

UNIVERSITY OF CAPE COAST

AGOGO PRESBYTERIAN COLLEGE OF EDUCATION UNDER THE  
MISSIONARIES AND AFTER TAKE-OVER BY THE GOVERNMENT  
(1931-2013): A COMPARATIVE STUDY

BY

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of Arts, College of Humanities and Legal Studies, University of Cape Coast,  
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Philosophy Degree in Religion and Human Values

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**DECLARATION**

I hereby declare that this thesis is a result of my own work towards the Master of Philosophy Degree in Religion and Human Values, and that to the best of my knowledge, it contains neither material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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Signature Date

**Supervisors' Declaration**

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

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## ABSTRACT

The study analysed the Agogo Presbyterian College of Education (1930-1971) and when it was taken over by the Government (1972-2013). This became relevant in the wake of the recent plea by the churches that the Government should hand over Mission Schools to the churches. The study therefore examines the state of management and leadership and infrastructural development both under the regime of the Missionaries and the Government. It also sought to assess academic standard of the students, and the discipline of the College, qualification of the teachers, supervision, students' patronage of library and entry grade of students to the College with the view of establishing the progression or retrogression over the period. In doing this, a comparative study was undertaken and data were derived from archival materials of the Agogo Presbyterian College of Education, and direct interviews with past Principals and Administrators of the College. The results revealed that despite an increase in student-intake (210 students in 1942 to 750 students in 2014) with a corresponding increase of teachers (from 5 missionary teachers with lower academic degrees in 1931 to 28 teachers with masters qualifications), inadequate infrastructural development; lack of discipline and competitions among students have characterised APCE since it was managed by the Government as compared to the Missionaries. The study recommends that the Government would complete the construction of the students' hall complex, and also put up large auditorium and classroom blocks to accommodate the high student's intake in the College to enhance education delivery.

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**DEDICATION**

This work is dedicated to my wife, Gloria Mensah Bonsu and my children Friedel, Fred Jnr., and Nana Adwoa.

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## ACRONYMS

- APCE – Agogo Presbyterian College of Education
- BECE – Basic Education Certification Examination
- CRDD – Curriculum Research and Development Division
- CMC – Church Missionary Society
- CCG – Christian Council of Ghana
- DBE – Diploma in Basic Education
- GIMPA – Ghana Institute of Management and Public Administration
- GET FUND – Ghana Education Trust Fund
- GES – Ghana Education Service
- GTZ – Ghana Japan Cooperation
- GCE – General Certificate Examination
- HIV/AIDS – Human Immune Virus/ Acquired Immuno Deficiency Syndrome
- ICT – Information Communication and Technology
- JHS – Junior High School
- KVIP – Kumasi Ventilated Improved Pit
- KJV – King James Version
- MP – Member of Parliament
- MoE – Ministry of Education
- NTCE – National Council of Tertiary Education
- NDC – National Democratic Congress
- PCG- Presbyterian Church of Ghana
- PDE – District Director of Education
- PTA – Parents Teachers Association
- RME – Religious and Moral Education

SHS – Senior High School

SSCE – Senior Secondary School Certificate Examination

SRC – Student Representative Council

TED – Teacher Education Division

UNESCO – United Nations Education Scientific and Cultural Organization

UNM – University of New Mexico

USAID – United States Aid

UTDBE – Untrained Teacher Diploma in Basic Education

USA – United States of America

WASSCE – West African Senior Secondary Certificate Examination

## CHAPTER ONE

### GENERAL INTRODUCTION

#### **Background to the Study**

At the 1928 synod of the Presbyterian Church of the Gold Coast, the Basel Mission was requested to establish Girls' Boarding School and Teacher Training College in the Ashanti Region. Consequently, the two institutions were founded in 1931 by a young missionary teacher called Miss Helena Schlatter (later Mrs. Haegele). The Girls' School was to feed the Teacher Training College with its successful students. Therefore the Girls Boarding School should never be left out whenever talking about the Agogo Presbyterian College of Education. One can agree with Bartels (1965), that the missionary bodies came to Africa and established schools to help in the propagation of their doctrine.

The aim of establishing the Women's Training College was to train Ghanaian women teachers for the Girls' Middle School which had just started and to inculcate in these young teachers, Christian principles that would help them to be good teachers, parents and leaders. Another aim of the College was to prepare the teachers to build Christian homes and take up leadership role in the society. The Girls' School was used as a demonstration school by the students in the College.

During World War II, the College was evacuated to Akropong when the Army took over the buildings for use as a training centre. In 1943 saw the

“exiles”, that is the students, back at Agogo to continue their academic work. Between 1945 and 1947, there was a marked physical expansion of the College to meet the over growing student population and in 1947 the College was officially inaugurated. At a solemn ceremony in 1950 the Basel Mission Training College was absorbed by the Presbyterian Church and renamed the Agogo Presbyterian Women’s Training College. In 1972, the last Basel Mission Principal, Miss Debrunner handed over the headship of the College to a Ghanaian, Miss Vida Anno-Kwakye. From that time, the government of Ghana took over the full responsibility in the management of the school.

### **Statement of the Problem**

The issue of whether the schools built and run by missionaries and taken over by the government should be returned to the Churches that used to run them or not has been discussed by the Parliament of Ghana with the conclusion that the schools shall not be returned to the Churches. But is there, perhaps, any merit in the arguments of those who proposed that the schools should be returned in the first instance? What indeed were the arguments of the proponents and opponents of there turn of schools to the Churches that used to run them and the lesson to learn from both sides of the divide? It is against this backdrop that such an issue needs to be researched. The Agogo Presbyterian College of Education (APCE) would serve as a reference point. There is the need to know how the government has been running the schools compared to the Churches that used to run them towards an objective appraisal of the arguments and progress in maintenance of public educational institutions.

### **Research Objectives**

The aim of the study is to evaluate the arguments of the proponents and opponents of the return of schools take-over from the missionaries by the Ghanaian government to the churches that used to own and run them, so as to identify the merits and demerits of the arguments for knowledge and action. Although the House of Parliament has decided against returning the schools to those who used to own and run them, it is not impossible that the opponents also have some points that may challenge those in government and the general public to become more responsive and pro-active in the running and maintaining of schools and other public institutions. The research therefore aims at relating the case of Agogo College as a reference point to achieve the following objectives:

1. Assess the state of infrastructural development under the Missionaries and Government in the APCE.
2. Ascertain the state of management under the Missionaries and Government in the APCE.
3. Establish the level of academic performance of the students under Missionaries and Government in the APCE.
4. Establish the Parliamentary debate on the take-over schools by the churches from the government in Ghana?
5. Suggest recommendations to improve delivery of college education in Ghana.

### **Research Questions**

The study is set out to address how APCE has changed in terms of infrastructural development and academic performance of the students under



the Missionaries administration and that of the Government of Ghana. The following sub questions were formulated to guide the study:

1. What is the state of infrastructural development under the Missionaries and Government in the College?
2. What is the state of management under the Missionaries and Government in the College?
3. What is the level of academic performance of the students under Missionaries and Government in the College?
4. What is the Parliamentary debate on the take-over schools by the Missionaries from the Government?
5. What measures can be put in place to improve delivery of College education in Ghana?

### **Scope of the Research**

#### **Geographic Scope**

The APCE is located in the Ashanti Region and lies between latitudes 6.30° and 7.30° North and longitudes 0.15° and 1.20° West. It shares boundaries with the Sekyere Kumawu District in the north, Kwahu East in the east, Asante Akim South District in the south and the Sekyere East District in the west. It covers a land area of 1,126 square kilometres constituting 4.6 percent of the region's land area (24,389 square kilometres)

#### **Contextual scope**

Contextually, the study focused on the state of management and leadership and infrastructural development both under the regime of the Missionaries and the Government. It also sought to assess academic standard of the students, and the discipline of the College, qualification of the teachers, supervision, students' patronage of library and entry grade of students to the

College with the view of establishing the progression or retrogression over the period. This assessment is intended to provide regionally relevant information while identifying opportunities to improve educational delivery in the colleges in Ghana.

### **Methodology**

The researcher used qualitative research approach for the study. This is about exploring issues, understanding phenomena, and answering questions by analyzing and making sense of unstructured data. The research is a comparative and evaluative study. It is also exploratory in the sense that attempt was made to gather data on issues at stake. This approach requires a smaller scale for the study. Thus, large surveys do not need to be taken. Qualitative method is not based on figures but on understanding and evaluation.

Data was gathered through library and field researches. The library research refers to consultation of literary work, while field research also constituted interviews and participant observation. The data was critically discussed. The qualitative research method was adopted for this study because the issues raised are not about numbers but quality of education and issues of maintenance of educational properties.

### **Research Instruments**

The research instrument that was used to collect data are archival materials of the College and interview of some past Administrators or Principals of the College. The rest are some experienced members of the Local Church (Ebenezer Presbyterian Church, Agogo), some past students of the College and some tutors of the College including the current Principal of

the College and students. Library materials were used to collect data. Data analysis was done through critical reflection and objective consideration of the findings.

### **Population**

The object of study was Agogo Presbyterian College of Education. The target population for the study was one hundred and fifty (150) people and it constituted past Principals, the current principal, and members of the Local Presbyterian Church. Others were tutors of the College, past students and current students of the College. The rationale for the target population was to enable the researcher to get a fair representation of sample size to help in the study of the research. Also, the target population helped to provide the researcher with the needed information for the study.

### **Sampling**

In this study, purposive sampling procedure was used to select the interviewees. This was because it involves a process whereby a sample is selected in a conscious and non-random manner for the purpose of achieving a specific goal. In other words, the researcher enlisted the subjects whom he considered to have the best knowledge and experience in the area of study.

The sample size of the study was twenty (20) people constituting two (2) past Principals, the current Principal, and five (5) members of the local Church including the resident minister. The rest were two (2) tutors, five (5) past students and five (5) current students of the College. The reason for this sample size was to enable the researcher do effective study to come out with concrete outcome and result. This therefore enhanced the validity of the study.

### **Justification for the Study**

The arguments for and against the return of the taken-over schools to the churches that used to own and run them is not new and must have engaged scholars' attention at various times, since the take-over occurred in 1972. But the heated argument that engaged the nation over the return of the taken-over schools which was debated at the Parliament in January and February 2014 deserved a scholarly scrutiny and that was what this study sought to do. It compared how the church used to run Agogo Presbyterian College of Education and how the various governments have been running it since the take-over, vis-à-vis the argument for and against return of the taken-over schools.

### **Delimitation**

The scope of the study is the Agogo Presbyterian College of Education, regarding what it used to be and what it has become. It obviously cannot touch on everything that has happened from the beginning until now, but as much as possible, the past and the present state of the College have been discussed.

### **Limitations**

The researcher encountered some limitations in the research work and the following were some of them. In the first place, the researcher found it very difficult to get archival materials which were among the sources he used in the research work; getting information as far back as 1931 was not easy. Another problem the researcher faced was combining work as a full-time teacher at a college of education and the research work. Financial constraints were also another limitation which the researcher faced. Thus, the typing of

the work and travelling expenses incurred actually affected the researcher in the course of the study.

### **Organisation of the Study**

The study is organized into five (5) chapters. Chapter one provides the general introduction; consisting of the background to the study, the statement of the problem, the purpose of the study, methodology and the significance of the study. Also, research questions, delimitation and limitation were indicated.

Chapter two discusses the history of Agogo Presbyterian College of Education. Chapter three also discusses the state of the Agogo Presbyterian College of Education under the Presbyterian Church, that is, from 1931 to date. Chapter Four focuses on the parliamentary debate on the take-over of schools. Chapter Five is the Comparison of the two periods and then the summary, Conclusions and recommendations follows.

### **Literature Review**

#### **Schools under Missionary Administration**

The stories of the heroic decision of the Basel Mission to undertake mission work in the Gold Coast (Ghana) and the sacrifices that they had to make to sustain the mission continue to be cited today with gratitude to God by many Ghanaians. The year, 1828, will forever remain significant in the life of the Church because that was the year of arrival of the very first missionaries from Basel. The Basel Mission that sent them had been founded mainly by businessmen, industrialists and philanthropists who wanted to make a totally different impact on Africa from what their slave trading compatriot had done. They were interested in a practical

demonstration of Christian love to fellow human beings and therefore attracted people from varying backgrounds and expertise.

The overall development of educational administration in Ghana can be traced back to the beginning of the castle schools, which heralded the emergence of formal education in the Gold Coast (now Ghana). McWilliams and Kwamena-Poh (1975) stated that the earliest contact of this country with western education was through the coastal forts erected by the European trading nations. A number of these forts contained schools from time to time but few of such schools achieved performance, as they depended on the personal interest of the officials and merchants concerned. Formal education provided by the European trading nations notably the Portuguese, Dutch and Danish was a by-product of their sporadic attempts to convert the indigenes of the Gold Coast to Christianity. In supporting this assertion, Agbeti (1986) wrote that 20<sup>th</sup> January 1482 has been traditionally acknowledged as the date on which Christianity was first introduced to West Africa in modern times.

The European merchants, according to McWilliams and Kwabena-Poh, were also concerned with producing Africans who would be able to read and write and fill the vacancies in their service. Schools were, therefore, opened to educate the sons of the European traders brought forth by the African wives. Debrunner (1967) said that the teacher of these children received premium in money for each boy taught and it was limited to fifteen boys per annum. He stated it is the first Christian School in what is now modern Ghana.

### **College of Education under Government**

According to Agyeman (1993) in modern societies, there is no doubt that the governing body which is the state possesses the ultimate monopoly over the creation, distribution and the use of legitimate political power to regulate education, especially school education. He goes on to say that in some modern societies, notably societies of the capitalist zone, there exist formal educational establishments which are owned and financed by private bodies and religious bodies alongside those of the state. But even in such societies, he stressed that it is the government that formulates and regulates education policies and programmes and that in the socialist zone, education is strictly the prerogative of the state.

Agyeman (1993), citing Durkheim (1936) said that the role of the state is largely to outline the basic and essential principles in education, that is education policies and to ensure that these were mediated to children in the educational establishment. Agyeman (1993) further contended that in almost all African states, it was only in the 1950s and 1960s that Educational Acts have been enacted to make government responsible for formulating educational policies both in public and private. He went on to say that long before the political independence, most of the colonial governments had no definite educational policies in their African colonies. For instance, before the 1880s, the British colonial government in Nigeria and Ghana was indifferent to the education of the people and for a long time, contented itself with giving money according to its financial fortunes and whims to the major Christian Missions which pioneered educational activities.

A serious challenge that faced the church during the period when the missionaries were managing schools was the increasing participation of the government of the country. In the view of Kwamena-Poh, “prior to government’s participation, there had been little involvement of government in education which were largely in the hands of Christian missions and few individuals”(2011:300). The first attempt by government to provide education was made in 1852. The colonial government under Governor Stephen Hill proposed in an Educational Ordinance of that year to provide better education for the inhabitants of Her Majesty’s forts and settlements in Gold Coast.

As indicated by Kwamena-Poh “after 1861 when the Poll Tax failed to bring in any revenue, the colonial government said nothing more about the expansion of its own educational system. It was in 1874 when the government began to use what money it could spare to give grants to the missions rather than attempting to improve its own system” (2011:300). In that year, the Basel, Wesleyan and Bremen Mission shared £425.00 among them.

Then in 1882, Governor Samuel Rowe secured education ordinance for the promotion and assistance of education in the Gold Coast Colony through Legislative Councils of the Gold Coast and Lagos. Kwamena-Poh (2011) asserts that the most lasting and effective attempt at partnership in education between the colonial government and the Christian missions was made in 1887. The Ordinance of that year survived the First World War and lasted with slight changes until Guggisberg’s Education Ordinance of 1925. In 1972, however, the then government in power took over the administration



of schools from the education units, as the churches' Educational Administrative Organisation became known since 1950. Among these schools was Agogo Presbyterian Training Women's College which is now known as Agogo Presbyterian College of Education.

### **Education Ordinances**

It was in the last two decades of the 19<sup>th</sup> century according to Agyeman (1993) that the British Colonial Government passed Education Ordinances by which the government appointed inspectors of schools to inspect all schools in the colonies. The British Colonial Government did not formulate any definite educational policies until after 1925/26 when the Phelps Stokes Report on Education in Africa made recommendations about education finance, cooperation between government and Mission and about the type of education suitable for African children. From there on British Colonial government felt compelled to set up an advisory committee on education to monitor education in the British Tropical Africa.

### **Education Ordinance of 1852**

The 1852 Ordinance as indicated by Aboagye (1999) did not make mention of grant to Mission Schools and that it can be speculated that the missing of grants to Mission Schools were a clear manifestation of the government intention to attempt a systematic and controlled education system. McWilliam and Kwabena-Poh (1975) wrote that this ordinance was under Governor Stephen Hill and described it as ordinance to provide for better education of the inhabitants of Gold Coast (now Ghana). The Ordinance was also to enhance female education. It was also to concentrate on training of teachers for schools.

### **Education Ordinance of 1882**

The 1882 Ordinance was aimed at standardizing management of schools. Under the Ordinance, there were to be two types of Basic Schools. They were schools established by government and maintained from public funds, and the assisted schools established by the private persons but to which aid might be obtained from public funds. The property and control of Assisted Schools were to be vested in Trustees who were to be Local Managers responsible for salaries and for the proper maintenance of school buildings. Agyeman (1993) stated that the 1882 ordinance gave legal backing to the partnership between the church and the state in the management of schools. This is the basis of the dual management of schools in Ghana.

### **Education Act of 1961**

The Education Act of 1961 by government as indicated by Antwi (1992) made primary and middle schooling free and compulsory. Citing United Nations Education, Scientific and Cultural Organization (UNESCO) statistics, he gave the enrolment ratio for first level of the education in Ghana embracing the ages (6–15) as risen from 38 percent in 1960 and 69 percent in 1965. The corresponding percentage for the second level embracing the age (16–21) were 5% and 3% in the same period respectively. He stated that these statistics reflects the outstanding increase in the number of institutions during the Nkrumah's administration. According to Aboagye (1999), the Convention People's Party, was against the practice of compulsory religious instruction for pupils attending Mission Schools. In line with this development, the 1961 Education Act according to McWilliam and Kwamena-Poh outlined the section 22 as follows:

1. No person shall be refused admission as a pupil or refused attendance as a pupil at any school on account of the religious persuasion, nationality, race or language of himself or of either of his parents;
2. No test or inquiries shall be made of concerning the religious beliefs of pupils or students prior to their admittance to any school or college;
3. No person attending a school, as a pupil shall, if his parent object, be compelled to attend whether in the institution or elsewhere any Sunday school or any form of religious worship or observance, or any instruction in religious subject (1975:100).

