplore the fact that the schools do not have the financial resources needed to enhance the performance of their duties. This finding corroborates Akyeamong (2011) and Donge (2002), assertion that, decentralisation movements in Ghana have been spurred mainly by fiscal constraints. The decentralisation strategy in Ghana seeks to transfer some degree of financial responsibility for education to municipal/district assemblies, communities and schools themselves in order to enhance healthy development of education. However, the responses from subjects depicted clearly that the needed financial support is inadequate for the improvement of educational delivery and outcomes.

On the issue of teaching and learning resources, majority of the respondents agreed that they are insufficient. Teaching and learning resources aid teachers to do their work effectively in the classroom. They are some of the motivating factors that help teachers do better as educators, even though there are other indicators that will enhance education delivery. The government funding in the educational sector keeps on increasing, teaching and learning resources are still inadequate because the number of students who enter senior high schools every year keeps on increasing. As a result of inadequate funding, classroom furniture, school buildings, textbooks, science equipment and computers are inadequate to enhance students learning.

Low level of teacher motivation was also of considerable concern to most participants. They felt that the system do not provide teachers with the necessary support to facilitate successful implementation of decentralisation policy at the school level. This confirms Aboagye's (2002) argument that, lack of proper classroom preparation, meagre salaries of teachers, and inadequate textbooks as among some manifestation of teacher dissatisfaction and low job morale.

The motivation of teachers has become an important issue given their responsibility to inculcate knowledge in the students. Research on human behaviour in organisation on employees' attitude and morale shows that individual workers evaluate their work situation in terms of the extent to which it satisfies his or her desires or ambitions.

Information presented in Table 5 shows that district/municipal assemblies hardly support schools in the Eastern Region of Ghana. This is contrary to

decentralisation policy in Ghana where district/municipal assemblies are to support schools to enhance effective and efficient educational delivery in every periphery of the country (Acheampong, 2006). However, few school administrators admitted that they get support from district/municipal assemblies. This confirms World Bank (2004) evaluation report which stated that, with the advent of decentralisation schools within wealthier district benefited from higher level of district support while those within less endowed districts had difficulty in attracting any support from the districts. Information presented in Table 5 shows that, there is role conflict between District Directors of Education and Unit Managers. This is in support of argument put forward by Akyeampong (2006) that, there is no clear cut difference with regard to the roles of unit managers and district directors.

From the analyses and discussions, religious bodies are conveying an important message that, to attain the basic objective of educational development at the school level, management training, teacher motivation, teaching and learning resources, adequate support from district/municipal assemblies and adequate financial support should be the major priority of all the stakeholders in the educational enterprise.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to find out the role of religious bodies in the development of education in the Eastern Region of Ghana. Descriptive survey design was employed for the study. The study was a census and therefore the entire population was used for the study. Questionnaire was developed to solicit for information from the respondents. Validity and reliability of the instrument was ensured by making the instrument available to experts and the supervisor for scrutiny and the instrument pilot tested in the Central Region of Ghana.

The instrument covered four main aspects: roles of religious bodies in the development of education in the Eastern Region of Ghana, efforts been made by the religious bodies in the development of education, achievements of religious bodies in the educational enterprise and challenges religious bodies face in the development of education in the Eastern Region of Ghana. The data collected was analysed using Statistics Products and Service Solutions (SPSS 16). Frequency counts and percentages were used for all the items on the survey.

Summary of Major Findings

Based on the analysis undertaken the following findings were made:

1. Religious bodies through their Unit Managers made known to the Regional Director of Education the problems of teachers and heads of mission schools.

2. Religious bodies through the Educational Units explain educational policies to teachers, students and heads of mission schools.
3. Religious bodies establish schools and renovate dilapidated school building to enhance effective teaching and learning
4. Religious bodies have helped to improve access to education in the Eastern Region of Ghana.
5. Through the efforts of religious bodies communities are encouraged to participate in educational delivery
6. Religious bodies allocate resources for in-service training for teachers in mission schools
7. Religious bodies through the educational units have promoted effective monitoring of the performance and achievement of both teachers and students.
8. The management of schools has been spurred by fiscal constraints.
9. Administrators and managers are not given adequate administrative training to improve on their leadership skills for effective school management.
10. District/Municipal assemblies are not responsive to school needs.
11. There is role conflict between district directors and educational managers of mission schools.

Conclusions

From the study findings, the following conclusions are drawn:

The findings confirm that, the major roles of religious bodies include: making known to the regional director of education the problems that teachers and heads of mission schools encountered. It can also be concluded that religious bodies through the educational units explain educational policies to teachers, students as well as parents. They also allocate resources for in-service training for teachers and supervise teachers intermittently during instructional hours.

It is clear from the findings that religious bodies establish schools and renovate dilapidated school building to enhance academic work. They have also helped to improve access to education. However, motivation and improved condition of service for teachers are not overwhelming.

There has been improved educational delivery through: the recruitment of qualified staff, monitoring the performance and achievement of staff and students within the school and efficient use, care and maintenance of all learning resources.

The challenges religious bodies' face in the management of school is enormous. These include: financial challenge, inadequate training for unit managers, insufficient teaching and learning resources, low teacher motivation and inadequate cooperation from district/municipal assemblies as well as role conflict between educational managers and district directors.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations are made.

