

UNIVERSITY OF CAPE COAST

**CHALLENGES OF STATE-CHURCH PARTNERSHIP IN SCHOOL
ADMINISTRATION IN THE WEST AKIM MUNICIPALITY OF GHANA**

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BY

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

AUGUST 2012

DECLARATION

Candidate's Declaration

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

Candidate's Signature -----

Date: -----

Name: Yaw Korankye –Gyamera

Supervisor's Declaration

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

Supervisor's Signature -----

Date -----

Name: Prof. Yaw Afari Ankomah

ABTRACT

This study assessed the challenges of state-church partnership in school administration in the West Akim Municipality of Ghana. The descriptive survey design was employed to assess the stakeholders' perception on the issue under study. In all 27 administrators of schools in the West Akim municipality were involved in the study.

Questionnaires and interview guide were used to collect data for the study. Descriptive statistics were used to analyse the data. The study found that the stakeholders see the partnership between the state and church in education as very important and so it should be maintained. However, with the administration of schools, respondents strongly believe that administration should be handed over completely to the churches. The Regional Managers of Unit Schools were of the opinion that the administration of unit schools be handed over to the churches. Among the challenges outlined by the respondents were spate of indiscipline among students and teachers, lack of recognition for unit heads, lack of good supervision by Regional Managers, and ineffective communication channels. It was also found out that there is no proper cohesion between the unit heads and the Municipal / District Directorate.

It was suggested that the Director-General of education should come out clearly to outline each partner's roles and limits in order to curtail the supervision and transfer problems associated with the partnership. Also, the Ghana Education Service should organize workshops for school administrators to sharpen their skills and some rules in mission schools should be applied to unit school as well.

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DEDICATION

To Mr. and Mrs. Owiredu – Gyamera (retired educationists)

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	xi
CHAPTER	
ONE	
INTRODUCTION	1
Background to the Study	1
Statement of the Problem	4
Purpose of the Study	6
Research Questions	7
Significance of the Study	7
Delimitation of the Study	8
Limitation of the Study	8
Operational Definition of Terms	8
Organisation of the Rest of the Study	9
TWO	
REVIEW OF RELATED LITERATURE	10
Brief History of the Church Schools	10
The Problem of Recognizing Each Other's Authority	24

The Problem with Child Right Enforcement	25
The Problem with Provision and or Maintenance of Infrastructure	27
The Problem of Moral Decadence	28
The Problem of Curbing Indiscipline in Schools	30
Possible solutions to the challenges Identified	33
Respecting Vision and Mission	33
Replacement of Bible Knowledge with Religious and Moral Education (RME) in Basic Schools	33
Recognizing Each Other’s Authority	34
Child Right Enforcement	34
Provision and or Maintenance of Infrastructure	35
Moral Decadence	35
Curbing Indiscipline in Schools	36
THREE METHODOLOGY	38
Research Design	38
Population	39
Sample and Sampling Procedure	39
Instruments for Data Collection	40
Pilot-testing of Instrument	41
Data Collection Procedure	41
Data Analysis	42

FOUR RESULTS AND DISCUSSION	43
What is the Current status of Administration of the Schools under the Church-State Partnership in the West Akim Municipality?	45
Perception on State- Church Partnership in the School Administration	56
Regional Managers Stand on the Partnership in Education Administration	60
Roles played by religious bodies	60
Impact of Partnership on Development of Education	63
Views of Regional Managers on Impact Made on Educational Development by their Involvement in the Management of Unit Schools.	64
The West Akim District Director of Education’s Impression about the State- Church Partnership in the School Administration Schools in the District as at 2004	64
Expected role to be played by Educational Units in the Development of Education	66
Key Challenges encountered by Mission Schools	66
Challenges the District Director of Education face in the Partnership with the church in the school Administration	68
District Director of Education’s Opinion about the Stand of the Religious Bodies in the Partnership	68
FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	70
Summary	70
Summary of Major Findings	71
Conclusions	83

Recommendations for Practice	84
Suggestions for Further Research	86
REFERENCES	88
APPENDICES	92
1. Questionnaire for Basic School Heads	92
2. Questionnaire for Regional Managers of Unit Schools	97
3. Questionnaire for West Akim District Director of Education	103
4. Interview Guide for Reverend Minister	108