By this Act, it became illegal for a head of any school or college to ask questions about church membership and hence to be influenced by such considerations in granting or refusing admission (McWilliam and Kwabena-Poh, 1975:100). They emphasized the fact that whatever their management, all schools were regarded as state-owned. They quoted Dowouna Hammond, the then minister of education during Parliamentary Debate (1961:24) has asserted that because the teachers are paid by the government, managers are in fact, acting as agents of the government. Section 28 of the Act of 1961 also stipulated that the terms and conditions of services and discipline of teachers shall be as prescribed by regulations since salaries of teachers were paid by the state and therefore having greater control of the school management.

### **Infrastructural Development in College of Education**

According to Schluntz (2012), the establishment and careful planning of the University of New Mexico (UNM) and its commitment to academic excellence must be reflected in its vision for the infrastructure and physical environment of its campuses. The strategic plan for physical infrastructure

and information system guides the evolution of the campus master plan. This therefore explains the need to plan well before establishing any institution of human learning. The physical environment of the UNM campus conveys to users and visitors the special nature of the activities at UNM. It is widely recognized for its consistent architectural heritage and complementary landscaping. The value of the tangible and intangible qualities embodied in this environment and its contribution to the spirit of community must not be underestimated.

### **Management of College of Education**

This part of the review attempted to find out the influence of supervision by the missions and the government on the teaching and learning process as well as the control of students' behaviour. Bame (1991) contended that even though teachers' earnings in the colonial era were low, the teachers dressed well and enjoyed more than average man and were content with their progression and were accorded high prestige. However, he stated that supervisory relationship between them and mission scholars was not cordial. The managers enforced among their teachers code of discipline based on the ethics of their religious denominations. He saw code operated by the Mission Schools as harsh until the Erzuah Committee of 1952 changed it. It is acknowledged that under the control system of public education, the control of the schools was anchored in the local community. Citizens, therefore, have the right to ask questions about their schools and have them frankly answered.

### **Moral Education in Schools**

It is the contention of Kudadjie (1995) that moral education must not be optional but should be part and parcel at all levels of education. Guggisberg, played an important role in the development of education in the country and was one who cherished character training and considered it as a supreme importance. Debrunner quoted Guggisberg saying “education is the key stone of progress. Mix the material badly, omit character training from education and progress will stop” (1967:30). Debrunner again stated that when Guggisberg set up a committee of educationists under the chairmanship of D. J. Oman, the churches were not left out (1967:34).

It is the view of Peterson (1979) that moral education and the teaching of Logic and Philosophy are peculiarly concerned with the cultivation in a pupil, qualities such as impartiality, objectivity, tolerance, intellectual honesty and with development of his capacity to think clearly and consistently, to evaluate argument and to make distinctions. Moral Education is developing a pupil as a reasonable being (Peterson 1979:56). Systems should be put in place to help these students to become at least more tolerant, more honest and more impartial person than he was before. Educating a man should become a more reasonable and to some extent become a morally better person. Peterson (1979) admitted that moral education is recognised and forms an essential part of their general education. It is therefore possible for a teacher to help form the moral character of pupils.

Media reports in recent times indicate that morality has declined in our schools and colleges. For instance, the *Ghanaian Times* (July 7, 2001:1) reported of two students from the Adisadel College in Cape Coast breaking

into a police armoury and getting away with quantities of live ammunitions. Similarly, *Ghanaian Times* (August 7, 2001) also reported of three armed students of St. Augustine's College robbing a taxi driver of his car. Sugarman sees moral education as "cultivating society's approved attitudes and mode of behaviour" or "learning to be acceptable member of the society" (1973:31). Expressing the view on the need to train the child to be a useful citizen, Sugarman indicated that we must concentrate upon teaching our children to walk so steadily that we need not hew too straight and narrow paths for them but can trust them to make new paths through difficulties we never encountered to a future of which we have no inkling today (1973:31).

#### **The First Confirmation at the Agogo Girls' School**

The confirmation of the foundation girls of the Presbyterian Girls Middle School formerly known as the Basel Mission Girls' School took place on 25th March, 1934. The students were then in Standard VII, and were twenty-one girls in all. The confirmation lessons were given by Miss Elizabeth Ackermann and Miss Kwabi. They were taken during Scripture Lessons twice a week from July 1933 to March 1934.

The confirmation cloth which was white was sewn by each girl under the supervision of Miss Gertrud Goetz (later Mrs. Gertrud Hofer) who taught needlework.

On the Saturday preceding the confirmation day, relatives and parents of the girls to be confirmed arrived and were taken to the Headmistress who welcomed them. When the confirmation day arrived the students attended the usual morning service at the school with the other girls and the Staff at 9:30am, the students lined up in alphabetical order accompanied by the other

girls and the whole staff and with songs they left the School for the local Presbyterian Church.

The confirmation ceremony was conducted by Rev. E. Bellon, Basel Mission Secretary, stationed in Kumasi at that time. After the service the students were accompanied by the Agogo Presbyterian Singing Band with joyful songs to the Girls' School.

The congregation of the Presbyterian Church of Agogo presented to the students a goat, twelve head-loads of cocoyam, yam, plantains, onion, garden-eggs, tomatoes, pepper and eggs. In the afternoon at about 4:30 pm the confirmed students' and their relatives were invited to a tea-party with the staff in the orchard.

On Monday morning, all those who had come to see their daughters confirmed went to their towns and villages. The students attended classes as usual (Archival source of APCE).

### **Life and Work of the Principals of the College**

The work of all the past Headmistresses and Principals who served as executive administrators of the Basel Mission Girls' School and the Training College called for commendation. Up to date 14 Principals had administered the College and gone comprising five (5) Missionaries and nine (9) Ghanaians. The 15<sup>th</sup> Principal is in office at the moment. The Archival Source of Material of the College has chronicled the lives and work of these principals in APCE. This part of the study sought to highlight some of the contributions of these Principals to the development of the APCE especially under the Missionary regime:

**Miss Helena Schlatter (1931-1937)**

Miss Helena Schlatter who later on became Mrs Helena Haegele Schlatter was the founder of the College and administered it from 1931 to 1937. As the pioneer Principal, she did her best to get the initial infrastructure like the classroom block, the Principal's office and accommodation for the teachers for the start of the College. At the onset for instance when there was no accommodation for the teachers, she had discussion with local teachers of Agogo Presbyterian Basic School. They generously offered and allowed them to temporally have part of their compound for their own use. In this wise, one Mr. Asihene who was a teacher gave up his rooms for the College and moved over to Mr. Larbi's residence. So they were the first Africans to help to realise the aim of establishing the College by sacrificing what belonged to them by right (Archival source of the College). She was later on joined by her husband, Mr. Haegele who also taught in the College and they jointly helped to lay a good foundation for the College. Their names will never be forgotten whenever Agogo Presbyterian College of Education is talked about.

**Miss Elizabeth Ackermann (1938-1939)**

Miss Elizabeth Ackermann was the second administrator of the College from 1938 to 1939 and continued from where her predecessor left. She did not relent in her effort and did her best to uplift the image of the College.

**Miss Frieda Mischler (1939-40, 1945-50, 1954-57)**

Miss Frieda Mischler, came as a missionary teacher to Agogo Girls' School in 1939. Her colleagues were Helena Schlatter (Helena Heagele-



Schlatter), Gertrud Goetz and Elizabeth Ackermann who were esteemed founders of the school.

In Memorial and Thanksgiving Service in honour of all departed Basel Missionaries at the Presbyterian Church of Resurrection in Accra, Reverend Kwansa (Synod Clerk) said that, 'by virtue of her indefatigable services, she was appointed Principal of the School and the Women's Teacher Training College. During her tenure of office, she worked assiduously as a true disciple of Jesus Christ. The co-operation between her, teaching staff and other workers was most congenial. She adopted the pupils and the students as her own loving children. They were given ideal formative Christian education based on Bible reading and study, Christian ethics and effective personal corporate prayers and worship'. Frieda also saw to the need of giving the students of the Training College and the Mission Schools moral training through Christian principles and teaching. The School and College built up and maintained their common motto 'serve the Lord, the Church and the country'. During her tenure of office, the School proudly and magnificently celebrated its silver jubilee in 1966.

In 1953, through the instrumentality of the Synod, a class of thirty (30) Post 'B' students for Certificate 'A' was admitted and the Girls' School was resuscitated as a Demonstration School. It was a joyful and encouraging incident. By making education effective, Ghana today stands on the threshold of many possibilities. Raising the standard of living is an urgent task. Material development is a means of an end that is human dignity, freedom and citizenship in a free society. Education, he states is one of the principles through which these goals can be achieved.

The monumental work of Miss Frieda Mischler work was evident in vision and construction work with labour of compound workers and some hired devoted technicians of an administration block of Principal's office, Bursar's office, bookshop, stores, for varied utilities. She also built a block of extra two classrooms for Certificate 'A' students and a common room for students. Also, provision was made for an extension of four dormitories with six double-tiered beds each. All these elevated the proficiency and reputation of the Agogo Basel Mission Girls' School and College. The whole essence of the institution was its interest deeply rooted in formative, domestic and Christian education. The year before she left Agogo, the students and staff population of the College were 150 and 15 respectively. Similarly, the numerical strength of the Girls' School (Middle School) and teachers were 168 and 6 respectively.

On 18<sup>th</sup> December, 1957, a farewell party was organized for her when she was leaving Agogo for Tamale to open a women's Training College. She received honour from the Ministry of Education in Accra before she left. It is heart-warming to learn that one Miss Anno-Kwakye whom she had taught at Agogo Middle School and the Teacher Training College and had been her teacher colleague offered to join her at Tamale. The essentially complementary staff was provided by the Presbyterian Church of Ghana, among whom was Victoria Laryea. The College was opened in January, 1958 with two classes (Archival source of the College).

According to the then Synod Clerk, Rev. Kwansa, Miss Frieda Mischler left Tamale in 1966 for the Cameroun to conclude her teaching career at the Men's Teacher Training College in the Cameroun. During her

life and work in her 27 years of service in Ghana, she spent three and half years in the Tamale Training College. She was a mother, a sister, a teacher and a genuine loving companion.

**Miss Gertrud Goetz (1940- 1945)**

Miss Gertrud Goetz was the fourth Principal of the College and administered the College for a period of five (5) years as Principal. As among the pioneer missionary Principals, she did her best to have the foundation of the College and the Mission Girls' School well established. Besides, she also saw to the inculcation of moral values and principles of discipline into the students.

**Dr. Gertrud Juzi (1950-1954)**

Dr. Juzi was appointed to Agogo Girls' School and the College in 1946 by the Basel Mission with the consensus of the Presbyterian Church of Ghana. She was however appointed as Principal of the School and the College in 1950. On 1<sup>st</sup> July, 1950, the two institutions which had been Basel Mission from their very inception were handed over to the Presbyterian Church of Ghana. A Board of Management was appointed and inaugurated forthwith. They were highly impressed by the discipline, the beautiful environment, significant moral comportment and academic performance. In 1954, at the initiative of the Ministry of Education, the straight Certificate 'A' Course was moved to Aburi and the Principal, Dr. Juzi had to move down with two teachers and eighteen students (18). In view of this, she handed over to Miss Frieda Mischler who had already served as the third principal and after Miss Gertrud Goetz (1940 – 1945).

In 1955, a house craft biased course was annexed to the College at Aburi. In her 1957 report to the Synod, she wrote: 'the year 1957 has been year full of problems which we have to solve'. The urgent building project has been postponed by the Government for lack of funds. Some of the ancient dilapidated and derelict huts have been repaired to provide accommodation for some of the students and teachers, an indispensable improvisation to solve urgent and frustrating problems. Half the Assembly Hall and Dining Hall served as classrooms. Our one and only Common Room served as Classroom, Library, Music and Art Room, Conference and Staffroom, Store and Reception facilities (Memorial and Thanksgiving Service Brochure, 20<sup>th</sup> February, 1999).

Dr. Gertrud Juzi was also able to play the supervisory role in managing Agogo Training College and the Girls' Mission Schools during her tenure of office. The following are some of the ways through which she managed to solve some of the frustrating problems she encountered. Dr. Juzi contributed to the inadequate premature and hasty expansion of the College by the Ministry of Education by paying into the depleted building fund the difference between her earned Government salary and her meager pay, a great encouraging personal sacrifice. This voluntary charitable contribution motivated the Old Girls to contribute towards the construction of a set of Staff quarters- thus, the Presbyterian Church of Ghana was inspired to get a land to build two bungalows.

Concerned about the status of the institution as a House Craft Specialist at the College, she instructed the Basel Mission to remit part of her personal savings in her Basel account to augment the construction of a block

of Domestic Science and Guest House facilities. She was also instrumental in the construction of a beautiful playing field. Like St. Paul, she creditably contained all vicissitudes she encountered and did her best to promote female education in the country. Dr. Juzi did not only prescribe collegiate proficiency, but with the competence of the then College Chaplain, Rev. A. A. Berko, she infused into the students high moral standard and spirituality which remarkably characterized their future life and work (Memorial and Thanksgiving Service Brochure, 20<sup>th</sup> February, 1999).

In 1961, the College was converted into a co-educational institutions with 40 males and 33 females. The innovation brought with it tremendous accommodation, staff and discipline problems thus the co-education on the College was later on discontinued. Dr. Gertrud Juzi retired from overseas service in 1966. In her report to Synod, Mrs. Margaret Naa Djoletto Quist, Acting Principal, wrote: 'it is my unpleasant duty to report the departure of Dr. Juzi, veteran educationist, former Principal and founder of the College'. Her sound administrative acumen, selfless devotion to duty, and her sympathetic nature will forever be remembered (Memorial and Thanksgiving Service Brochure, 20<sup>th</sup> February, 1999).

#### **Miss Beatrice Jenny (1958-1961)**

She headed the College from 1958 to 1961 and as astute leader; her leadership qualities brought a great impact on the development of the College in terms of academic achievement and discipline (Archival source of material of the College).

**Miss Grace Boafo (1962-1966)**

Miss Grace Boafo was the seventh Principal of the College from 1962 to 1966 after six missionary Principals had administered the College and left to their home country. As a first black woman to head the College, she was able to demonstrate her capabilities the administration concern. Therefore, she was able to proof to the world that the black woman was equally endowed with qualities to head an institution when given the chance (Archival source of the College). In a nutshell, she did her best to have her name chronicled in the history of the College. However, after her turner of office, another missionary in the person of Elizabeth Debrunner was appointed.

**Miss Elizabeth Debrunner (1965-1972)**

Miss Elizabeth Debrunner was the last Basel Missionary Principal to head the College. During her tenure of office, the academic and discipline aspect of the College improved. After she had handed over the administration of the College to Vida Anno-Kwakye, the government took over the full responsibility in respect of the management of the College. She also contributed her quota to the development of the College, hence, she will always be remembered by posterity.

**Miss Vida Anno-Kwakye (1972-1985)**

Miss Vida Anno - Kwakye also administered the College from 1972-1985. During her tenure of office, she was able to contribute her quota towards the development of the College. For instance, the academic and moral standard of the students improved remarkably. The relationship between the teachers and the authority and the students of the school was

cordial. It is therefore interesting to note that, the College library had been named after her. This is in recognition of the good work she did for the college.

**Mrs. Esther Joyce Acquah (1985-1991)**

Mrs. Esther Joyce Acquah was a native of Akropong-Akuapem. She had her Primary and Middle School Education at Suhum Presbyterian Basic School from 1938 to 1953 and Agogo Presbyterian Girls' Boarding School from 1954 to 1955 respectively. She then entered the famous Achimota School (1956-1960) and excelled in her General Certificate Examination (GCE) Ordinary Level Examination and proceeded to the Specialist Training College, Winneba for her Post Secondary Teacher Education between 1960 and 1962. In 1964 she was admitted into the University in Cape Coast as one of the few female science students and completed in 1968 with Bachelor of Science degree and Diploma of Education. She further climbed the academic ladder to pursue Post Graduate course at the University of Njala Sierra Leone, (1979- 1980). She attended other management training programmes at GIMPA, Greenhill. In her life, she proved that there is no end to learning by pursuing higher ministerial studies at the Trinity Theological College, Legon (Biography by her son).

Her working career started at Suhum New Town Presbyterian Middle School as a Certificate 'A' teacher in 1963. She got married in 1963 to Mr. Godfred Amoyaw Acquah of blessed memory. Following her graduation from the University, she took up appointment at the Kibi Presbyterian Training College as one of the female Science tutors. By dint of hard work and the leadership qualities she displayed, she was promoted to the position

of Vice Principal of the College from 1980 to 1985. In recognition of her excellent performance as Vice Principal, the Presbyterian Church of Ghana (PCG) and Ghana Education Service (GES) elevated her to the position of Principal of Agogo Presbyterian Training College (now Agogo Presbyterian College of Education) as the tenth Principal.

During her tenure of office as Principal, she was able to improve the academic standard and discipline of the College and that made the College to win the heart of many Ghanaians (Archival Source of the College). It is interesting to note that up to date, the students of the College come from the various parts of the country and not limited to a given geographical area all because of its discipline and academic achievement. In 1991, she was promoted to the position of the first substantive District Director of Education (DDE) for the Sekyere East District in the Ashanti Region. She tirelessly combined her challenging duties as DDE with her role in the Effiduase Presbyterian town Church as a Presbyter and an active member of Women's Aglow International.

While working as the DDE, she broadened her work experience with trips to Europe and America. She visited Germany and Switzerland between July to August in 1992 at the invitation of the Basel Missionaries who founded Agogo Girls' Boarding School and the Training College. She was also a member of the USAID - sponsored GES delegation study tour to the USA in 1993. Taking cognisance of her academic achievement, intellectual capacity, professional and Christian character, it came as no surprise when the high-powered selection panel constituted by the PCG and GES declared her as the right person to steer the affairs of the Church's Educational



Management as the first woman General Manager of the Presbyterian Educational Unit from 1995 to 2001 (Biography Tribute).