1. Regional Managers should be provided with conducive working environment with resources and materials necessary to facilitate good administration by Ministry of Education and Ghana Education Service to boost their morale. This will enable them perform their roles effectively and efficiently.
2. The educational units should be involved in major decisions taken for education delivery in the country.
3. Ghana Education Service should be able to organise in-service training, workshops and seminars regularly in order for Managers of education share ideas and to keep them in touch with new trends and development in the field of education. Special training programmes like M.Phil. in Educational Administration, M.Ed. in Educational Administration and M.A in Educational Administration offered by Institute for Educational Planning and Administration, University of Cape Coast should be made compulsory for regional managers of education since progressing through the ranks and to be appointed as a Unit Managers and heads of schools is not enough.
4. The educational sector requires substantial funding to achieve the target of effective educational delivery. Non-governmental organisations, communities and district/municipal assemblies should be encouraged by

the Government to raise enough funds to support the schools. Religious bodies must also device means of raising funds internally to augment government subventions.

5. The role of regional managers of mission schools should be clearly defined and documented within the educational Act of 2008 to avoid role conflict between district directors of education and regional managers of mission schools.

Suggestions for Further Research

1. This research could be replicated by other educational researchers using different region in order to see if there are similarities to or differences from the outcome of this study.
2. A large sample size to include head teachers, teachers, school board of governors, parents, and opinion leaders is recommended for further studies to promote generalisation of the results.
3. There should be investigation on the roles of the district/municipal and metropolitan assemblies towards educational delivery within the framework of the decentralisation policy in Ghana.

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APPENDIX A

QUESTIONNAIRE FOR RESPONDENTS

This questionnaire is to obtain information on the roles of religious bodies in the development of education in the Eastern Region of Ghana. The information provided by you would be used only for academic purpose. You are guaranteed of **confidentiality** and **anonymity** of any information given. Thank you.

SECTION A

Roles of religious bodies in the development of education in the Eastern Region of Ghana

This section is to solicit for information on the roles of religious bodies in the development of education in the Eastern region. Indicate your level of agreement to the following statements. Please tick the number of the scale given below which best describes your response for the items given.

SA = Strongly Agree: A = Agree: D = Disagree: SD = Strongly Disagree

Roles played by religious bodies in the development of education through their education units include:	SA	A	D	SD
1. Make known to the Regional Director of education the problems of teachers and head of mission schools				
2. Recruiting and posting of teachers in mission schools				

	SA	A	D	SD
3. Ensuring good condition of service for staff in mission schools				
4. Provision of adequate educational resources to the mission schools.				
5. Managing educational resources of the mission school (human, material and financial resources).				
6. Supervision of teachers in mission schools intermittently during instructional hours.				
7. Allocation of resources for in-service training for teachers in mission schools				
8. Organisation of in-service training for teachers in mission schools.				
9. Explaining educational policies to teachers and heads of mission schools and students				

SECTION B

Efforts of religious bodies in the development of education in the Eastern Region of Ghana

This section is to solicit for information on the efforts of religious bodies in the development of education in the Eastern Region. Indicate your level of agreement to the following statements. Please tick the number of the scale given below which best describes your response for the items given.

SA = Strongly Agree: A = Agree: D = Disagree: SD = Strongly Disagree

The following efforts are been made by religious bodies to improve educational delivery.	SA	A	D	SD
10. Establishment of new schools by the missions and renovation of dilapidated building to enhance effective teaching and learning				
11. Provision of teaching and learning materials to the mission schools				
12. Improving access to education				
13. Motivating teachers through the educational units to enhance educational delivery				

	SA	A	D	SD
14. Encouraging communities to participation in school activities.				
15. Ensuring efficient use, care and maintenance of learning resources				
16. Given scholarships to deserving students				

SECTION C

Achievement of mission schools in the development of education in the Eastern Region of Ghana

This section is to obtain information on the achievement of mission schools in development of education in the Eastern Region. Indicate your level of agreement to the following statements. Please tick the number of the scale given below which best describes your response for the items given.

SA = Strongly Agree: A = Agree: D = Disagree: SD = Strongly Disagree

Mission schools through the efforts their education units have achieve the following:	SA	A	D	SD
17. The recruitment of qualified staff.				
18. School-based staff development				

	SA	A	D	SD
programme for teachers.				
19. Effective school management practices				
20. Effective supervision of staff				
21. High moral standards on the part of both teachers and students				
22. Mobilizing the community to participate in the school's development.				
23. Efficient use, care and maintenance of all learning resources.				
24. High academic performance by students				
25. Good condition of service for teachers.				

SECTION D

Challenges religious bodies and their units face in the development of education in the Eastern Region

This section of the questionnaire is to solicit information on the challenges religious bodies and their units face in the development of education in the Eastern Region of Ghana. Please tick only one column in the following categories for each statement. SA = Strongly Agree: A = Agree: D = Disagree: SD = Strongly Disagree

Challenges religious bodies and their units face include:	SA	A	D	SD
26. Administrators often receive no special management training to facilitate successful administrative practices.				
27. Inadequate fund to support the schools				
28. Insufficient supply of teaching and learning resources				
29. Low level of teacher motivation				
30. Inadequate support from the district/municipal assemblies				
31. Role conflict between regional managers, district directors, municipal directors and regional directors				