LIST OF TABLES

Table	Page
1a Mission Schools as at December 2004	3
1b Education Status of Primary and JHS School Headteachers	44
1 Perception of who should Administer Schools in the West Akim District by Stakeholders	45
2 Frequency of Visits of Personnel from the Regional Manager's Office to Schools in a year as seen by Heads	46
3 Perception of Respondents about visits to Schools by Personnel from Regional Managers Office	47
4 Helpfulness of the Regional Managers visits to Schools	50
5 Opportunities of Workshops Enjoyed by Heads of Basic Schools	50
6 Perception of Heads of Basic Schools on Workshops Organised by Regional Managers	50
7 Provision of Supplies From Regional / District Managers' Outfit to Unit Schools (Primary and JHS)	51
8 Perception of Respondents on the Regional Managers' Sensitivity to Staff Vacancies	52
9 Rate of Reprimands from Regional Manager as seen by Heads	53
10 Denial of Travelling and Transport (T &T) and Transfer Grant by Unit School Teachers	54
11 Rate of Visits to Schools by District or Local Managers	55
12 Whether Educational Standards were better in the unit schools than the public schools	56
13 Heads' view on Request for Free Hand to Manage their schools	57
14 Provision of Better Moral Character Training	58

15 Whether Present Moral Decadence can be Attributed to Government's Take Over of Schools from the Churches	59
16 Contribution of Churches in the Development of Education in the West Akim District	61
17 Schools in Existence in the West Akim District by December, 2004	65

CHAPTER ONE

INTRODUCTION

Background to the Study

The West Akim District is located in the Southern end of the Eastern Region of Ghana. It is bounded on the North by the Kwaebibirem District, on the South by the Akwapim South District and part of the Central Region of Ghana (Agona East District), on the West by the Birim South District and on the East by the Suhum-Kraboa- Coaltar District. Asamankese is the West Akim District Capital. According to the National Population Census (2002), the district has a population of 152,769.

Traditionally the West Akim District belongs to the Akyem Abuakwa Traditional Area. The main language spoken is Twi. Apart from the indigenous Akims, there are other tribes like the Guans (Anum), Ewes, Kotokolis, Akwapims and Fantes. Also available in the minority side are the Gas, Kwahus, Baasares, Dagombas, Frafras, Togolose and Nigerians. The main occupation of the inhabitants is farming, however, in the capital, there are teachers carpenters, dressmakers, hairdressers, traders, masons, carvers, fitters and electrical mechanics.

The level of progress so far made in Ghana's educational endeavours can be attributed to the pivotal role played by the early Christian missions, notably the

Basel, the Wesleyan and the Roman Catholic. The religious bodies have numerous basic, secondary, technical institutions, training colleges, vocational institutions and Universities. Some of the churches also have nursing training colleges and hospitals, which is a great achievement. Despite all the harassments, torture, killings by the indigenes and diseases, the early missionaries managed to penetrate into the hinterlands to open churches and schools. After opening a church, they went further to negotiate for land to establish school(s). On getting the land they did all they could to get it properly documented against future litigation. They took it up themselves to build schools, employ teachers, design curriculum as well as maintain discipline in the school.

Odamteng (1978) gave the following as the reasons that militated against the early acceptance of Western Education: it would result in a rift between the young and the old thereby jeopardizing the stability of the kingdom; schools were generally considered by the people as agents of imperialism and that their acceptance would be tantamount to imposition of British rule. It was with perseverance, determination and tolerance that the missionaries convinced the people to accept Western Education in the country. By 1885 the missionaries had entered and established a primary school at Asamankese. When that become possible (though after much struggle), they went ahead to open more schools in the district. Other missionaries notably the Wesleyans and the Roman Catholic also later penetrated to establish churches and schools in the district. In all cases they started from Asamankese the district capital, and then to the hinterlands. Asamankese Presbyterian Senior School, now Asamankese Presbyterian Junior

High School for instance was opened on 13th January, 1943. As at June, 2004, the following were the schools established by the missions in the district:

Table 1a: Mission Schools as at December, 2004

S/NO.	MISSION	NO. OF	NO. OF	NO. OF	NO. OF
	CHURCH	K.G.	PRIM.	J. H. S	S. H. S
1.	Presbyterian	10	33	12	1
2.	Methodist	11	21	15	0
3.	Roman Catholic	2	12	10	1
4.	Anglican	5	8	5	0
5.	Salvation Army	1	3	3	0
6.	S. D. A	2	3	0	0
7.	Islamic Mission	2	7	2	0
8.	A. M. E. Zion	6	7	4	0
TOTAL		39	94	51	2

Even after the government had taken over the running of the schools by the Education Act of 1961, the missions (which actually opened the schools) exerted their influence on the administration of their schools as General/Regional and District or Local Managers of schools- the genesis of the struggle for ownership of the schools.