With the promulgation of the new General Assembly Constitution of the Presbyterian Church of Ghana (PCG), she made the Church and its Educational Unit Management proud by faithfully and diligently combining her role as a General Manager with the additional responsibility as the Acting Director of the Department of Development and Social Services. She was a member of the Synod Committee (General Assembly Committee) from 1995 to 2001. She retired from her position at the Head Office of the Church in 2002 and finally went to her home town to continue her Lord's work. At Akropong, she worshipped with the Peace Congregation and served as Senior Presbyter and a member of the Women's Fellowship.

In her determination and commitment to the cause of Presbyterianism in Ghana and the Akuapem Presbytery in particular, she assisted in the establishment of the Presbyterian University College. She served on a number of institutional board of governors and among them were Akropong Presbyterian College of Education and Krobo Girls' Senior High School. She was honoured by the Kronti Division of Akropong as a great citizen, who had impacted positively on the community in October, 2007. Until her death on Sunday, 14<sup>th</sup> November, 2010, she was the President of the Akuapim Presbytery Presbyters Conference and by extension of office, the Vice President of the National Presbyters Conference of the Presbyterian Church of Ghana. She was blessed with six children (Biography by her son).

**Mrs. Akua Debra (1991-1993)**

Mrs. Akua Debra also administered the College from 1991-1993. During her tenure of office, there was improvement in the academic standard of the students. Similarly, the discipline also improved. There was also peace among teachers, students, administrative staff and non-teaching staff (Archival source of the College).

**Ms. Hienne Obeng (1994-2001)**

Miss Hienne Obeng also administered the College from 1994-2001 and during that period, Colleges of Education used to run A-3year Post-Secondary programme nationwide which has now been upgraded to Diploma in Basic Education (DBE).

During her administration, the number of the teaching staff was around 28 and the qualification for teachers at the Training College were first degree while the present qualification is Second Degree preferably Master of Philosophy (MPhil). Some of the tutors bungalows were renovated by Ghana-Japan Co-operation (GTZ) during the period under consideration. Beside, students' relaxation centre popularly known as 'summer hut was built where students received their visitors during visiting hours and also relaxed during their leisure periods. Moreover, one of the tutors' bungalows was built to augment the number of bungalows at the campus. To some extent, she was able to contribute her quota towards the running of the College during her tenure of office (Archival source of the College).

**Miss Grace Ofosuhemaa Odjidja (2001-2009)**

Miss Grace Ofosuhemaa Odjidja was appointed as Principal of the College in September, 2001. She took over as Principal from her predecessor,

Miss Hienne Obeng. When Mrs. Odjidja took office, the programme which was run in the Training Colleges in the country was a -3 year Post-Secondary. It was until 2005 that Diploma in Basic Education programme was introduced and the state of Training Colleges was changed into Colleges of Education. For instance in the 2002/2003 academic year during her administration, the number of the first year students were 180; the second year 80; the third year 44 and the total number was 304 students (Annual Report on the College, 2003).

On the other hand, the number of the office staff were 11 (9 males and 2 females) and the teaching staff were also 22 (15 males and 7 females) and all the teaching staff were having their first degree in various areas of specialization (Annual Report on the College, 2003). Similarly, the non-teaching staff were 37 (25 males and 12 females).

One important landmark worthy to mention during her administration was that she was able to use her office to facilitate the building of new administration block which the College can boast of and it was commissioned in 2007. It is also worthy to note that the late Kwadwo Baah Wiredu who was the member of Parliament of Asante Akyem North and also Minister for Finance during former President Kuffuor's regime played important role to have that administration block built.

Academically, the performance of the students during her tenure of office was quite satisfactory. Below were results of the various levels as published by the Institute of Education, University of Cape Coast as the examining body in the 2002/2003 academic year (Annual Report on the College, 2003).

**Table 1.1: Performance Results of Students for the 2002/2003 Academic Year**

Item	No. of Students
<i>First year promotion examination results:</i>	
Number of candidates presented	82
Number of candidates passed	40
Number of candidates referred	40
Number of candidates failed	2
<i>Resit</i>	
Number of candidates presented	40
Number of candidates passed	40
<i>Second Year Examination results</i>	
Number of candidates presented	44
Number of candidates passed	44
<i>Final year examination results:</i>	
Number of candidates presented	136
Number of candidates passed	130
Number of candidates failed	2
Number not qualified	4

Source: Annual Report on the APCE College, (2003)

The candidates who had failed in front of their names abandoned the course during the early part of the third term and travelled abroad after having been registered and also having been examined in teaching practice (Annual Report on APCE, 2003).

Another significant event to mention during the period is the commencement of “out-segment programme” which was introduced by the

Teacher Education Division of Ghana Education Service (GES). This is a programme whereby students are sent on attachment to do internship in teaching practice in selected communities around the College in their third year. It is interesting to note that, during the attachment, the students interacted very well with their community members, District Directorate, District Chief Executives as well as lead mentors and mentors. The students also initiated some community work like sanitation and adult education programme to help improve both education and health standard of the people.

In terms of staff accommodation, she was able to facilitate the building of five staff bungalows on the campus to ease accommodation problem for the tutors. Through her instrumentality, she established educational partnership with the staff of Teacher Training Seminar, Reutlingen in Germany to promote education in both two institutions. The outcome of this partnership led to:

- 1 Exchange of information between the staff and trainees of both institutions by mail and email.
- 2 The registered association of Reutlingen helped to purchase a power generator to the College which is now in use.
- 3 It also paid school fees for financially weak students.

Mrs. Grace Odjidja was able to establish cordial relationship with the local branch of the World Vision International at Agogo, Asante Akim, and necessitated supply of books to the College for academic development. Interestingly, this kind gesture went further to benefit the Demonstration School of the College.

Furthermore, after the upgrading of the Training Colleges to tertiary states in 2005 to do the diploma programme, a team of officers from the National Council of Tertiary Education (NCTE) visited the College to assess the College whether it qualified was in terms of requisite facilities to be given accreditation to run the programme. Fortunately, the College had the accreditation to run the programme under the leadership of Mrs. Grace Odjidja.

Comparing the state of other Colleges with Agogo in terms of infrastructural development initiated by GET FUND for Colleges to attain tertiary status to run their programmes, it is obvious that Agogo is far behind because there has not been massive development. For instance, a six-classroom block which was under construction in 2006 during Mrs. Odjidja period later collapsed in 2010 due to shoddy work by the contractor. The Contractor never surfaced again to do the work. Lack of infrastructural development is one fact which is not putting the College in the right perspective (Annual Report on APCE, 2003).

**Mrs. Gladys Kabuki Appiah (2009-2014)**

The period of 2009 to June, 2014 saw the assumption of duty of Mrs. Gladys Kabuki Appiah as the Principal of the College. At the commencement of her duty in 2009/2010 academic year, the first year students were 177; the second year were 179; and the third year students were also 175 (Annual Year Report, 2010). Similarly, the teaching staff was 31, comprising Language Department 07; Science Department 07; Social Science Department 05; Mathematics and Computing 05; Pre-Vocational Department 03 and Education Department 04. The non-teaching staff on the other hand

were 42 in number and this constitute administration staff 08; kitchen 11; grounds 04; security 05; library 02; artisan 05; conservancy 04 and drivers 04 (Annual Report on College, 2010).

On the academic performance of the students for instance in 2009/10 academic year, it was satisfactory. However, one first year student was withdrawn for poor performance. It should be noted that, English and Science continued to be the weak subjects the students. Therefore 24 students failed in the first year Science at the end of the second semester examinations. (Annual Report of the College, 2010). The final results of the examination of the third year conducted by the Institute of Education, University of Cape Coast were as follows;

**Table 1.2: Class of Third Year by Institute of Education**

Class	Number
Second Class Upper	1
Second Class Lower	34
Third Class	159
Pass	41
Total	235

Source: Annual Report on the APCE, (2010)

A programme which was purposely organized for untrained teachers in 2006 and ended in 2010 dubbed Untrained Teachers Diploma in Basic Education (UTDBE) had their results released in February 2010. Out of total number of 467 students who did the Diploma programme, 417 had their results released with about 50 students whose results were later released after some clarifications had been made by the examining body which is the

Institute of Education, University of Cape Coast. With the certificate 'A' students, 73 out of the 99 passed while 22 were referred in various subjects.

Concerning infrastructural development, Mrs. Kabuki Appiah was able to build modern toilet facility (water closet) for the students to curb the rate of infections among the young women due to the usage of the traditional KVIP by the students. Besides, she was able to secure a GETFUND project which was a hall complex project (two storeys) for the College which is still under construction. She refurbished the College ICT laboratory and stocked it to the desktop computers and connected it with internet. This facility had helped the tutors significantly in their research work and effective teaching in the classrooms. Similarly, it had also helped the students to access information for academic work.

Moreover, she separated the College Demonstration Junior High School (JHS) into three streams due to the numerical strength of the school. Initially, some were murmuring when she did that but, the outcome of that exercise ensured a healthy competition among the students and the teachers which brought good results in their Basic Examination Certificate Examination (BECE). Again, she replaced the old furniture in all the classrooms of the Training College with new ones which have metal stands. Through her initiative, the District Assembly built a unit classroom block for the Demonstration JHS but due to land litigation on the College land by some indigenes who claimed ownership of the land and non-payment of compensation after the acquisition of it by the Basel Mission, a court injunction had been placed on the completion of the classroom block which is



under construction. To sum up, Mrs. Gladys Kabuki Appiah during her tenure of office did her part to improve on the good name of the college.

### **Churches Demand Government release of Mission Schools**

Concerns have been expressed by religious groups in recent times about the fact that the Mission Schools should be allowed to take back their established schools and manage them. There are some reasons assigned to this development which have generated a lot of arguments to the extent that it has been discussed at the floor of the Parliament House. Opinions have been aired by groups and associations like the Christian Council of Ghana urging the government to hand over the Mission Schools to the churches.

In the '*Daily Guide*' dated January 29, 2014, the members of Parliament debated whether there is the need for the government to hand over Mission Schools to churches for effective management. This made the National Democratic Congress (NDC) Member of Parliament for Akatsi North, Honourable Peter Nortsu Kotoe to make a statement on this issue. The strong argument made by the afore-mentioned MP is that there is no healthy academic competition between schools and as result, moral decadence is on the rise, discipline has been sacrificed while sheer number of basic schools in the country makes it very difficult for the Ghana Education Service to exercise effective supervision over the schools. In this wise he indicated that, it is necessary for churches to take over Mission Schools to restore these virtues.

It was made known further that religious discipline among staff and pupils were the hallmarks of these Mission Schools' pupils or students to avoid moral weakness and moral decadence which have occasioned by lack

of moral education, guidance and counselling in the schools. The House of Parliament intimated that, there was the need for the Ministry of Education to engage the religious bodies in dialogue with the aim of handing over the management of Mission Schools to the various religions so that what we knew to be Presbyterian, Methodist, and Catholic discipline would be restored.

In another development, the Christian Council of Ghana called on the government to hand over all Mission Schools in the country to their respective bodies for effective handling. This according to the General Secretary of the above Council, Rev. Dr. Kwabena Opuni Frimpong on an interview on April 19, 2014 with *General Telegraph* said, this would help restore discipline in the schools as the purpose for setting them up was to train students to become both educationally and morally strong. He further stressed that when churches were running their schools, pastors, priest, bishops had a say in education because they were local managers of the schools, and hence they were able to check not only the students but also the teachers who misconduct themselves.

### **Chapter Summary**

This chapter which provides the theoretical basis for the study has reviewed issues in relation to infrastructure development, management of the college, moral education in school, the life and works of the principal and the church demands on government to release Mission Schools into their care.

The import from this review includes:

1. Physical learning environments range from modern and well-equipped buildings to open-air gathering places. The quality of school buildings

may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches.

2. The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. Ensuring financial resources for education, especially for recurrent budgets is a necessity. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes.
3. Research on educational practices and projections about future needs in society contribute to current understanding of the structure of school curriculum.
4. Well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behaviour
5. Academic achievement is often used as an indicator of school quality because it is easily measurable using standardized tests, while other outcomes may be more complex and less tangible.

**CHAPTER TWO**  
**THE HISTORY OF AGOGO PRESBYTERIAN COLLEGE OF**  
**EDUCATION**

**Introduction**

The chapter focuses on the history of Agogo Presbyterian College of Education which was formerly Agogo Women's Training College. Among other things it looked at the establishment of the College, the geographical location of APCE, the evacuation of the Agogo Basel mission Girls' School and the Training College to Akropong Akuapem during the Second World War (1942-1945) and the organogram of the College. Other issues dealt with were the mission, vision, objectives, strengths and weaknesses of the College.

**Background of the Agogo Presbyterian College of Education**

The College was established in 1931 at the instance of the synod which was held in 1928 by the Presbyterian Church in the then Gold Coast when the Basel Mission was requested to establish a Girls' School in Ashanti. The request was in direct response to the Divine Commission to the Church universal to which the Presbyterian Church of Ghana belongs 'to go forth therefore and make all nations my disciples and teach them' (Matthew 28:19-20). In response to this Biblical injunction and in consonance with Dr. Aggrey's clarion call for the education of the girl child, the Basel Mission Girls' School and the Basel Mission Women's Training College were established at Agogo on the 1<sup>st</sup> Day of March, 1931. These schools were

founded by a young missionary teacher, Miss Helena Schalatter, who later became Mrs. Haegele Schlatter. She was later on in the year joined by two teachers, Rev, Buechner and Miss Goetz (Smith 1966:34).

To ensure that high academic and moral standard were set and maintained, the students were subjected to the proverbial 'Presbyterian Discipline'. That level of discipline indeed yielded great and wonderful dividends for all the girls and women who passed through the four walls of both the Girls' Boarding School and the Women's Training College. Most of the women are now in very responsible positions and are very well known for their moral uprightness and general comportment and discipline. The Girls' School was used as a demonstration school by the students of the College. The year 1942 was a special landmark in the history of the College. In 1942, during World War Two, the West African Frontier Force took over the buildings of the Basel Mission Girls' School and the Training College. However, the pupils and the students were well received and comfortably settled at the Akropong Akuapem in the Eastern Region. The number of students who were sent to Akropong Akapem were two-hundred and ten (210). The people of Akropong greatly admired the humility, discipline and industry of the girls, and in 1943 the 'exiles' came back to Agogo and they were the same number that went on exile (Archival source of the College).

In 1950, the Presbyterian Church of Ghana took over the College and the School from the Basel Mission which was administering the College and School by their missionaries. The College was renamed 'Agogo Presbyterian Women's Training College' and the Mission Girls' School renamed 'Agogo Presbyterian Girls' Middle Boarding School' under the Presbyterian

Educational Unit (Smith 1966). In 1954, the chain of missionary leadership of the Girls' School came to an end when Miss Elizabeth Adjapong, a Ghanaian teacher, taking over the headship from Frieda Mischler. Before a Ghanaian took over the headship of the institutions, the infrastructural development of the College and the Girls' School was better as compared to what we see today. The numerical strength has rather increased at the moment as compared to missionary period. After Miss Elizabeth Adjapong came a long line of Ghanaian heads. Also in 1954, the Certificate 'A' course in accordance with Government decision, was transferred from Agogo to the Basel Mission at Aburi and the then Principal, Dr. Gertrud Juzi, two tutors and eighteen (18) student teachers left Agogo to start the course at Aburi. Agogo concentrated on Certificate 'B' course and a single stream Post 'B' Course. A double stream 2-year Certificate 'B' Course was run until 1963 when the 4-year Certificate 'A' was re-introduced (Debrunner 1967:37).

During the 31 years of her existence, the College was headed by Basel Missionaries but in 1962, the first Ghanaian Principal of the College Miss Grace Boafo was appointed. She headed the College for three years and the last Basel Mission Principal; Miss Elizabeth Debrunner took over from her. In 1972, Miss Elizabeth Debrunner handed over the headship of the College to a Ghanaian, Miss Vida Annor Kwakye. In 1976, the result of the Common Entrance Examination for Girls' School was so good that most of the girls in Middle Form Two (M.2) and Middle Form Three (M.3) were admitted into Secondary Schools. However, the Middle Form Four (M.4) was dropped (Debrunner 1967).

In 1976, after 45 years of its existence as a purely female institution, the College was turned into a co-educational institution with the enrolment of ten (10) male students and its name was accordingly changed from Agogo Presbyterian Women's Training College to Agogo Presbyterian Training College. However, accommodation problems did not allow continued intake of male students into the College. In 1977, a Demonstration Kindergarten and Primary School were attached to the College. In 1987, in compliance with Government's policy of turning all Middle Schools into Junior Secondary Schools, which emphasized academic and vocational subjects, the Agogo Presbyterian Girls' Middle Boarding School gave way to the Agogo Junior Secondary School. Furthermore, September, 1979 saw the last of the female heads of the Girls' School, Miss Augusta Acquah, handing over the only class left in the school which is Middle Form three(M.3) to the first headmaster of the Agogo Junior Secondary, Mr. S. Akumah (Tarker 1979:37).

In 1980, the Agogo Presbyterian Girls' Middle Boarding School for which the Training College was established was completely phased out and the Agogo Junior Secondary was established in its place. Since its foundation, the Agogo Presbyterian Girls' Middle Boarding School and the Training College had produced teachers most of them now in prominent positions in many professions at home and abroad while others are happily settled in marriage and are contributing substantially to the progress of their family. In 1981 the College and the Agogo Presbyterian Hospital celebrated their Golden Jubilee in grand style. The then Head of State, prominent chiefs, top officials from Ministries of Education and Health and a lot of other

dignitaries from Ghana and Overseas attended the celebration (Williamson 1992).

In this work, attention is focussed on the comparison of infrastructural development during the missionary period and when government took over, the academic performance of the students during the two periods, the qualification of the tutors and the discipline of the students at the two dispensations. This helped the researcher to do analytical study in order to draw a suitable conclusion.

The 60<sup>th</sup> Anniversary was also celebrated in 1991 with great pageantry. In terms of infrastructural development, the College is far behind. The 15<sup>th</sup> Principal of the College in the person of Rev. Mrs Esther Agbodeka took office in January, 2015. On 27<sup>th</sup> January, 2015 at a Staff Meeting with the tutors she said it is on record that, Agogo College of Education and two other Colleges at the northern part of the country are most deprived in terms of infrastructure as all the Colleges are in the transition moving into tertiary status. This therefore gives indication that the state of infrastructure during the missionary period was far better than when government took over the management of the College. However, it is heart-warming to note that in 1996, the College came first out of the thirty-eight public Teacher Training Colleges in the country in the 3-year Post Secondary Final Part Two Examination. It could also be placed on record that the College was twice table tennis champion in 1997 and 1998 during the revived regional sports competition between Teacher Training Colleges in Ashanti and Brong Ahafo (The College Annual report in 1998).