Statement of the Problem

From the very beginning, education formed an important aspect of the evangelistic strategy of the church. Kpobi (1995), states that schools were established with the primary aim of imparting writing and reading skills. That, it was felt, would enable people to read the scriptures themselves so that they could imbibe the teachings according to their own perceptions. He goes on to say the Presbyterian Church of Ghana's original educational strategy aimed at developing the head, hand and heart (the so called 3-H philosophy). Schools for both children and adults were encouraged. The first schools, according to Kpobi (1995) often met in the church buildings or mission houses until classrooms were later built. Bartels (1965), Graham (1971) and Mc William and Kwamena-Poh (1975) recognize the educational efforts of the missionaries, the Basel Mission, Wesleyan Mission, the Bremen Mission, the Roman Catholic Mission and others who by their educational activities extended some schooling to the common people in Ghana. The government later joined hand with the missions to carry out the development and expansion of education throughout the country.

Agyemang (1993) contends that in the 1887 Educational Ordinance, the administration of the Assisted schools (Mission Schools) was to be placed in the charge not of the local schools boards but Managers who had powers to appoint Local Managers (Headteachers) when the need arose. The obvious implication of this directive was that the missionaries were to have sole responsibility for their schools. William and Kwamena-Poh (1975) state that, the mission schools were to receive grants from public funds provided they satisfied conditions laid down by

the board from time to time. Among the conditions were that they should open to all children, regardless of race and religion, that they should have an average attendance of at least 20 pupils, that the teachers should hold the board's certificate and that the subjects taught included Reading and writing of the English Language, Arithmetic and in the case of females, plain Needle work. Since the administration of the mission schools were in the hands of the Managers, Supervision of instruction and general administration was of its best. This enhanced discipline among both teachers and pupils. The discipline in turn promoted morality and respect for the elderly. With the inception of the Education Act of 1961, which removed the practice of compulsory religious instruction for pupils attending church or mission schools and the take over of administration from Managers by the government, Aboagye (1999) contends discipline, morality and respect for the elderly have suffered a big blow as is evidenced to all of late. Since the government did not completely take over the administration but gave the mission some room to maneuver, it is presently creating problems for the heads of mission schools.

In the West Akim District of Eastern Region of Ghana where this study is been conducted, for instance, heads of basic mission schools are in a dilemma as whose instructions to obey- is it that of the Regional Manager or the District Director? It is the District Directorate that controls teacher's salaries and other financial transactions, however it is the Regional Managers that post and transfer teachers in the region irrespective of the district. For that matter, at times when the allocations to the Units is inadequate, there could be staff vacancies even in

the district capital schools whereas the Local Authority schools would be adequately catered for. While the Regional Managers want Heads of their schools to report through them to the District and Regional Directorates, the latter wants direct reports from heads of all schools through the Circuit Supervisors. Even though the Regional Managers are responsible for the posting and transfer of teachers they can hardly discipline or dismiss non-performing or indisciplined teachers as was the practice when they were in full control of school administration. At the moment neither the head of schools nor the Regional Managers can easily dismiss indisciplined and or immoral pupils. The churches have apparently neglected the renovation of their school buildings. It is for the finding of the actual impact of these situations on development of education that this study is being carried out.

Purpose of the Study

The purpose of the study was to assess the challenges of the state-church partnership in school administration in the West Akim Municipality of Ghana. Specifically, the objectives of the study were to:

1. find out the current status of administration of the schools under the partnership in the West Akim Municipality.
2. investigate some of the key challenges encountered by the mission schools under the partnership.
3. ascertain the extent to which the Religious Bodies are playing roles in the development of education in the municipality.