Agogo Presbyterian College of Education (APCE) is dynamic, progressive and continually evolving for teacher preparation in the country. It offers comprehensive courses nationally and approved teacher-training curriculum which is both academic and professional. Since its inception, the College has run different pre-service teacher training programmes at different times to meet teacher demands of this country. In September 2001, a new teacher education policy dubbed In-In-Out was introduced. This was followed by upgrading of Teacher Training Colleges into a Diploma Awarding Institutions in October, 2004. Central to this restructuring is the need to produce effective teachers for quality delivery in the basic schools in the country. The Diploma in Education Programme puts more emphasis on training a generalist teacher who is able to teach at both the Primary and Junior High School levels. In the programme, students spend the first two years on the College based activities and courses while the final year is spent outside the College and devoted to school attachment (internship) in the basic schools under the supervision of mentors and link tutors.

The courses taken consist of foundation and professional courses. The foundation courses are English Language Studies, Mathematics, Ghanaian Language and Culture, Music and Dance, Environmental and Social Studies, Religious and Moral Education, Pre-Vocational Skills (which constitute Art, Sewing and Catering). The rest of the foundation courses are Information and Communication Technology Education (ICT) and HIV/AIDS Education. The professional courses are Educational Studies which among other things comprise Educational Psychology, Philosophy of Education, Curriculum Studies, School Management, Guidance and Counselling, and Research

Method. No account of the Presbyterian Church in Ghana would be complete without a survey of the part played by the Mission and the Church in the development of education in the country. According to Smith (1966:165) the educational system as it obtains today throughout Ghana was established by Basel Mission.

There was a six year period in Primary School followed by a four-year period in the Middle School. Up to the year 1882 the Colonial Government took little active interest in the schools established by the various Missions apart from making small annual grant of 100 pounds and later on 150 pounds to support them, in return for which the Missions reported the yearly attendance figures. In that year the Legislative Council enacted the 'Ordinance for the Promotion and Assistance of Education in the Gold Coast Colony' which provided for the setting up of a Board of Education presided over by an inspector whose main task was to ensure that those bodies which conducted schools followed the condition attached to the grant-in-aid.

A more successful attempt to regulate the partnership of the Government and the Mission in education according to Smith(*ibid*) was made through the Education Ordinance of 1887 by which two types of schools were recognized, 'government', (of which there were very few), and 'assisted', which included all Mission Schools. The latter received grants only if they were open to all children regardless of religion or race, if they had an average of at least twenty pupils, were staffed by certificated teachers and if they included English Reading, Writing and Needlework (for girls) in the curriculum. In consonance of the above assertion, Agogo Presbyterian

College of Education after its establishment was opened to all manner of people irrespective of one's creed, religion, race and social status. Similarly, the Convention People's Party, according to Aboagye (1999), was against the practice of compulsory religious instruction for pupils attending Church or Mission Schools.

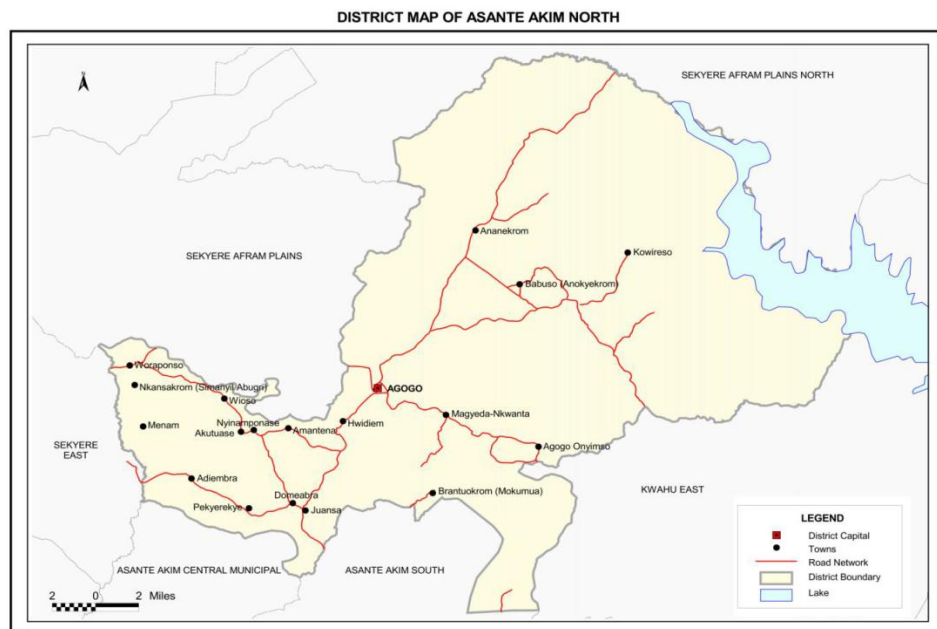
The 1961 Education Act was put in place to ensure fairness among Ghanaian populace in their bid to send their awards to schools and colleges. In 1925, Sir Gordon Guggisberg, the Governor of Gold Coast (now Ghana), legislated sixteen principles of education which were aimed at promoting educational standard in the country. As his heart was in Africa and for that matter Ghana, he did all that he could to promote education in Ghana. Among other things, some of the sixteen principles of education he advocated for which are in line with Basel or Presbyterian system in offering education to pupils and students are as follows:

1. Primary education must be thorough and from the bottom to the top.
2. Equal opportunities should be given to both boys and girls in the area of education.
3. The staff of teachers must be of the highest possible quality.
4. Character training must take an important place in education.
5. Religious teaching should form part of school life.
6. Education must be free and compulsory.
7. There should be co-operation between the Government and Mission, and the latter should be subsidized for educational purposes.
8. The Government must have the ultimate control of education throughout the Gold Coast (*ibid*).

## Geographical location of the APCE

Asante Akim North District is one of the newly created districts in Ghana in the year 2012. It was carved out of the then Asante Akim North Municipal and established by Legislative Instrument 2057 (Republic of Ghana, 2012). The District was inaugurated on 28<sup>th</sup> June, 2012 with Agogo as its capital. Figure 2.1 shows the map of the Asante Akim North Municipal Assembly where the APCE is located.

**Figure 2.1: APCE located in Agogo in the Asante Akim North Municipal Assembly**



Source: Ghana Statistical Service (2012)

The District is located at the eastern part of the Ashanti Region and lies between latitudes 6°30' and 7°30' North and longitudes 0°15' and 1°20' West. It shares boundaries with the Sekyere Kumawu District in the north, Kwahu East in the east, Asante Akim South District in the south and the Sekyere East District in the west. It covers a land area of 1,126 square kilometers constituting 4.6 percent of the region's land area (24,389 square

kilometers). The total population of the District is 69,186 in 2010. The district has a more populous rural sector (53.5%) than the urban sector (46.5%).

### **The Evacuation of the Agogo Basel Mission Girls' School and Training College to Akropong-Akuapem during the Second World War (1942-45)**

The Basel Mission Hospital situated on the same site as the Basel Mission Girls' School had to close down when it became depleted of staff. For a while, it was used as a Health or Holiday Resort for officer in the Armed Forces. This incidence has been recorded in the Archival Source of Material of the College.

The students in the Girls School thought they were fortunate in escaping a fate similar to that of the Hospital. Though there were occasional rumours about the institution having to be closed down they were all proved to be unfounded until June 24, 1942. It was a Sunday and as the students were getting ready to go to Church, the Rev. K. H. Henking unexpectedly arrived from Kumasi. He was a frequent visitor to the School, but he visited at reasonable times. His arrival therefore at that time of the day aroused curiosity in those who saw him. He was the bearer of stunning news which he had come to deliver. The Basel Mission Girls' School had to close down as the buildings had been commandeered by the Army. The School had to evacuate or disband with a fortnight. In regard to this incidence, Smith (1966) wrote that in 1942, the Army commandeered the School, students and staff and moved en bloc to Akropong-Akuapem where they were housed in the College. Some students recounting the incident said that, 'they were late

attending Church service in town that morning and the news like wild-fire had already spread to the town'.

The Girls' School was asked to sing. Tears rolled freely and uncontrollably down the faces of the women of the congregation. It was with some effort that they managed to sing to the end overwhelmed with grief and sorrow. The girls realized the implication of the edict, for though they would be given transfer certificate and be admitted in any school they chose to go, many of them especially those from some remote part of Ashanti knew with the closing down of the School went their hope of ever completing their schooling. Few ate lunch that day; everywhere sprawled on bed or sitting about with faces covered were girls weeping and mourning their cruel fate. Indeed, 'Rachel was weeping for children and would not be comforted' (Matthew 2:18 KJV).

The staff met and having got over the shock and the seemingly hopeless and insurmountable nature of the situation, the School decided that it would not let years of uphill toil and careful building up of standard traditions be so nullified with the stroke of pen. It resolved to keep the School going in the face of opposition even if with the handful of girls. Having made this resolution, the authorities of the school decided to send a member to all the towns where there used to be Basel Mission Stations. First to Akropong, Abetifi and latter to Begoro and Nsabaa. The idea was to enlist the sympathy of the Local Presbyterian Church to make them give up their buildings to the School for the accommodation of the girls. To this end, one Miss Daaku went to Abetifi and Miss Kwabi went to Akropong-Akuapem, the latter to see the elders of the Church about the old buildings of the Seminary (now Akrofi

Chrissler Institution of Theology) which was later realized was built in 1860.

They started packing for the evacuation under the able leadership of the Miss Goetz and with tears and sorrow in their eyes, they did it with might, harmony and unity. Later Miss Kwabi came with her report that, 'the Church and the Training College at Akropong would be pleased to welcome Agogo Girls' Mission Schools and the Training to Akropong with open arms'. There was more weeping which could be associated with tears of relief. Then there was rejoicing, even dancing on the compound by the students. Eventually, the School packed up and was ready for general 'Exodus'. Desks, tables and all the College and School equipment were sent to Akropong by road and rail. On the tenth day after the fateful news, the girls and the staff, with exception of Miss Guggenbuehl (who was left behind to see to the final tidying up of the compound and to travel down with the College livestock) boarded the truck at Konongo to Akropong. To some students, travelling on train was their first time experience and it was real adventure. It was with interest that they watch panorama of the country-side unfolded before them. The then District Commissioner made it a point to welcome them at the Koforidua Railway Station. The presence of the students and authorities from Agogo attracted attention and on-lookers commiserated when the news got to town. According to Kwamena-Poh (2011:33), the soil the Basel Missionaries came to till was spiritually well prepared. Interestingly the students and their missionary authorities found favour among the people they stayed with including the Church members in the town and the then Principal of the Akropong Presbyterian Training College, Mr. Dough Benzie, the Seminary

building had been tidied up and pressure lamps lighted for them. Throughout their stay, the students indicated that, ‘they found Mr. Benzies’ sympathy, and understanding and a man of principle. (Smith 1966:95)

The students’ stay at Akropong was a landmark in the history of the School. It brought some sort of enlightenment to many. People were impressed by the fact that so many girls had chosen to leave their home in pursuit of education. Above all, they were impressed by the humility and industry of the girls and the students. Again, the people were struck by the cheerfulness, smart and clean appearance of the girls.

Furthermore, when the students put up two concerts that is a variety show and a nativity play in the second and third term of 1943, the male students saw that the girls were in no way inferior to them. To conclude, prior to the evacuation, the students whose habit really in their old school wrote good English but had less opportunity in expressing themselves orally because they felt shy according to the casual on-lookers, rose up to the occasion under the challenges of the new environment. They were by no means paragons.

### **The Structure (Organogram) of the College**

Agogo Presbyterian College of Education like any other human institution has structures. These help the institution to function effectively. Normally, the College works through the committee system and in that respect, it enables the entire staff members to actively get involved in the running of the College unlike a situation where the leadership of the College does everything.

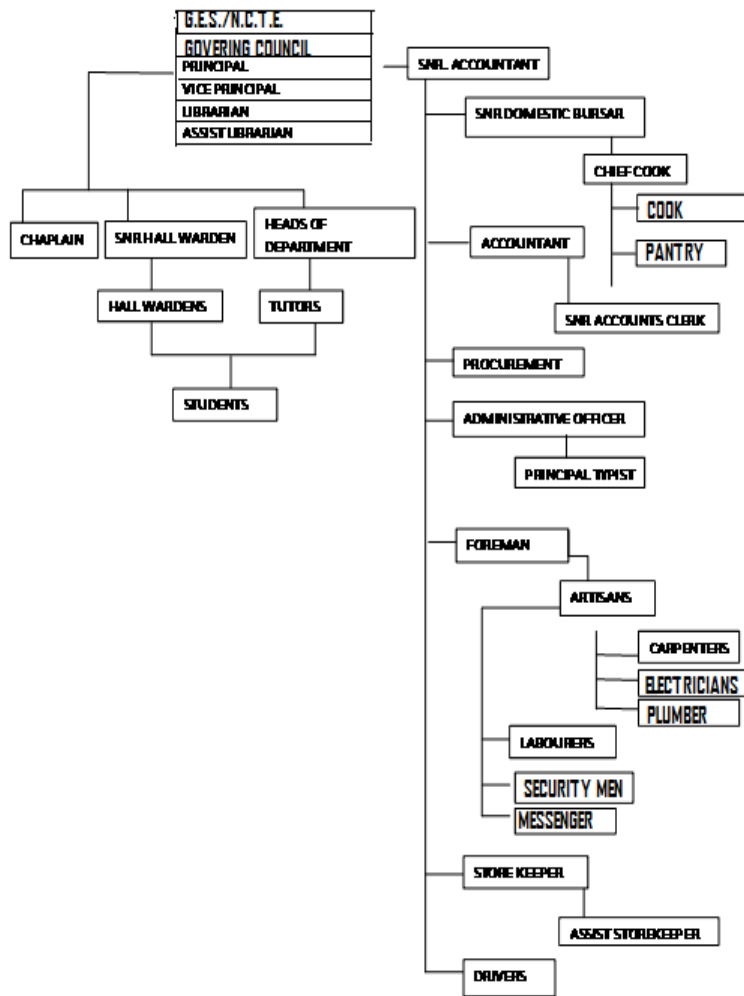


Figure 2.2 describes the structure of the College. At the apex of it is Ghana Education Service/ National Council of Tertiary Education (NCTE), the overall authorities of the College. They are followed by the Governing Council of the College which is composed of the Principal, Vice Principal, University of Cape Coast representative, Government appointee, Old Girls representative, the Presbyterian Church representative, representative of the Tutors of the College, the Senior Accountant and the representative of SRC.

Usually, the decisions the Council takes go a long way to affect the College positively. Thus, it is the highest decision body of the College and in extreme cases, it issues disciplinary measures against individuals or groups who may flout the rules of the College. The next in the hierarchy is the Principal who is the Chief Executive of the College. Although, there is an Accountant or Finance Officer, it is the Principal who controls the finances of the College. The Principal is assisted by Vice Principal who supports her in the day-to- day administration of the College. When the Principal is not around, the Vice Principal steps in to perform the duties on her behalf. Another organ to note in that order is the Librarian.

Library is an important unit in any academic environment and in that sense; it calls for someone who is knowledgeable in librarianship to manage it. Therefore, in the era of transforming Colleges of Education into tertiary institution, a librarian is among the top hierarchy; he/she needs to have a second degree preferably in librarianship before he/she can work at a College of Education.

Figure 2.2 Organogram of the APCE



The Council meets as and when is necessary to take decisions about the wellbeing of the College. He/she makes sure that books are catalogued and arranged in their respective sections to ensure easy identification by students. He/she is assisted by Assistant Librarian so that the work over there could be done effectively and efficiently. The College Chaplain follows suit in that order and he/she is the representative of the Presbyterian Church. He reports to the Moderator of the Church through the General Manager of schools at the Presbyterian Headquarters at Osu, in Accra.

The Chaplain's reports of the College usually go a long way to affect the College either positively or negatively. Again, he/she sees to the spiritual fulfilment of the students at the College. In that wise, he organizes prayer meetings, revivals and retreats for the students. In addition to that, he/she sees to the proper management of various religious groups on campus so that their activities will not be counter-productive to their academic work on campus. One interesting issue worthy to commend is that, the Church allows every religious group of students to operate provided they will not be dangerous to the well-being of the students. And it is always the Chaplain who sees to the regulation of the activities of the religious groups.

Hierarchically, the Senior Hall Warden (Senior House Mistress as it used to be known) is the next authority on the organogram. She coordinates the activities of the entire halls of the College. Hence, she does not work in isolation but rather work with the other hall wardens in the College. In all, the College has four halls and they are Helena Schlatter, Nana Ama Domitie, Grace Boafo and Elizabeth Debrunner.

It is interesting to note that with the exception of Nana Ama Domitie the other three were Principals of the College. Thus, Helena Schlatter was the first Principal and Founder of the College. The seed she sewed at the College had yielded good dividend. Debrunner was also the 9<sup>th</sup> Principal who was also honoured by naming one of the halls after her. Really, all the Principals did well but the College decided to name two of the halls after them.

In the case of Grace Boafo, she was the first Ghanaian Principal after the work of the Missionaries so the authorities of the College thought it wise to honour her. Nana Ama Domitie on the other hand was a queen mother of

Agogo Traditional Area and according to Nana Akuoko Sarpong, the Omanhene of the Agogo Traditional Area, the Queen was someone who was interested in education despite the fact that she was an illiterate. Therefore when she was consulted in naming one of the halls after one of the late queens, he gave Nana Ama Domitie's name. In an interview with a former Principal of the College, Mrs. Grace Ofosuhenmaa Odjidja, she said "Nana Akuoko Sarpong indicated that Nana Ama Domitie even contributed substantially towards his education else he would not have gone to school to become what he is".

The Heads of Departments are the next in terms of hierarchy on the structure. They see to the right management of their respective departments and report accordingly to the Principal through the Vice Principal of the College. The office of the Head of Department is held for a given duration normally two years after which the next person comes in depending on the criteria of each department. This situation enables everybody at least to have the feel of that office. In all, the departments are five in number and they are Science and Physical Education, Mathematics and ICT, Language and Culture, Education Studies, and Social Sciences.

The Head of Departments see to it that regular meetings of each department are held and also action plan of each tutor for a given semester is prepared and submitted to him/her accordingly. Also the heads make sure that their members submit their continuous assessment accordingly to the Assessment Officer for onward submission to the Institute of Education, University of Cape Coast.

The Hall Wardens are the next authority on the organogram. They control activities of the various halls and report to the Senior Hall Warden. They see to the welfare of their respective members of the hall. For instance, they see to the issuance of exeats to their students when they want to go out of the College and report back to them when the students return.

After the Hall Warden are the tutors who are on the same level with them. They see to the academic activities of the College by teaching the students the various courses or subjects like Mathematics, English, Integrated Science, Religious and Moral Education just to mention a few.

Besides, they also help in the extra-curricular activities like sports in the College. Below the tutors are the students whom the tutors teach and they are the main focus as far as the existence of the College is concern. It is important to note that the achievement of an institution is assessed in terms of its students' success in external examinations. In view of this the students of the College co-operate with their tutors in order to achieve academic excellence.

On the other side of structure also begins the Senior Accountant who heads the non-teaching staff of the College; and examples of some of the people who work under him are Senior Domestic Bursar, Chief Cook, Cooks, Senior Accounts Clerk, Procurement Officer, Administrative Officer, Principal Typist just to mention a few. Their hierarchy follows in that order as indicated on the diagram till the drivers who are at the bottom of the structure.

## **The Mission, Vision and Objectives of APCE**

Like any corporate institution or organization, Agogo Presbyterian College of Education has its own mission, vision and objectives. These serve as road map to guide the College in executing her duties of providing services to humanity in the form of training female teachers to teach our Basic schools in the country. They are as follow:

### **Mission**

The College shall train efficient and effective female teachers to teach in Basic schools in Ghana

### **Vision**

The College shall become one of the female Colleges in Ghana which shall produce female teachers of good moral, academic and professional excellence who will be good role models to their pupils and other members of their gender in the communities they serve (Annual Report of the College 2010: 5).

### **Themes and Objectives**

The objectives of the Agogo Presbyterian College of Education's Strategic Plan (2004-2014) were grouped under four themes as follows:

- *Improving Academic Excellence*
  - 1 To attract, recruit and retain highly qualified professional staff in all departments
  - 2 To improve professional and academic competencies of staff
- *Improving Infrastructure*
  1. To improve upon the physical facilities of the College.
  2. To improve services and other facilities in the College.

3. To improve information and communication system in the College.

- *Initiating Innovative Programmes*

- 1 To support national effort in the fight against HIV/AIDS on the College campus and areas of internship
- 2 To design programmes to help improve performance of pupils at the Practice School and other Basic Schools in the locality.
- 3 Ensuring Financial Self-Sufficiency
- 4 To raise funds to support the College's programme

The above mission, vision and objectives are in the right direction which to some extent serves as parameters to guide the College to realize its dreams and goals. Without them, the College may go wayward hence, it is paramount that like any other institution they were in place to serve as guiding principles. From the record indicated above by the former Principal, Mrs. Grace Odjidja, also indicated some strengths and weaknesses of the College and they are as follows.

**Strengths**

- 1 The College is strategically placed to serve three (3) districts namely Asante Akyem North, Asante Akyem South, and Ejisu Juaben at the time of Mrs Grace Odjidja.(It should however be noted that it was until June, 2012 that Asante Akyem Central was created to add up to the number of districts the College serves to become four (4) ). To this end, the Colleges sends most of her third year students to the above districts to do their teaching practice.
- 2 The College is close to a major hospital (Agogo Presbyterian Hospital). It renders health delivery services to the students when the

College is in session. Also during every academic year, the hospital offers medical examination to the first year students who are admitted into the College

- 3 The College is situated in the farming area where foodstuffs are in constant supply. In view of this the College gets enough food supplies to feed its students all year round at moderate prices.
- 4 The College is also close to the Ghana Commercial Bank in Agogo. The Bank therefore renders financial services to both the students, the administration of the College, the staff and the entire community
- 5 Agogo Presbyterian College of Education has competent and efficient teaching staff as well as qualified and skillful supporting staff.
- 6 There is also land for development projects but it is not well utilized to achieve the maximum benefits.

### **Weaknesses**

1. There is inadequate accommodation for both teaching and non-teaching staff. This situation however deprives the College in getting more qualified teachers to teach.
2. The security at the campus is also poor and porous. In view of that there are constant theft cases at the College which affects both teachers and students. It is surprising to learn that the thieves sometimes break into the students' halls while they are asleep and steal their belongings.
3. The College has the problem of inadequate facilities like computers, library facilities and science equipment. This situation affects the College as far as teaching and learning is concern especially in the area of the study of Science



### **Threat**

1. Encroachment on land: People from the community are constantly harassing the authorities of the College by encroaching on their land. They are putting up building on the land and that is affecting the College facilities.
2. Incomplete fencing: There are many outlets that lead to the College; these expose the College to insecurity.
3. Due to the problem of inadequate accommodation and lack of incentive packages to retain qualified staff, they normally do not stay there for long; they leave for other places for better opportunities
4. Inadequate funding: The College relies on the central government alone for funding which is inadequate and sometimes not reliable. It therefore affects the College for any possible development it wants to undertake.

### **The College Anthem**

The College has an anthem which was written by Sabastian William Meyar after the establishment of the College. Below are the stanzas of the anthem.

1. We build our school on Thee, O Lord,  
To Thee we bring our common need,  
The loving heart, the helpful word,  
The tender thought, the kindly deed,  
With these we pray  
Thy spirit may  
Enrich and bless our school always.

2. We work together in Thy sight,  
We live together in Thy love,  
Guide thou our faltering steps aright,  
And lift our thoughts to heaven above,  
Dear Lord, we pray  
Thy spirit may  
Be present in our school always.

3. Hold Thou each hand to keep it just,  
Touch Thou our lips and make them pure,  
If Thou art with us, Lord, we must  
Be faithful friends and comrades sure,  
Dear Lord, we pray  
Thy spirit may  
Be present in our school always.  
We change, but Thou are still the same,  
The same good master, Teacher, Friend;  
We change, but Lord, we bear Thy name,  
To journey with it to the end:  
And so we pray  
Thy spirit may  
Be present in our school always.

In summary, the anthem portrays the belief of the College in the Lord who does not change but continues to be good master, teacher and friend. The

anthem also asks for the spirit of the Lord to be upon the College to grow from strength to strength.

### **Chapter Summary**

In relation to the objectives of this chapter as outlined in the introduction, this chapter has duly highlighted the history of APCE, the geographical location of the College, the evacuation of the Mission Girls' School and the Training College to Akropong Akuapem during the Second World War (1942-1945), and the organogram of the College. Other issues dealt with were the mission, vision, strengths and weaknesses of the College. The next chapter presents the present state of APCE and among other things looked at the infrastructural development, management of the College, academic standard, level of discipline, students' patronage of library, entry grades of students, just to mention but a few.

## **CHAPTER THREE**

### **THE PRESENT STATE OF AGOGO PRESBYTERIAN COLLEGE OF EDUCATION**

#### **Introduction**

The Chapter focuses on the present state of Agogo Presbyterian College of Education. It discusses the infrastructure development of the College, academic standard of the students, the state of discipline, qualification of teachers, supervision, students' patronage of the library and the entry grade of students. It also discusses the comparison between the period of the missionaries and when the government took over the management of the college.

#### **Infrastructural Development of APCE**

School infrastructure is very paramount in any learning environment. The quality of physical environment in which student learn is a critical education capacity factor that contributes to their academic success and well being. Adequate level of fiscal investment in school infrastructure are essential to ensure that all students and staff have access to physical environment conducive to learning, healthy and educationally appropriate. School infrastructure among other things includes safe buildings, toilet, laboratories, sport hall and field, fencing, just to mention a few. Without these things a School or College cannot function well.

The Basel Mission which established Agogo Presbyterian College of Education equally did well by putting up some infrastructures like classrooms, administration block, staff bungalows, chapel, and dormitories among other things. It is however disheartening to see that, since the government took over the College in 1972 not much has been done in terms of infrastructural development for an institution which had existed for eighty-four (84) years. Although the College had produced numerous human resources including eminent persons like the late Madam Theodosia Oko (the woman who designed the flag of Ghana), Mrs. Christiana Amoako Nuamah (former Minister of State in Ex-President Rawlings' regime), the College is a shadow of herself without a massive development to merit what it has done for mother Ghana.

In the year 2013, Rev. Prof. Addo Obeng, former Vice Chancellor of the University of Cape Coast, speaking at a congregation ceremony of the College as a Special Guest of Honour called on the government and Presbyterian Church to wake up and do something for the College in respect of infrastructural development. Similarly, Mrs. Leticia Osafo-Addo, Member of the Board of Governors of the Ghana Education Trust Fund (GETFUND), said that, for any country to make any meaningful progress, it must invest heavily in education. She noted that the provision of infrastructure, teaching and learning materials and adequate training of teachers were essential for quality education delivery. She said this at the 35<sup>th</sup> Anniversary and Second Speech and Prize-Giving Day of the Anglican Senior High School (S.H.S.) in Kumasi in the Ashanti Region under the theme, "Enhancing Academic

Excellence through Infrastructural Development”(35<sup>th</sup> Anniversary Report, Anglican Senior High School).

The foregoing issues imply that the importance of infrastructural development in our educational institutions serves as a catalyst for academic excellence. In view of this, all hands should be on deck from government, religious bodies, philanthropists, non-governmental organizations and the civil society to liberate our institutions including Agogo Presbyterian College of Education from their infrastructural problems. Specifically, what Agogo Presbyterian College of Education needs in terms of infrastructure ranges from assembly hall, classrooms, staff bungalows, new chapel to replace the old one and tarring of the main street on campus which begins from the main entrance of the College to its demonstration Primary School to give it a beautiful face-lift.

### **Management of APCE**

The head of the institution has supervisory roles. Supervision is the act of being in charge of a group of workers or students and be responsible for making sure that they do their work properly. Stoner, Freeman and Gilbert (1995) on their part defined supervision as that phase of the school administration that deals primarily with the achievement of the appropriate selected instructional expectation of the educational service. Asiedu-Akrofi (1978:6) gave the role of the head of the college. As a supervisor, the head is to work co-operatively with the teachers under him to create favourable circumstances for learning in the school. Kraft (1994) then asserted that ‘effective supervision is a key factor in goal achievement’. To supervise is to ensure that every resource - man, money, material and time are utilized to the

benefit of the department. Asiedu-Akrofi (1978) therefore indicated roles of a supervisor as follows:

1. She/he looks for teachers' hidden talents and encourages them to build on them.
2. She/he establishes good report between him/herself and his/her subordinates
3. She/he provides leadership for the teachers

Additionally, Neagley and Evans (1970) asserted that a supervisor has seven main tasks to perform and they are as follows: developing for instruction, staffing, organizing for instruction, providing materials, inducting new staff members and arranging for in-service education. Mankoe (2002) on the other hand sees the supervisor as one who determines work procedures, issues oral and written orders and instructions, assigns duties to workers, examines work quality, maintains harmony among workers and adjust errors and deals with complaints.

It can be seen from the foregoing that the head of an organization plays a number of supervisory roles as indicated above. The Principal of Agogo Presbyterian Teacher Training College however sees to it that, the above duties which come under the umbrella of supervision are performed creditably for the achievement of the college. She does not relent in her effort in the execution of her duties. The teachers are intrinsically and extrinsically motivated by the Principal, which go a long way to boost the morale of the teachers to work diligently.

The most important purpose of the school head is to ensure that teaching and learning take place in an institution effectively. This begins with

the Curriculum Research and Development Division (CRDD) of the Ghana Education Service (G.E.S) especially at the basic level. The syllabuses of the various subjects such as English, Mathematics and Integrated Science are also prepared and supplied by the G.E.S and Ministry of Education. The head (Principal) makes sure she obtains copies of syllabuses from the appropriate sources and makes them available to subject teachers for use. Although course outlines are issued by the Institute of Education, University of Cape Coast for use in all Colleges of Education in Ghana in respect of courses that are taught in our Colleges. Instructional supervision lies with the head. He/she makes sure that the necessary materials like time table, textbooks, syllabuses, notebooks, are supplied to teachers to enable them prepare their action plan of work, for effective delivery of lessons.

Action Plans must be vetted by the Vice Principal, who is responsible for that duty. In the secondary school, the head cannot do this alone so he/she should delegate to the assistant headmaster (academic) and heads of department. To ensure that the teachers and head of departments do their work effectively, the head periodically call for some of the books and vet them by himself or herself. The head also makes random vetting of exercise books to ensure that teachers are setting exercises and marking them. One thing worthy to be mentioned is that, the principal of the College under discussion occasionally goes round to see to it that teaching and learning session is going on in the classrooms. This affords him/her the opportunity to observe how his/her teachers conduct their lessons and thus be in a better position to offer suggestions when necessary and advise them on best methodology to employ especially by the newly trained teachers. This



however, helps the head (the Principal) to learn at first hand the materials needed for effective teaching and learning. In performing her supervisory role, the Principal avoids antagonistic stand between her and the teachers because such a situation does not promote healthy atmosphere for effective teaching and learning. Supervision should be done as a joint effort to achieve a common objective. The instructional supervision of the head would not be complete until the records of students' performance have reached their parents and guardians. To this end, the Principal ensures that tests and examinations are conducted and duly marked by teachers.

The head is also in charge of the financial administration in the school. He is assisted by the accountant and his subordinates. The head is however liable for any lapse and therefore ensure that the accountant and his subordinates do the right thing. For example, school fees collected are paid into the school's bank accounts and also the bank pay-in slips covering those deposits are intact and in good order. The Principal, moreover, request for bank statements periodically and reconciles these statements with the figures in the school's books. All these duties help the Principal to run the College efficiently, more especially in areas of feeding of students and other purchases of the College, for if students are not well fed, they will not have the energy to learn.

Similarly, Agogo Presbyterian College of Education is supervised by the Principal of the College, the Church, N.C.T.E., University of Cape Coast (Institute of Education), Governing Council of the College and concerned parents. Periodically, the Moderator of the Presbyterian Church of Ghana and his entourage pay visit to the College to find how it is faring. For instance

between 14<sup>th</sup> to 16<sup>th</sup> January, 2015 the Moderator and his team paid a monitoring and supervisory visit to the College to find out for themselves the state of the College in respect of bad atmosphere which was prevailing among a section of the teachers and authority of the College who had just assumed office to start work at the College. Through his mediation role, understanding was reached to resolve some problems including an accommodation issue which was a bone of contention.

### **Academic Affairs in APCE**

#### **Level of academic standards**

Academic standard is public statement about what students should know and be able to do. In America, standards are not standardized. There are published set of national standards. Thus, some cities and local communities have even created their own. In U.S. for example all states except Iowa have publicly agreed upon standards, and many cities have their own standards.

Standard describe the goals of schooling, the destination of which students should arrive at the end of the unit or term. For example, most standards expect students graduating from high school to be able to write for different audiences in different format such as report, instructions, literary criticism and persuasive reflective essays and demonstrate a command of standard written English. It should be noted that standard does not describe how to get the students to this destination. Standards do not describe any particular curriculum.

Two kinds of standards could be considered here and they are content standard and performance standard. Content standard indicate what students should know and should be able to do. For example, students should be able

to write and speak for a variety of purposes and for diverse audiences, using conventional grammar, usage, sentence structure, punctuation, and spelling. A performance standard measures how a student's work meets the content standard. A performance standard has levels (e.g. 4, 3, 2 and 1 or advanced, proficient, novice and basic) and frequently examples of student work are provided for each level. Performance standards are essentially the same as rubrics. According to Rebore (1982:45) a student's work must consist of getting a certain score. Good teachers have always had standards for their students but only they knew what they were.

In standard based-learning, academic standard are written in published documents. Parents, students and teachers, are written in published documents. They can ask whether their school is helping students reach the agreed-upon benchmarks. Standards make the most difference in which activities one chooses for students. Students need task, assignments, test or examination to get them to the standard, not activities that they find easy. Most students say they prefer work that challenges them. Standards provide a focus for reform effort for students to reach them. Therefore, a teacher can see how well they are doing by looking at the progress towards standards (Rebore 1982:101).

Agogo Presbyterian College of Education like any other institution or College of Education in the Country has benchmarks for assessing the academic standard of her students and these are in the form of quizzes, assignments, mid-semester examinations and end of semester examinations. Apart from the latter, the rest are conducted internally and constitute forty percent of a student's success in a given level. However, it is the University

of Cape Coast that conducts the end of semester examinations for her and other sister Colleges in the country. Usually, the end of semester examination forms sixty percent in the final grading of a student at a given level. The performance of the students is good. However, most students do not fare well in Integrated Science, Mathematics and English Language. It is interesting to note that this academic problem is happening in most of the Colleges in the country and it stems from the poor foundation some students received at the Secondary School level. It is therefore important for stakeholders in the education to work together to find a lasting solution to the above problem which has negatively affected individuals and the nation as a whole in order to improve the academic standard of the nation.

#### **Level of discipline in APCE**

Okumbe (1998) defined discipline as the action taken by management, to enforce organizational standards. Crowther (1995) also defined discipline as training, especially of the kind that produces self-control, orderliness and a capacity for co-operation. In any organization where the objectives are to be optimally achieved, all the members are required to adhere strictly to its various behaviour pattern. In a school, there are standards, values and regulations which control the conduct of the teachers, non-teaching staff and students. Most often, students who are the focus of this study flout the rules and regulations in the school environment that they find themselves. Such a situation normally depends on the climate of the school. Disciplinary methods are however used to obtain conformity to the institution's demand and bring students to order when indiscipline rear its ugly head. Any institution which makes strides in the area of academic

achievement always hold fast to discipline and sees to it that no one relegates it to the background. It is therefore not surprising that schools and colleges which perform well in examinations are disciplined oriented institutions.

Aduonum (2003) observed that in the United State of America, a large percentage of the teaching force retire voluntarily each year partly because of the unbearable challenging force of the students' attitude and behaviour. For example, in the year 2001, some final year students in the then SSSs (now SHS) refused to attend classes after their registration. In reaction to this, the Director General of Ghana Education Service in circular letter stated that school heads should take appropriate sanctions against students who misbehave after registering for the SSSCE (*Daily Graphic*, December 1,2001:21). Again, there is the need for parents to advise their wards appropriately on practices and behaviour bordering on alcoholism, occultism and truancy. It is unfortunate that sometimes in a bid to make their grievances known to the public, students demonstrates and in the process go on rampage to destroy school or college properties like computers, louver blades, vehicles and offices(*Daily Graphic*, December 1,2001:21).