4. find out the impact of the partnership in the school administration on the development of education in the district.

Research Questions

The following research questions were formulated to guide the study:

1. What is the current status of administration of the schools under the church-state partnership in the West Akim Municipality?
2. What roles are the Religious Bodies playing in the development of education in the district?
3. What impact has the partnership in the school administration made in the development of education in the district?
4. What are some of the key challenges been encountered by the mission schools under the partnership?
5. What are the possible solutions to the challenges indentified?

Significance of the Study

Some schools are privately administered by some churches while the government too is single-handedly administering some schools. Over here, the two groups have teamed up to administer some schools. The partnership will benefit both the churches and the government, in that when the output is considered in line with the output of the one single-handedly administered, it can help each of the partners to take informed decisions as whether or not to continue with the partnership. Each other's expertise could be utilized for improvement even when the partnership breaks. Hence, this study serves as a guide to policy

makers and curriculum planner in making decisions in future. It also adds up to the existing literature on the administration of schools in the country.

Delimitation of the Study

Even though the study was about school administration in the West Akim District of Ghana, the attention focused more on the impact on schools in Asamankese Township (which is the capital town of the district). For that matter, questionnaire for Heads of church schools were issued out to only heads in the Asamankese Township. The data could have been enriched if other respondents in the catchment area were involved.

Limitations of the Study

The data might have been insignificantly affected since some of the respondents were new in their present stations and were feeling reluctant to go into the archives for the needed information. Such respondents are likely to give out information based on assumption. Some people too felt reluctant to offer the needed information for security reasons; others too would not mind you at all without any monetary gains. These limitations are likely to affect the study. This did not affect the validity of the data so much because the new respondents were not many.

Definition of Terms

Local authority- The body appointed to be responsible for the smooth running of the administration of a community:

Pay-our-teachers-refers to only teachers in government established schools.

Key stone of progress- pivot of development.

State- church partnership- A term of managers coming from the state and the church with a common goal.

Westernization- Copying the culture of the western nations or the culture of the Americans and Europeans.

Organisation of the Rest of the Study

The write up is made up of five main chapters namely Introduction; Review of Related Literature; Methodology; Presentation and Analyses of Data; and Summary, Conclusion and Recommendation. The first chapter (Introduction) talks of the statement of the problem; Purpose of the study; Research questions; significance of the study; Delimitations; Limitations; Definition of terms; and Overview (organization of chapters).

Chapter Two deals with the Review of related literature under: A Brief History of the Church Schools, Current status of Administration; Key Challenges facing the Partnership; Possible solutions to the challenges. Chapter Three is about Methodology and deals with Subjects, Procedures and Data Analysis procedure.

Chapter Four deals with the Presentation and Analyses of Data under Tables and Figures; Statistical. Presentation; and Discussion of Results. Chapter Five which happens to be the Last chapter presents the Summary, Conclusion and Recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The missionaries who first established in the country also established castle schools to train the children they had with Ghanaian women. It was later extended to children of their church interest and started to establish more schools. The government later entered into partnership in the church. Many people have spoken in favour and against this partnership. It is therefore the desire of this study to come out with some views, theories and concepts that have been made by some writes in the study on the state-church partnership especially the establishment and management of basic schools in Ghana, for the perusal of the readers of this write up.

A Brief History of the Church Schools

Bartels (1965) contends that the missionary bodies in the 19th century started establishing schools to help in the propagation of their doctrines. Aboagye (1999) agrees that when in the second half of the 19th century the colonial government also entered the fields of education, management developed as partnership between government and the founding missionaries (Aboagye, 1999). At the initial stages, schools were founded by European merchants. There was virtually no centralized planning and schools were under the direct control of the merchants. As was reported by Graham (1971), MC William and Kwamena-Poh

(1975) and Bartels (1965), both the government and the mission have joined hands in mapping out the development and expansion of education throughout the country.

Agyeman (1993) contends that in modern societies there is no doubt that the government 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 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 stresses that it is the government that formulates education policies and programmes and in the socialist zone, education is strictly the prerogative of the state.