All these activities do not help students to concentrate well on their academic work, resulting in poor performance in their examinations. In response to act of indiscipline, heads of schools are compelled to use appropriate disciplinary actions to maintain the school's standard. Okumbe (1998) recommended two types of discipline to be used in schools. These are preventive and corrective. Preventive discipline, which is more recommended, is the type that seeks to instill self-discipline. It has the advantage of building morale and long rate goals.

With regard to corrective discipline, the administrative action follows an infraction. Davis and Newstron (1985) stated that corrective discipline is to reform the offender to deter others from similar actions and to maintain consistent effective group standards. However, Mckeachie (1986) noted that when discipline takes the form of punishment; it supplies only the cues to acceptable behaviour, which is short term measure. In the school, corporal punishment is least recommended and where it is administered, the head or his/her delegate does it. In situations where corrective discipline has to be taken, Cascio (1992) suggested that it has to proceed from oral warning to a written warning, to a suspension and finally to dismissal.

The GES rules on the administration of disciplinary measures in pre-tertiary institution follow the same procedure. It is worthwhile to say that the importance of discipline in our schools and colleges cannot be underestimated. For example, Andrew (1994) observed that discipline helps to train students to be useful citizens of the society. Again, Andrew observed that, a college or school with well-ordered routines and a quiet atmosphere enables its products to apply them diligently to their academic work and which consequently help to mould the students to attain good behavioural characteristics. Also, Davis and Newstron (1985) observed that progressive discipline has the advantage of enabling the head and students enough time for remedial actions. That is to say, students in the long run benefit by settling down to do the right things which could lead to higher concentration on their academic work. In executing discipline in schools and colleges, the authorities should be cautious not to use arbitrary, hostile and inconsistent measures to address students' grievances. Careful study and observation has

made us to understand that such antagonistic stand by authorities is usually welcomed by resentment and confrontation which degenerate into serious problems in schools.

It is heart-warming to note that the authorities of Agogo Presbyterian College of Education do not relent in their effort to punish students who go contrary to the College rules and regulations. For instance, such offenders are made to go on either internal or external suspension in respect of what the student has done or committed. For example in 2013, four students who were having their teaching practice internship programme outside the College misbehaved by going out unceremoniously, they were brought back to campus to be disciplined to serve as deterrent to their colleagues. For their punishment, they were made to commute from the College to their schools of practice to discourage others from committing the similar offence. The heads of Schools and Colleges should endeavour to manage and control their institutions in such a way that discipline would always reign to instil orderliness to promote congenial atmosphere for learning. It should form part and parcel of their students' lives so that they would not be coerced before they perform their duties in the College or School.

### **Students' Patronage of Library**

The *Oxford Advanced Learners Dictionary* (2008), defines library as a building in which collection of books, tapes, newspapers etc. are kept for people to read, study or borrow. In other words, a library is a place where books and other academic materials are stock for effective use by students and the public. In any school environment, library plays important role as far as the academic work of the students is concerned. It is therefore imperative

to stock a library with modern books which have bearing with the programme students are reading or studying. In this wise, the success of the students to some extent depends on the school or college library whether the books are obsolete or modern. This however calls for periodic re-stock of its library with the current books in order to keep the students abreast with time.

Like any institution, Agogo Presbyterian Training College of Education also has a library where the students learn and seek further information besides their classroom work. Teachers normally refer students to the library to search for materials on assignment, project work or group work. This usually inculcates into them the habit of using the library judiciously to augment their classroom work. Therefore, the Principal ensures that enough books are available at the library to help students in their studies. Hence, books which are supplied by the government and non-governmental organization like World Vision International are not unduly kept at the store room. Rather, they are released to the library for their effective use by the students. It is however important to note that the College Library is an old one which was built during the period of the missionaries which has a small space. Most of the books at the library are obsolete and need to be replaced. Besides, the College is not having a competent librarian to man the library which falls short of the new modalities of the management of libraries in the Colleges of Education. Presently, a librarian at a College of Education should have his or her Second Degree in Librarianship which is making it difficult for most Colleges of Education including Agogo Presbyterian College of Education to have a competent librarian to man its library. One thing which could be suggested is that, the College need ultra-modern library which has



space and could stock more books for the students' consumption. The College Library is resource through Ministry of Education, benevolent organizations like World Vision International and philanthropists who have the College at heart.

The role the library plays in schools cannot be over-emphasized. In light of this, many heads of schools have not only been toiling to get good library service in their schools and colleges but have also been making every effort to get their students to make full use of the library services. Lockheed (1991) stated that patronage is a regular business given to a store, hotel and theatre and other places. Barcan (1995) and Crowther (1995) supporting this statement said that patronage is a support that a person gives to a shop, store, restaurant and other places by spending money there. From the two defined key words, it could be stated that, a library could either be patronized or not, by its customers including students. The important question asked is what role does the library play in the student's academic work? On the importance of library, Tarker (1979) noted that there is the need for students to continue to read and study to become lifelong learners. Hence, there is the need for the provision of efficient and well stock library. Barcan (1995) supporting this view stated that, the importance of libraries dated back from the earliest times when libraries were built in Alexandria, Athens and Rome for public use.

Amoako (1996) noted that the scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction. Library is therefore the means provided to meet and stimulate the interest, appreciation and curiosities of the youth. The 1987 Education Reform brought with it the opening of community libraries at District Centres and

some selected towns in the country. Sekyere (2002) noted the following as some of the benefits of the community libraries.

1. Making available and accessible reading and reference materials for vocational and academic work of the pupils and students.
2. Providing materials, for reading to serve as recreation for idle pupils and students
3. Encouraging children to cultivate reading habit in order to increase their vocabulary

Amoako (1996) stated that a school without a library is like a house without a roof. However, a library may be provided but the students may not patronize it. The low patronage of the library by students may be due to a number of reasons among which are:

1. Lack of library inputs like furniture and lighting system
2. The library not being spacious
3. Insufficient and outmoded books
4. Lack of the culture of learning from the library.

Students could be made to patronize the library if the above stated problems are addressed. Some students do not have the habit of going to the library to read or make research on their own. Instead, they use some of their own time to gossip and do other things which are not beneficial. In such circumstances, guidance and counselling officers and school authorities need to monitor their students' use of the library.

Again, students could be made to patronize the library better if the college's prepared time table permits the students to visit the library. Moreover, qualified librarians who could teach be employed to make

efficient and effective use of the library. Prizes donated by PTAs and Board or of Governors or Council of Colleges could be given to motivate others to do the same in order to enhance their academic work. In addition to the above, students' low patronage of the library could be notified through the power of communication. Keating (2001) stated that, the communicator who is the head of the college or school could highlight the importance of library to students. For such a message to be persuasive, the Principal could give sufficient information and education to the students at the time when they are ready for them. Allemna (1992) also pointed out that orientation on the use of School or College Library for fresh students should be given when they come to the School or College. This occasion offers the students the opportunity to know their bearing in order to acquaint themselves with the College environment. This would also whip their motivation as far as the use of a library is concerned.

### **Entry Grades of Students**

The entry requirements for prospective candidates to enter College of Education are WASSCE/SSSCE or GCE 'O' Level equivalent. The aggregate required from SSSCE applicants is 24 or better with a pass or better in English Language. The aggregate should constitute 3 core subjects and 3 elective subjects of the course an applicant did. Alternatively, a GCE 'O' Level candidate should have 6 credits including Maths, English, and Science. The pegging of the aggregate 24 was implemented during the 2004/05 admission year when the first crops of students were admitted to begin the Diploma in Education Programme nationwide. Prior to this development, the bottom line of the aggregate was 25 which means that a candidate with five

Es at that time was qualified to enter but it was based on the competitive nature of admission into a college which determines one's chance of entry. With the advent of WASSCE results, a prospective applicant should have the requirement of credit in three core subjects namely Mathematics, English and Integrated Science and two credits in elective courses a student pursued at Secondary School.

It has been observed that some years back around 2002 and 2003, most students who entered the College of Education entered with weak grades. Some entered without having required passes in either English or Mathematics or Science after attending 6 weeks Access Course Programme which was ran by the Teacher Education Division of Ghana Education Service and passed the examination conducted by the University of Cape Coast on behalf of Teacher Education Division (TED) of GES at the end of the course. This state of affair came about as a result of the fact that every year, students who excelled in the then SSSCE examination prefer to go to Universities and Polytechnics and this usually affected the training colleges (now Colleges of Education) in getting outstanding and equally brilliant students. The rationale behind this is that, people do not see teaching as a lucrative job and has no good prospect for them. Hence, a lot of people have no interest in going to the training college.

Procter (1996) stated that grades obtained in an examination are results of the examination conducted. Guthrie (1975) also stated that educational enterprises of all kinds are involved in measuring and reporting the effects of their effort on their clients. The symbols and signal employed in such reporting are usually considered marks. Marks are at best a device for

communicating a judgment concerning an individual. They could be expressed either in figures, percentages or letters. The significance of grades in the admission of students/pupils to the next level of educational ladder cannot be over-emphasized. Gipps (1994) noted that grades are used for both admission and certification.

Tamakloe et al (1996) stated that the best predictor of future performance is present performance. Okumbe (1998) supported this view when he noted that students who are selected into the levels of educational institutions are the raw materials for the institutions and grades are used for selection. Ohuche and Akeju (1998) noted that the reliance on test and examination results as the sole or partial arbiter for future life choices make society target test and examination as the major goal of schooling. For example, parents whose wards obtain good grades would like their wards to enter good SHSs that will enable them to climb the academic ladder to the highest level. Similarly, heads of Senior High Schools (SHS) also prefer to admit students with good Basic Education Certificate Examination (BECE) results into their schools.

Some applicants to Agogo Presbyterian College of Education received annually have weak grades as can be seen in some sister colleges. Notable subjects which some of the students have problem with is/are either English Language or Science or Maths. This unfortunate situation makes the students to struggle to understand the content of the subject matter of those disciplines. The crux of the matter is that most of the students did not understand the basis of some of the subjects very well at the SHS level and this goes a long way to have adverse effect on some of the students. Again,

some of the students have pre-conceived mind of some subjects like Maths and Science being difficult subjects. To this end, they do not make any effort to study hard as far as those subjects are concerned when they are in secondary schools. Consequently, it affects them in their final examinations in West African Senior Schools Certificate Examination (WASSCE) and afterwards has negative impact on them at the College of Education level.

It is a fact that, a lot of students in schools and colleges today have bad attitude towards study or academic work as compared to those in the olden days. Some are so fascinated by the material things instead of devoting their time solely for their books while in school. Even the study of psychology has indicated that, it is easier to study and assimilate at the tender age as compared to the old age. However, instead of some of the youth especially students taking the advantages at their age to study hard, they rather abuse it and use the time on unproductive things.

Gipps (1994) again stated that grades serve monitoring and accountability functions. The application of examination grades in general produces feelings of happiness, shame, embarrassment, guilt and anger in students, teachers, and their heads. Teachers and their heads that are aware of the weak entry grades of their students react to the future embarrassment by teaching their students to pass their examinations very well.

This practice has the advantage of raising the academic performance. Schon (1983) has accepted that teaching-to-the-test is pervasive in America schools and also in high performing schools in the United Kingdom. Again, Gipps (1994) stated that the West Virginia District of USA which was noted for its poor college entry grades, the practice of teaching-to-the-test once

raised the District academic result. This could also happen to any other school all things being equal.

Ohucke and Akeju (1998) have also observed that grades provided the necessary feedback to the school, teachers, parents and educational system as a whole. Schools that admit students with low entry grades have to do a lot of remedial classes to help students pass their examinations. Parents and educational authorities should impress upon a school with low students' passes as a result of students' weak entry grades to intensify their teaching and learning activities so as to attain better results.

Other factors

Teaching/learning materials are resources used by a teacher to enhance effective teaching and learning. Calhound (1994) contributing to factors that influence effective teaching and learning stated that students usually perform better when they have books or study aids to help them in their learning.

Sekyere (2002) stated that, teaching materials are the materials the teacher used to make students easily understand the lesson taught. Tamakloe et al (1996) also stated that teaching resources involve the materials the teacher prepares and uses to make learning easier. Similarly, the teaching/learning materials are those which the student prepare and use to make learning easier than it would have been without them. To this end, teaching/learning materials are materials which facilitate learning, understanding or acquisition of knowledge, concepts, principles or skills by the students. The main purpose for the use of any teaching/learning materials is to make teaching and learning more meaningful.

By using teaching/learning materials, the teacher attempts to excite as many sense areas in children, possible to bring them into complete involvement in the learning situation so that their senses will be brought to bear on the topic being treated. A multiple approach, through learning, seeing, touching, smelling, and testing make for more complete understanding of the lesson. The reason therefore, for using teaching/learning materials among other things is to help students and pupils to focus attention on the lesson thereby captivating their interest. We should note that the teachers who rely solely on abstract teaching find that their students are frequently unable to relate effectively to the new learning situation in any well-founded basic experience. Examples of teaching and learning materials used by teachers are sketches and pictures, television, video tapes, cassette players just to mention a few.

In Religious and Moral Education for instance, we realize that the background experience of the pupils/students are so varied that the new learning does not result in a clear concept common to all but rather emerges in as many shades of meaning as there are children/students. However, in teaching children at the basic level, it is acknowledged that, children already belong to one or the other of the three main religions other than his/her own call for the use of maybe a picture, drawing, sketches, artefacts and so on. These can assist immeasurably not only on focusing attention on the new religion but also help to provide sufficient grounds for pupils to carry on to further reading and discussion of the religious practices or teachings.

Farrant (1984) interestingly, stated that teachers are the only audio-visual aids that appear in every lesson and they are memorable because they



are frequently associated with some emotional experience. Apart from the drawings, sketches and pictures, we have the audio-visual materials that serve as teaching and learning materials in lesson presentation in various subjects. These include television and video tapes. Much of the vital information needed for effective teaching which is out of reach because of distance and unavailability can be managed in the classroom through any of the above mentioned materials. For example, in dealing with a topic like the “Hajj” in Islam in Religious and Moral Education, a film or documentary captured at the celebration of the Hajj in Mecca can be shown to students or pupils to give them a real picture of the celebration. Similarly, films on crusades, group meetings, synods, etc. of Christian churches can also be used.

Blake (1981) elaborating on the importance of material resources, stated that, if the number of pupils/students in the homes increase without corresponding increase of resources in the schools the quality of learning in the school will be lowered. This could easily be applied to a nation like Ghana whose population is increasing especially those in schools and colleges. Queen (2002) reported of the spectacular academic achievement of Kanga Primary School in Ghana which hitherto, took the last position in the district common examinations. The achievement became possible because of the interventions including facilities that were provided to the school by USAID. Inferred from this fact is that, if the necessary teaching/learning materials are provided to schools, performance of students could improve all things being equal.

Nowadays, for teachers to be very effective, the use of modern teaching/learning materials like computers, radio, television and access to the

internet is very necessary. In Ghana, only a few schools have the facilities. Again, an insignificant number of teachers are trained to handle those communication media. It is therefore worthwhile that ICT facilities should be provided at our schools to enhance effective teaching and learning. One importance of the use of internet is that, it makes it easy for students to access information which cannot be found within one's environment. As the world has become a global village, the importance of internet cannot be overemphasized.

Moreover, it makes it possible for students to interact easily with people abroad on issues relating to their academic work and other issues. All said and done, it is important that the authorities concerned should endeavour to devote enough fund for the procurement of teaching and learning materials to enhance effective teaching/learning in our schools and colleges.

### **Instructional Materials**

In Ghana, the G.E.S. has a division called the Curriculum Research and Development Division (C.R.D.D.) which deals with curriculum materials for academic work in our schools and colleges. The division's task, among others is the development and production of curriculum materials. For a whole division to be created for the production and distribution of the curriculum materials is an evidence of the important role these materials play in the academic work of students. Examples of these materials are textbooks, syllabuses, teacher's manual or guide for various subjects, etc.

Availability of curriculum materials in schools is very important in the sense that, they make it possible for a teacher to know what to teach in each term or semester and for the whole year. For instance, the syllabus

specifies for the teacher to know the units to handle for a particular topic and the processes he/she need to go through. Similarly, the textbooks also unfold to the teacher and the students/pupils the subject matter to be treated. This however gives the opportunity to the learner or the teacher to read ahead and prepare adequately for the lesson (Madeus & Stufflebeam, 1989). Curriculum has been defined in many ways and depending on the perspective of the individuals. Curriculum can be defined in terms of teaching, learning and governance. In an attempt to cover all the various definitions of curriculum and produce what may be termed a comprehensive definition, Corwin (1981) defined curriculum as a logically connected set of conceptually and pedagogically analysed knowledge and value claims.

In the above definition, curriculum development is seen as a process of planning, execution and dissemination of new and structured set of learning experiences to bring about some changes in a learner. It is an activity which involves many people working for a long time even outside teaching, learning and school administration (Schon, 1983). Basically, the different parts of curriculum development that are called into play in the relationship are the curriculum elements of objectives, content, method and evaluation. Another definition of curriculum development model can thus be stated as a convenient method of showing the relationship amongst the curriculum elements in the curriculum development process (Tanner & Tanner, 1980).

Designing a curriculum is one of the most important complex tasks in any nation's educational system. Success in this undertaking predicts success in the attainment of the nation's overall aims and objectives. This is because all development hinges on the quality of its educational system which in turn

is largely determined by the quality of curriculum at all levels of the educational systems (Tanner & Tanner, 1980). A curriculum may be designed at the national, regional or school levels depending on the scope of the concept of curriculum. For example, the curriculum for the Junior and Senior Secondary Schools was prepared at the national level by the Curriculum Research and Development Division while that of the Teacher Training College was designed by the Teacher Education Division of the Ghana Education Service (GES) with the assistance from the CRDD. As teachers translate the prescription of the curriculum document into the functioning curriculum through daily lesson planning, teaching and evaluation of learning outcomes, they are in fact, grappling with curriculum designing at the micro curriculum level.

Tyler as cited in Madeus and Stufflebeam (1989) came out with the process of curriculum planning, when he advanced four major questions which represent the steps in planning the curriculum. The questions are as follows:

1. What educational purposes should the school seek to achieve?
2. What educational experiences should be effectively organized?
3. How can these educational experiences be organized effectively?
4. How can we determine whether these purposes are being attained?

The answers to these four questions imply the following steps:

- a) That curriculum objective should be determined.
- b) That the learning experiences should be selected.
- c) That the content of the curriculum should be selected.
- d) That the content should be evaluated.

Most curriculum workers argue that curriculum objectives may be derived from studies of the society and the learner as well as the subject specialist. In studying the society, the purpose is to undertake an investigation that determines the needs and problems of the society through the provision of relevant educational experiences. Studies are also conducted into the values and ideals of the society which ought to be transmitted to future generations. The results of such studies identify tentative objectives (Tyler as in Madeus & Stufflebeam, 1989).

The next source of objectives is a study of the learners for the purpose of determining their needs and interests which may constitute educational objectives. In doing so, the learners' physical, social, intellectual and psychological needs are explored and in each case, tentative objectives are identified. Then the learners' interests are studied to find out these areas of interest that may constitute learning objectives. All these possible objectives derived from the studies of the learners are identified. Subject specialists are also interviewed in order to assist the curriculum worker to generate possible objectives which the school would pursue (Nacion-Brown, Oke & Brown, 1990).

The next step after identifying tentative objectives through the three sources mentioned above is to select or screen the objectives using ideas of philosophy and psychology. Thus, certain philosophical considerations are employed in determining appropriate objectives from the list of tentative ones. In so doing, the curriculum worker guarantees that the statement of objectives does not contradict the values of the school, the school's community and the nation. He ensures that it is the role of the school and not

of any other agency, to ensure the attainment of the objectives (Nacion-Brown, et al, 1990). In selecting objectives using ideas of psychology, the curriculum worker seeks answers to questions pertaining to the feasibility of the objectives, their appropriateness for the age of learners outside the school, their attainability within the time limit that is psychologically possible, and so on. The students are supplied with the available textbooks and other materials which are needed for their academic work. However, some students also make use of pamphlets prepared by tutors of training colleges in various disciplines which go a long way to help them (Nacion-Brown, et al, 1990).

In conclusion, all the above factors discussed are very paramount in the area of education. For any academic institution to make significant strides, then emphasis should be given to the factors so that achievement would be realized in the school. To this end, the factors need not to be treated in isolation if we want improvement in the educational sector.

### **Teachers' Qualification**

The teacher is the key factor in the educational process and in respect of that it called for calibre of teachers who can make education meaningful and dynamic. Therefore for effective teaching and learning to take place, some people are of the opinion that it require professional teachers who are dedicated and committed to work and can even make maximum use of the little resources at their disposal to chalk success.

Teaching in Ghana is regarded as a profession. Arends (1991) has noted that, a profession could be regarded as an occupation which exhibits certain characteristics such as the on intellectual techniques in performing the services and a long period of specialized training. These indications imply

that the teacher is an active generator or contractor of knowledge rather than a mere passive consumer of knowledge generated by other people (Williamson, 1992; Miller & Pine, 1990)

From another angle, Farrant (1984) defined a profession as a body that provides a specialized service to the community based on accumulated knowledge, skills and wisdom. He noted that it is normal for a professional body to control the entry qualification and the work standard of its members. He cited medicine and law as professions that are better recognized than teaching because they have greater autonomy and control over other services in the form of recruitment and entry qualification of new members. Antwi (1992) endorsed the semi-professional nature of the teaching work in Ghana. The teaching profession in Ghana unlike the other professions has some members who are non-professionals. The unattractive nature of the profession results in the high rate of teacher attrition leading to the recruitment of non-professionals for replacement. To this end, it has implication for the quality of products in terms of students' performance.

Some people have the notion that teaching work is free from hard work, pain, anxiety and trouble and as indicated by Arends (1991) many people think that teaching is an easy job with short work days and long vacations. However, experienced teachers know that teachers do many other things in addition to directly working with students. Furthermore, Cypher and Willower (1994) stated that teachers work both in school and after school. At school, the instruction centred activities like direct instruction, organizing, testing and monitoring are some of the teachers work. After the school work, the teacher is required to perform functions which include extra curricular

activities; marking of students' exercises and undertaking of educational travels. The activities perform both in school and after school by the teacher help students to perform better in their academic work.

Another important point worthy of note is that an efficient and effective teacher always prepares before he/she comes to class to deliver. Preparation enables a teacher to know what he or she wants to teach, the teaching and learning material to use at a given lesson and the anticipating questions from the pupils or students. Any good teacher worth his or her salt does not take preparation as a joke. Hence he or she devotes time for that in order not to be found wanting. Ashton and Crocker (1987) found significant positive relationship between the profession preparation and teacher's performance. Keating (2001) also observed that teacher's academic performance is positively related to students' achievement. Antwi (1992) noted that teacher education programme includes academic work, pedagogical and normative content of the teaching work. The teacher has to acquire a relatively high level of intelligence. To him the practical orientation makes the teacher becomes efficient. With efficiency and all other things being equal this will enable teachers to perform their task with ease and precision which could impart positively on students' performance.

Darling-Hammond (2000) also stated that the quality of the teachers' training has some relationship with students' performance. The introduction of the "IN-IN-OUT" concept of teacher education in Ghana and the emphasis on both professional and academic training of graduate teachers in our Universities and Diplomats in our Colleges of Education is a pointer to this direction. A lot of characteristics combine to make a teacher good.



Among other things he or she should be knowledgeable, take initiative, possess the ability to improvise, able to control his/her class, just to mention a few.

Owolabi (1983) observed that teachers' characteristics like experience, gender, academic and professional qualification, age, job satisfaction, commitment and others can be used as indicators to measure the quality of knowledge disseminated. Rebores (1982) supporting this view stated that the academic and professional qualifications of the teacher indicate the teacher's quality. To this end, the requisite qualification for teachers at the Colleges of Education nationwide and for that matter Agogo Presbyterian College of Education is second degree, preferably Masters of Philosophy. Teachers are expected to be diligent, efficient and hard working in the execution of their duties. This is in conformity to the outlined requirements of transforming the Colleges of Education into tertiary institutions in the country.

Agogo Presbyterian College of Education has a teaching staff of thirty (30) tutors including the Principal of the College. Out of the total number of the tutors, twenty-seven (27) have their second degrees whilst three (3) are not having it. With the new development in the Colleges of Education, they are no more under Ghana Education Service (G.E.S.) but rather Ministry of Education and National Council for Tertiary Education (NCTE). In view of this tutors are recruited strictly by interview and on merit. This is in conformity with the guidelines stipulated by N.C.T.E. in respect of turning the Colleges into tertiary institutions likewise Agogo Presbyterian College of Education. The staff is developed through further studies by the tutors

whereby they are given 'development and research bursaries' by the government to enhance them academically.

**Comparative Study between the Period of the Missionaries (1931-1971) and after the take-over by the Government (1972-2013)**

This section of the study seeks to compare the two dispensation of the study which is the period during which the Missionaries were managing the Agogo Presbyterian College of Education and after the government took over. The period of the two dispensations look very long in terms of years, nevertheless, the researcher took into consideration important events and landmarks that occurred during the period the College was established up to the time the government took over till now.

In the first place the infrastructure which were put up during the period of the Missionaries were the old administration block, old chapel, old dormitory blocks or hall of residence, and old staff bungalow which had some wooden structures in it. In addition to this, information gathered revealed that the College was having a very beautiful compound which was full of different kinds of flowers and for that matter an epitome of botanical garden. The compound was refreshing with good scent or aroma from flowers like 'rose' 'forget-me -not' just to mention a few. The compound was so splendid that it attracted visitors from all walks of lives to have a look at the compound. Although, the compound was not big, the authorities of the College were able to put the necessary resource in place to make the atmosphere of the College look good.

Conversely, there has not been a remarkably improvement in the College in terms of infrastructural development. The old chapel which the

Missionaries built in 1931 is what the College still uses in this twenty first century. The facility has failed to accommodate the over growing population size of the students over the years. This discouraged the patronage of religious activities among the students in the college. Despite this, the College has been fortunate to have a new administration block which has given a good edifice to the college. The block was commissioned in 2007 during the leadership of Mrs. Grace Ofosuhemah Odjidja a Principal of the College (2001-2008). It is worthy to note and remember that the former Finance Minister and Member of Parliament for Ashanti Akim North, the late Honourable Kwadwo Baah Wiredu played a crucial role to have this administration block built at the College. At the moment, this is the only infrastructure the College can boast of which is fully completed.

There is also another on-going project which is a hall complex for students' accommodation but it is not yet completed. It was started in 2013 during the tenure of office of Mrs. Gladys Kabuki Appiah as the 14<sup>th</sup> Principal of the College. The toilet facility which the College used to have during the Missionaries period was pan latrine, its process of disposal was unhygienic and laborious. However, today, there has been improvement as far as the facility is concerned. Thus, it has modern toilet facility like water closet at halls of residence for students and the tutors' bungalows. Credit should however be given to Mrs. Gladys Kabuki Appiah who provided water closets to bungalows which used to have pan latrine and also added some to what the students were already having. Another remarkable achievement the Missionaries did were the underground well they constructed under every building they built at the campus. For instance, some of them can be found

under the old administration block, old students' dormitories or halls, tutors' bungalows and kitchens. In fact, in the past, Agogo was noted for its perennial water problem and for that matter, the Missionaries thought it expedient to construct those wells to mitigate the water problem. Comparatively, none of the buildings built after the government took over is having an underground well. Surprisingly, even the new administration block is not having one. Considering its huge size, it should have had underground well to reserve rain water but the contractor did not do it in that way. This tells us that sometimes some people fail to envisage what the future holds and this is drawing most Ghanaian backward. It is a fact that geographically, Ghana is in the tropical zone and experience, heavy rainfall almost every year. We can take a lesson from what the Missionaries did at the Agogo Presbyterian College of Education to harvest rain water rather than to go waste.

The numerical strength of the College during the Missionaries period was not large. For instance, in the year 1942, the number of students who were sent to Akropong Akwapem because the West African Frontier Force took over the campus for training towards World War Two were two-hundred and ten (Archival source of the College). On the other hand, today, people are well informed and have seen the need of education. The Girl-child is encouraged to go to school while in the past, some people have the belief that, the office of a woman is the kitchen. Therefore from the College records as at the end of 2014/15 academic year, the total number of the students was 730 students comprising 300 first year students, 250 second year and 180

third year students. This shows that there has been significant increase in the number of the students of the College.

Another issue worthy to compare is the mode of teaching practice during the Missionaries, period vis-à-vis when the government took over up to today. During the former period, the students used to have it at their demonstration school to equip them with the rudiments of teaching to become professional teachers. The number of students at that time was not large and for that matter, the demonstration school was able to absorb them to do the teaching practice there (Archival source of the College).

However, when the government took over the College, enrolment increased, and the trend of the teaching practice changed. This is because the demonstration school alone could not accommodate the entire students. From the archival source of the college, in the late 70s, 80s and 90s, the student used to have the teaching practice at Agogo and it was limited to the schools within the town including the demonstration school. These students went for teaching practice and return to campus and the duration was three (3) weeks. From the year 2000 to date, the trend has again changed. Students now go for teaching practice for a whole year and this takes place in their third year. They are sent to the neighbouring villages and towns and stay in the community to do the teaching practice. This helps the students to learn the culture of the people whilst staying with them. Besides, it prepares them effectively and efficiently to become fully fledged professional teachers.

Furthermore, the number of teachers of two different dispensations could be compared. For instance at the beginning of the College in 1931, the teachers were only five (5) in number and were all missionaries who

sacrificed their lives for the establishment of the College. These teachers include the founder and the first Principal of the College, Mrs. Helena Haegele Schlatter. She was later joined by her husband, Mr. Haegele who also taught in the College and they helped lay a good foundation for the college. On the other hand, the teacher population have increased in number and as at 2014/2015 academic year, it stands as thirty (30). The increase in number of teachers affirms why the students' number has also increased. Also, the member of the non-teaching staff today has increased greatly as compared with the time of the missionaries. For instance during the administration of Mrs. Grace Odjidja (2001-2008) records from her office indicated that the office staff were eleven (11) comprising (9) males and two (2) females. Similarly other non-teaching staff comprising cooks and labourers were thirty seven (37) in number which was made up of twenty-five (25) males and twelve (12) females. The teaching staffs in that same year were also twenty-two (22) comprising fifteen (15) males and seven (7) females. (Archival source of the College). The above information among other things therefore enables us to know that the College has grown greatly from the time it was established in 1931.

### **Chapter Summary**

The study evidently showed that provision of infrastructure in colleges thrived more under the missionaries (Presbyterian Church of Ghana) than the government. This is observed in the remarkable provision of classrooms, administration block, staff bungalows, chapel, and dormitories among other things. Regarding management, there appeared to be much inefficiency due to poor collaboration among the stakeholders. The Churches

feel they have been relegated to the background hence their less involvement in decisions that affects the development of the schools especially the mission schools. However Principals under each of the regimes have served well to foster the development of the APCE.

The academic performance of the students generally observed as good though some of the students did not perform so well in the following subjects Integrated Science, Mathematics and English Language. The level of discipline especially among students were observed to have remained relatively stable both under the Missionaries and the since the government took-over. This was due to the unrelenting authorities of APCE to enforce the disciplinary measures among students who misconduct themselves.

## CHAPTER FOUR

### THE PARLIAMENTARY DEBATE ON THE TAKEN OVER OF SCHOOLS

#### Parliamentary Debate on the Take-over Schools

The agitations that Government should return the Mission Schools to their original owners such as to the Churches still lingers on. Most of these clarion calls have come from various stakeholders such as the religious groups, organizations, individuals and civil societies. As part of the study effort was made to consider the debate for missionary take-over of the college schools from the government. The next section presents a deeper debate on the subject

#### Argument for the take-over of Mission Schools

The debate about the return of Mission Schools to the Presbyterian, Methodist, Catholic and Evangelical Presbyterian churches among others was recently revived in parliamentary sections, with some members arguing that handing over the Mission Schools to the churches would be an antidote to falling academic standard and morality in schools.

According to "*Chronicle*" report on February 12,2014 written by E. K. Gyasi, the lack of proper supervision, falling standard of education, moral decadence and financial constraints among other things have been cited as the bases for the return of the Mission Schools to their original owners. It therefore perceived that government has not managed these schools



effectively coupled with infrastructural deficit over the years. These schools made us to believe that, there is real or perceived moral bankruptcy, incompetence and financial handicap and that there is the need to return Mission Schools to their founders (Dr. Papa Kwasi Nduom, 2014)

Similarly, the Christian Council of Ghana has emphatically stressed the need to government to hand over the Mission Schools to the churches. The General Secretary of the Council, Rev. Dr. Kwabena Opuni Frimpong has indicated that, the Churches in Ghana have since the pre-colonial era contributed enormously to Ghana's educational sector by establishing schools across the country. Since that time, the Church has been at the fore front of providing education at every level in the country with the purpose of training the mind, heart and head. (*General News*, Tuesday, 4<sup>th</sup> February, 2014). According to Rev. Dr. Opuni Frimpong, the niche of Mission Schools is the provision of intellectual and technical ability to students, and the impartation of moral values. These have been the underpinning values in Mission Schools in time past. Mission Schools such as Mfantispim School and Wesley Girls in Cape Coast, St. Monica's College of Education at Ashanti Mampong, Presbyterian College of Education at Akropong Akuapem, Wesley College of Education in Kumasi among others have contributed to the development of our country. However, "since the state took over the management of Mission Schools in the country, we have been concerned with continuous decline in the provision of quality education and moral formation among students. Also, the inability of state to manage the schools effectively to fulfil the purpose of the Church is worrying", he indicated. Taking cognizance of the above situation, the Christian Council of Ghana advocated strongly that, the

government must return the schools to restore the once enviable moral values and quality education that were seen in students who attended these schools.

The debate about the return of the Mission Schools to churches is one that is not only limited to Ghana. According to the '*Daily Graphic*' report by Seth Boakye on 7<sup>th</sup> February, 2014, the Anamba State Government in Nigeria in November, 2011 handed over 1,040 Primary Mission Schools to their formal owners and disbursed about 10 billion Naira ( in instalments) to the schools as take over grants. For example, in the Delta State in Nigeria, the state responded to calls by civil society and religious based organization to restore morals and quality education through missions and returned forty (40) schools to the Roman Catholic, the Church Missionary Society (CMS) otherwise known as Anglican Church, the Baptist and African Church Group Mission in September, 2011(*Daily Graphic*, 2014).

However, upon the release, reports indicate that, none of the teachers from the affected schools currently employed by the government opted to join the missions. They preferred to serve in the public schools rather than work with the mission which they alleged could not pay them well. Likewise, most parents still prefer public schools as their students enjoy government free education, particularly free registration for the Basic Education Certificate and West Africa Secondary School Certificate Examinations. In some cases, the schools returned to the mission, even after passing the required national examination, the students had to take aptitude test to gain admission to the secondary school. This is evident in Tanzania where the Anglican Church is renewing its call on the government to return its

confiscated schools, arguing that it is able to educate more children at a higher standard for less than the government (Ashton & Crocker 1987:23).

In Ghana, the Deputy Minister of Education, Honourable Samuel Okudzeto Ablakwa has called for open debate about the return of Mission Schools to the churches. In the *Daily Graphic* report dated 15<sup>th</sup> June 2013, Honourable Okudzeto Ablakwa said that the government will not shut the doors on such a debate, since it is of the view that churches are the partners in government. He said “we are willing to engage further on this matter, but we want the public views also to be heard.”

In Parliament of Ghana the debate appeared to have gingered the Christian Council of Ghana (CCG) which has over the years made a case for the return of the schools, most of which were taken over during the Dr. Kwame Nkrumah’s regime. The Christian Council of Ghana (CCG), in a press statement reasoned that, returning the schools to the churches is laudable to our educational development. However, speaking to the *Daily Graphic*, Honourable Okudzeto maintained that the churches had been relegated to the background in the country’s educational system. He continued that, “we believe that the current system gives education in Ghana collective ownership and in this regard the Church has a role to play.” The issue of returning Mission Schools to their owners in Ghana has in recent times has become a major topical subject within the educational cycles. One Member of Parliament who support the idea of giving back Mission Schools to the Churches is Honourable Peter Nortsu-Kotoe, Member of Parliament for Akatsi North and that idea is equally support by some Ghanaians.

In a *Daily Guide* report dated Wednesday, January 29, 2014, Honourable Nortsu-Kotoe said, there was the need for the Ministry of Education (MoE) to engage the religious bodies in a dialogue aimed at handing over the management of Missions Schools to the various religious bodies. Similarly, according to “*The Chronicle*” issue of Wednesday, January 29, 2014, Honourable Nortsu-Kotoe said in Parliament, “nobody seems to be concerned about the children’s moral upbringing (i.e. the need to instil discipline and respect for authority). Honourable Nortsu-Kotoe further added that, “There is so much waywardness now and as a nation, we need to rise up to our responsibilities before we are overtaken by event.”