Agyeman (1993), citing Durkheim, (1956), says the role of the state is largely to outline the basic and essential principles in education, that is education policies, and to ensure that those were mediated to children in the educational establishment. Agyeman (1993, p. 71) contends that ‘in almost all African states, it is only since the 1950s and 1960s that education acts have been enacted to make government responsible for formulating educational policies both private and public’. He goes on to state that long before political independence was won, 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, it contended itself with giving money according to its financial fortunes and whims to major Christian nations which pioneered educational work.

The Education Ordinance of 1882

Agyeman (1993) agrees that the 1882 ordinance was aimed at standardizing management of schools. A board of education was set up to control and supervise the educational system. The Rev. Matcalfe Sunter who was the Principal of the Fourah Bay College was appointed the inspector of all schools in the West African settlements.

According to William and Kwamena- Poh (1975), Sunter was bitterly critical of the way in which mission teachers were forced to subordinate their teaching with their work as Catechists. Under this ordinance, there were to be two types of primary schools. There were schools established by government and maintained from public funds, and the Assisted (Mission) schools established by the private persons but to which aid might be obtained from public funds. The property and control of Assisted school were to be vested in Trustees who were to be the local managers responsible for payment of teachers' salaries and for proper maintenance of school buildings. Agyeman (1993), states that the 1882 ordinance thus 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 first cycle institutions in Ghana.

The Education Ordinance of 1887

Agyeman (1993) contends that the 1887 ordinance was meant to rectify the defects of the

- Act of 1882. In this Ordinance, the administration of the Assisted Schools was to be placed in the charges of managers who were empowered to appoint Local Managers or Headteachers.

The implication was that the missionaries were given the sole responsibility for their schools.

Mc William and Kwamena-Poh (197), P. 40) state that the assisted mission schools were to receive grants from public funds.

The Educational Ordinance of 1925

Sir Gordon Guggisberg in 1925 legislated 16 principles of education.

Among this was that:

1. Primary education must be thorough and be from the bottom to the top (1st).
2. Equal opportunities to those given to boys should be provided to the education of girls (4th).
3. The staff of teachers must be of the highest possible quality (6th)
4. Character training must take an important place in education (7th).
5. Religious teaching should form part of schools life (8th)
6. Education must be free and compulsory (9th).
7. There should be co-operation between the government and the mission, and the latter should be subsidized for educational purposes (14).

8. The government must have the ultimate control of education throughout the Gold Coast (15th). Mc William et al (1975, p. 59) opines that when Ghana became independent this was still the ordinance governing education. It had been amended, but not enough to include all the post-war changes, and by 1957 much of it was obsolete.

The Accelerated Development Plan of 1951

The Accelerated Development Plan of 1951 provided that management and control of elementary education should be in the hands of the local authority. Concerning the churches and the state, Mc William and Kwamena-Poh (p. 85) state that paragraph 6 of the section of the plan aroused most controversy. It reads: in future no new primary school should be opened by a denominational religious body or by person or group of persons who would be eligible for assistance from public funds unless prior approval of the local authority under the powers delegated by the central government has been obtained. It is expected that considerable number of educational unit (i.e. church) schools will be handed over to local authorities (Gold Coast Minister of Education) (The Accelerated Development Plan, 1951, p. 1).

Aboagye (1999), state that this change was interpreted by many people as a threat to the teaching of religion in schools and therefore an attempt to secularize the schools.

The Education Act of 1961

Antwi (1992) states that by the Education Act of 1961, government made primary and middle schooling free and compulsory. Citing UNESCO Statistics, he gives the enrolment ratio for the first level of education in Ghana embracing the ages 6-15 as risen from 38% in 1960 to 69% in 1965. The corresponding percentages for the second level embracing the ages 16-21 were 5 and 3 respectively. He reiterates that these statistics reflect the outstanding increase in the number of institutions during Nkrumah administration. The Convention people's Party (CPP, according to Aboagye (1999), was against the practice of compulsory religious instruction for pupils attending church/mission schools. In line with these developments, her 1961 education act according to Mc William and Kwamena-Poh (1975, p. 100) outlines the section 22 of the said act as follows:

1. No person shall be refused admission as a pupil to, or refused attendance as a pupil at, any school on account of the religious persuasion, nationality, race or language of himself or herself or of either of the parents.
2. No test or enquires 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 these parents object, be made to attend or to abstain from attending, whether in the institution or elsewhere, any Sunday school, or nay form of religious worship or observance, or any instruction in religious subjects.