This has resulted into low healthy competition between schools, and that moral decadence is on the rise and discipline has been sacrificed. Honourable Nortsu-Kotoe also the Vice Chairman of the Select Committee on Education in Parliament asserted that the problems and consequences arising will infect us all. Waywardness, indiscipline, lawlessness and crime of all kinds, is becoming common since the state took-over of schools from the various religions missions. We can remind ourselves specifically of an incident reported in the media by the *Ghanaian Times* on July 7, 2001 about two students from Adisadel College at Cape Coast who broke into a police armoury and took away quantities of live ammunitions. The above however, try to buttress the point the General Secretary of Christian Council of Ghana made to confirm his statement that the take-over of the Mission Schools by the government to some extent has led to indiscipline in our Schools and Colleges in the country.

### **Argument against the take-over of Mission Schools**

There are other schools of thought which are also of the opinion that churches taking over their Mission Schools will not solve the myriad of problems we are talking about. For instance in 2015, when there was a chorus of agitation by the Missions to have their schools handed back to them, Archbishop Palmer Buckle sounded a note of caution and also gave very useful advice to his clerical brethren. According to the *Ghanaian Times* issue of Friday August 20, 2005, after the official launch of the Golden Jubilee of the Holy Spirit Cathedral in Accra, the Archbishop “cautioned the church against hastening to take over the running of Mission Schools from the state. He reportedly said that there should be a proper arrangement before any take-over occurred. He added, “we definitely have a problem to solve about our schools.” He added that, “While we are bargaining with the state over the administration of the Mission Schools, parents should be firm and participate in the process by inculcating good morals in their children”. The Archbishop at this point had particular advice for Catholic parents. He called on them to influence the morals of their children so as to curb the spate of indiscipline and moral decadence among students.

In another development, in 2007 when there was a lot of noise over the dropping of Religious and Moral Education (RME) from the curriculum, Mrs. Margaret E. Nkrumah, the then Principal of SOS Hermann Gneimer International College, Tema, stated as follows: “It is first and foremost the job of parents to bring up their children, to teach them their cultural, moral and religious values, and to demonstrate these values by example from the way they live and what they do.” (*Daily Guide*- Monday, December 10,

2007:19). Archbishop Palmer-Buckle and Dr. (Mrs) Margaret Nkrumah have said at different times that on the shoulders of parents rest the first and ultimate responsibility of bringing up children to be honest, upright, God-fearing, incorruptible, patriotic and highly moral adults that the country needs. Of course, other factors come in to play their part in the proper upbringing of children. The school, the church (religion) and society at large all have roles to play. However, it must be realized that children are born into homes in the first instance. Consequently, therefore, the foundation for morality and good conduct is to be found in the home, and not in the Church, or the school or the society at large.

After all, even religion has to have morality as the foundation on which it is built, and not the other way round. The Archbishop Palmer Buckler posed a question in his speech that “how many Ghanaian children have the opportunity to go to school? How is the character of those who do not go to school formed? If society is to benefit from religious upbringing, then everybody must have it, and not just those who go to school.” Is it the contention of Honourable Nortsu-Kotoe that all those who went to school at a time when the Missions totally managed the schools became the epitome of moral rectitude, while those who went to school after the state had taken control are society’s bad nuts because they did not have the benefit of any religious instruction?”, the Archbishop asked. On a daily basis, and on special days, our houses of prayer are filled with Christians, Muslims and others. Yet among these worshippers of God or Allah or Yahweh are those who have decided to conspire to destroy the country through plain stealing, embezzlement, fraud, corruption, misapplication etc. Is Honourable Nortsu-

Kotoe saying that these crimes are committed only by those who never had the opportunity to attend school when the Missions controlled their schools? Even it is claimed in some quarters that people who profess to be religious engage in rape, paedophilia and other criminal activities, and can we conclude that is it because they never had the benefit of moral education in school. It is admitted that something is seriously going wrong with our educational system. Over-crowded classrooms, quantitatively and qualitatively inadequate supply of teaching staff, teachers having to combine classes, crumbling school buildings, lack of teaching and learning materials, poor supervision and very poor funding are among the factors leading to the falling (if not fallen) standards of education in the country. Several unanswered questions have therefore been put across by these schools of thought:

1. Will all these problems be solved as soon as the Missions take back their schools?
2. And what kind of arrangement will be there? Will it be such a complete take-over that the Missions will fund their schools, pay salaries and look for their own teachers and non-teaching staff?
3. Will they admit students of other religious beliefs and force them to renounce their religion and become members of a different faith, such as Christians becoming Muslims and Muslims becoming Christians?
4. Will the Missions pay back to the State all the money sunk into those schools by way of infrastructure, equipment and materials?
5. What is the proof that private schools are doing better than public schools in Ghana?

It can be reiterated that education in the country, especially education at the basic level, is in real crisis, due to some of the reasons given above. From the foregoing, let not this Government or any other Government take the easy way out of the crisis by shifting responsibility for the provision of education unto the Missions or any other group.

Another argument to note is that payment of salaries to the teachers who will be teaching in Missions Schools would be a problem. In fact, it is envisaged that the Church will rather find it difficult to pay their teachers' salaries as compared with their counterparts in the public schools. From this analysis, however, it is better for the State and the Church to team up to find a proper and lasting solution to the above issue.

The debate therefore implies the Colleges of Education which were specifically established by the missions and were taken over by the government have been neglected for far too long which had led to poor infrastructural development on their campuses. A typical example is Agogo Presbyterian College of Education. For instance, interview the researcher had with some old students, some teachers of the College, two former Principals of the College and some members of the Presbyterian Church suggested that the government should give back the Mission Schools and Colleges to their respective Churches to manage them.

### **Chapter Summary**

On the parliamentary debate, both parties concluded on the needed for the stakeholders to rather channel their efforts to addressing the over-crowded classrooms, quantitatively and qualitatively inadequate supply of teaching staff, deplorable school buildings, and lack of teaching and learning



materials, poor supervision and very poor funding etc. that has led to the falling standards of education in the country.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### **Introduction**

The chapter focuses on analysis of empirical data on the state of infrastructural development, management and the level of academic performance in APCE and, on the Parliamentary debate on the take-over schools by the missionaries (Churches) from the government. It presents a summary of the findings from the analysis. The findings from the analysis give basis for suggesting plausible recommendations to improve or otherwise correct adverse outcomes. Based on these findings, attempts have been made to propose practical recommendations to deal with the issues identified. This chapter ends with a general conclusion to the research. The conclusion summarizes all the findings and processes of the research.

#### **Summary of Findings**

The findings of the study bordered on the objectives which were outlined and guided the process of the entire research. The findings as per the objectives are outlined as follows:

#### **Infrastructural development in APCE**

The study evidently showed that infrastructure in colleges thrived more under the missionaries (Presbyterian Church of Ghana) than the government. This is observed in the remarkable provision of classrooms, administration block, staff bungalows, chapel, and dormitories among other

things. Government, since it took over the College in 1972, has not done much in terms of infrastructural development for an institution which had existed for eighty-four (84) years. However, over the years, large class sizes do not match with inadequate supply and provision of training resources. These inadequacies negatively affect the necessary skills for the world of work.

### **Management of APCE**

The study observed that regarding management and for that matter the supervision of APCE, no level of inefficiency was established since Principals under the Missionaries and the government dispensations have played their roles effectively. The APCE is also supervised by the Church, Teacher Education Division (TED), N.C.T.E., University of Cape Coast (Institute of Education), Governing Council of the College and concerned parents. Historically, the Moderator of the Presbyterian Church of Ghana and his entourage periodically visit the College to assess the state of the college.

### **Level of academic standards**

The survey noticed that on average the academic performance of the students were good. However, most students do not perform so well in the following subjects Integrated Science, Mathematics and English Language. This was mainly due to the poor foundation of the students from the secondary education.

### **Entry grades of students**

The study found that while enrolment rates at the APCE have increased, learning achievements were found to be below the expected standards. Some students admitted have weak grades either in Mathematics

or English Language or Science. Therefore the trainee teachers struggle to understand the content of the subject matter and affect their delivery. This was due to the inadequate inspections hence teachers and school management are not held accountable for the declining educational achievement in the college.

### **Instructional materials**

The study observed that Colleges and Schools depended on the Curriculum Research and Development Division (C.R.D.D.) for their study materials. This Division with the GES are charged with the responsibility of developing and producing the curriculum materials for academic work in our Schools and Colleges. Examples of these materials are textbooks, syllabuses, teacher's manual or guide for various subjects, etc. However, there was generally inadequacy in the provision of instructional materials which leads to focusing more on theoretical teaching leading to trainees lacking proficiency in their chosen fields of specialization.

### **Teachers' qualification**

Agogo Presbyterian College of Education has a teaching staff of thirty (30) tutors including the Principal of the College. Out of the total number of the tutors, twenty- seven (27) have their second degrees whilst three (3) are not having it. This has enhanced the academic and professional qualifications of the teacher and it indicates the teacher's quality.

### **Level of discipline in APCE**

The level of discipline especially among students were observed to have remained relatively stable both under the Missionaries and the since the government took-over. The authorities of Agogo Presbyterian College of

Education have not relented in their effort to punish students who go contrary to the College rules and regulations. Offenders were made to go on either internal or external suspension in respect of what the student has done or committed.

### **Patronage of library**

The study also showed that despite the inadequate capacity of the library to accommodate the students, it has been the main source of further information besides the classroom work for assignment, project work or group work. However, the obsolescence of the books in the library discourage the use of the facility by both teacher and students. It was also observed that the librarians lacked the requisite skills to man the library efficiently. This finding affirms Amoako (1996) assertion that library may be provided but the students may not patronize it due to inadequate space and insufficient and outmoded books.

### **Parliamentary debate on the take-over schools**

The study observed varying positions for Missions Schools to be handed over to Churches by the Government. These advocates maintained that there is lack of proper supervision, falling standard of education, moral decadence and financial constraints have been cited as the bases for the return of the Mission Schools to their original owners. It therefore perceived that government has not managed these schools effectively coupled with infrastructural deficit over the years. There is so much waywardness now and as a nation, we need to rise up to our responsibilities before we are overtaken by event.” This has resulted into low healthy competition between schools, and that moral decadence is on the rise and discipline has been sacrificed.

Waywardness, indiscipline, lawlessness and crime of all kinds, is becoming common since the state took-over of schools from the various religions. The churches had been relegated to the background in the country's educational system. For instance, those in support of the argument believe that the current system gives education in Ghana collective ownership and in this regard the Church has a role play.

On the contrary, Archbishop Palmer Buckel of Catholic Church in Accra and Dr. (Mrs) Margaret Nkrumah, former Principal of SOS Hermann Gneimer International College, Tema, who also opposed the transfer of the mission schools to the churches, posed the following questions:

1. How many Ghanaian children have the opportunity to go to school and how is the character of those who do not go to school formed?
2. And what kind of arrangement will be there? Will it be such a complete take-over that the Missions will fund their schools, pay salaries and look for their own teachers and non-teaching staff?
3. Will they admit students of other religious beliefs and force them to renounce their religion and become members of a different faith, such as Christians becoming Muslims and Muslims becoming Christians?
4. Will the Missions pay back to the State all the money sunk into those schools by way of infrastructure, equipment and materials?
5. What is the proof that private schools are doing better than public schools in Ghana?
6. Will all these problems be solved as soon as the Missions take back their schools?

7. Will they admit students of other religious beliefs and force them to renounce their religion and become members of a different faith, such as Christians becoming Muslims and Muslims becoming Christians?
8. Will the Missions pay back to the State all the money sunk into those schools by way of infrastructure, equipment and materials

They however suggested the need to adequately engage all the stakeholders in developing education delivery in Ghana. Stakeholders should rather channel their efforts to addressing the over-crowded classrooms, quantitatively and qualitatively inadequate supply of teaching staff, deplorable school buildings, and lack of teaching and learning materials, poor supervision and very poor funding etc. that has led to the falling standards of education in the country.

### **Conclusions of the study**

Education is a necessary element in the development of every nation. It is an important tool for the optimum development of a nation's human or man power resources, which contributes largely to a nation's total economic growth. However, APCE is facing a challenging period in its development. The recommendations proposed in this study are to provide informative basis for the Government and all other stakeholders the collaborative efforts needed to affect College of Education in Ghana. This will require innovation and inventiveness in the mobilization of all resources both human and financial as well as participation of all stakeholders in order to realize the objectives of our education reform programme.

Improvements in access and quality of education at all the Colleges of Education will provide the needed impetus to the reform programme as well

as to the development agenda of creating wealth and reducing poverty in Ghana. The proposed reforms will contribute to an increased funding gap for the entire education sector. There will be the need therefore as already indicated to attract increased levels of external funding, including increasing levels of support from the private sector, adopt cost-recovery strategies and also look to improve efficiencies in education delivery in order to meet the increasing resource needed. Co-operation and dialogue between government, the private sector, development partners and all stakeholders will drive forward the reform process and ensure that the education sector achieves the derived impact on the growth of the national economy.

### **Recommendations**

These recommendations seek to provide overall measures to improve policy action on college educational delivery to foster development in the Ghana:

1. The relationship between the Ministry of Education and its agencies, the Regions, the Districts and the schools, i.e. between the policy-makers and the delivery system, is of major importance in the context of the education system. The relationship needs to be built on mutual trust, with the Ministry providing relevant policies, guidance and support to the agencies and to schools and teachers, with schools taking greater responsibility for their own improvement and school staff working with local communities towards a common goal. For this to develop, both the management structure and the management culture need to focus on service and support rather than on command and



control. This implies changes within the Ministry at one extreme and within individual schools at the other.

2. The Ministry of Education should therefore make all the necessary effort to increase investment in the promotion of Mathematics, Science and Technology, particularly in junior secondary schools. In addition, throughout the system, from Primary Schools to the institutions of higher learning, there will be greater attention paid to encouraging all actors in promoting applications of Information and Communication Technology (ICT) to daily activities, whether at a personal level or in the workplace. Again there should also be improvements in the learning environment. This will need to be complemented by the strengthening of the teaching staff. Teachers require targeted pedagogical training. Efforts should also be made to motivate teachers to stay in the profession, the average teaching life of a teacher being only 4 or 5 year is a considerable waste of public investment.
3. Human resource policy should be developed by the Ministry of Education in collaboration with the other stakeholders to adequately address staff matters related to terms and conditions of service including recruitment, capacity building, promotion, deployment and redeployment at all levels. This is expected to enhance or boost the morale and motivation of staff. Efforts should be put in place to strengthen the infrastructure with clear guideline on their staff development. More so, teaching and teacher education be professionalised and call for government to grant training colleges full academic and professional responsibility.

4. The study also recommends the need of teaching basic research skills among the student teachers and teachers at the lower levels to encourage critical, independent and investigative thinking among the young learners. Again, adequate and well trained staff in ICT be put in place and for the curriculum to be regularly reviewed to meet skills demanded that are constantly changing.
5. Semi-autonomous Education Standards and Quality Assurance Commission should be established to be the custodian of standards and quality in education and it will hold to account all service providers across the education sector.

#### **Suggestions for Further Research**

The scope of the study was limited to Agogo Presbyterian College of Education. However, further research work on the study can be done in other Presbyterian Colleges of Education in the country (Ghana).

Again, a future researcher could also consider the situation which is happening in the Catholic based Colleges of Education. Other factors which the researcher did not investigate but could be of importance like feeding should be taken into consideration by a future researcher who would decide to carry out similar research work.

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APPENDICES

APPENDIX A

Pictures of Missionaries and Ghanaian Principals of the College



MISS HELENA SCHLATTER  
(1931-1937)



MISS ELIZABETH ACKERMAN  
(1938 - 1939)



MISS. FRIEDA MISCHLER  
(1939-1940 (1945-1950)  
(1954-1957



MISS. GERTRUD GOETZ  
(1940-1945)



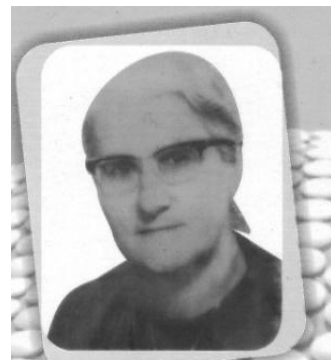
DR. GERTRUD JUZI  
(1950-1954)



DR. BEATRICE JENNY  
(1958-1961)



MISS. GRACE BOAFO  
(1962-1965)



MISS. ELIZABETH  
DEBRUNNER  
(1965-1972)



MISS. VIDA ANNO KWAKYE  
(1972-1985)



MRS. ESTHER JOYCE ACQUAH  
(1985-1991)



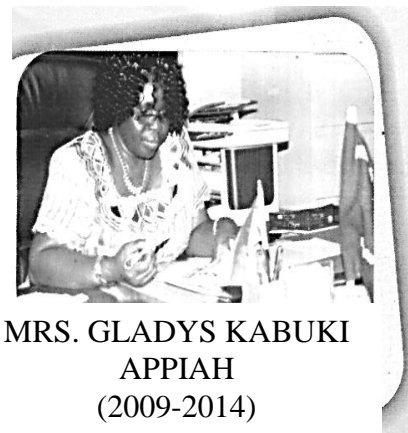
MRS. AKUA DEBRAH  
(1991-1993)



MISS. HIENNE OBENG  
(1994-2001)



MRS. GRACE OFOSUHEMAA  
ODJIDJA  
(2001-2009)



MRS. GLADYS KABUKI  
APPIAH  
(2009-2014)



**APPENDIX B**

The Old Chapel built by the Missionaries



APPENDIX C

Old Dormitory (Zurich Hall) built during the Missionaries' Period





**APPENDIX D**

Old Administration built during the Missionaries' Period





APPENDIX E

The College Teaching Staff and non-Teaching Staff during the Period of Miss Anno Kwakye as the Principal. (1972-1985)



*The College Teaching Staff*



*Non Teaching Staff*



**APPENDIX F**

New Administration Block Commissioned in 2007 during the Period of Mrs. Grace Odjidja as the Principal



### APPENDIX G

A session of students at the second Congregation in 2010 during the period of Mrs. Gladys Kabuki Appiah as the Principal