By this act it become illegal for the head of any school or college to ask questions about church membership and hence to be influence by such considerations in granting or refusing admission (Mc William and Kwamena-Poh, 1975). They emphasize the fact that whatever their management all schools were regarded as state owned. They quoted Dowuona-Hammond, the then Minister of Education, during Parliamentary Debate in 1961 as saying “Because the teachers are paid by the government, managers are in fact, acting agents of the government”. Section 28 of the Act of 1961 also stipulates that the terms and conditions of service and discipline of teachers shall be as prescribed by regulations, since salaries of teachers have been paid by the state and therefore having greater control of the school management. Ahinful (2000) making comparison on the way the government spends huge sums of money on football writes: If for the sake of soccer development we could wastefully hire an Italian coach, on a monthly salary of ₦1.5billion, why can't the government spend rather usefully on the payment of teacher in mission schools? All that it is a way of preferring hard conditions to discouraging the churches from taking back their schools. If this is not the case, then I challenge the government t advance tangent reasons to show why mission schools should pay their teachers from their own meager coffers.

Current Status of Administration in Ghana

After long struggle by the religious body to impress upon the government to return the control and administration of the mission schools to them, a compromise has been reached. The government now continues to pay emolument of the teaching and non-teaching staff, renovates and or provides school buildings (where necessary), supplies free text books and other Teaching Learning Materials (TLM), ensures effective supervision of all schools, and above all, pays a capitation grant of ₵30,000 per pupils in all public school including mission schools. The church in her part is in charge ensuring discipline in her schools, this is being addressed by reverting the common school uniform to the Pre-Educational Reforms (1987) school uniforms. The church is also now helping in the renovation of her schools. To augment the effort of the government in effective supervision, the churches now monitor the day-to-day administration of their schools through the Regional and District Managers.

Presently, the administration of all basic schools is primarily monitored by the School Management Committee (SMC) which was a requirement of the 1987 educational reforms. In all mission schools, the churches are duly represented on the committee. The churches are also represented on the executive committees of the schools' Parent-Teachers Association (PTA).

On making basic education effective, Hazel (1967, p. 45) states that, "Ghana, today, stands on the threshold of many-possibilities. A new society in

the process of raising the standard of living is an urgent task. Material development is a means to an end human dignity, freedom and citizenship in a free society". Education, he states, is one of the principles through which these goals can be achieved. Ghana needs a system of education that should pass on the heritage of the past, cope with the present and prepare for the future. Quoting Prof. K. A. Busia, Hazel writes: "Ghana needs today a philosophy of education that has a total view of man and society, one that is rooted in the past, but also attended to the renovation of our times, taking into account the transformation now in process and the new perspective stretching before us" (p. 76).

Atakpa and Ankomah (1998) agree to the contention that improving the quality of management in schools has been identified as an effective strategy for improving the quality of management in schools has been identified as an effective strategy for improving the quality of students' performance in schools. Their study identified ten factors that make the difference between effectively manage and ineffectively managed schools. Among these are instructional leadership skills of the school head, time management, school vision and mission, community value and support from the District Office.

Discipline is one of the essential tools for effective management of schools. Atakpa and Ankomah contend that effectively managed schools established acceptable standard of behaviours for teachers and pupils. Personal hygiene and punctuality are strictly adhered to school rules and regulations are enforced. The religious bodies, having realized that the

government alone cannot single-handedly finance education, have contributed immensely to school financing. The Board of Education and Youth (BEY) Report (1998) of the Methodist church, Ghana, reveals that the church is supporting her schools financially. At Wenchi the local Methodist Church rehabilitated the Methodist Primary 'C' school at the cost of GH¢10,611,800. The church has also reconstructed the primary 'B' at the cost of GH¢76 million for the construction of a six-classroom block for the Presby Primary 'B' school in order to remove the shift system in the school. Berekum and Brahofo are other examples where the churches have spent GH¢ 2.5 and GH¢ 2.7 million respectively on their schools. The report states that the church continues to provide the infrastructure needs of the basic schools.

Moral Education in Schools

It is the contention of Kudadjie (1995) that formal moral education as was given in traditional societies have virtually broken down, as the occasions during which it was given in traditional society moral education was given from the cradle to the grave but according to him, in contemporary society, it is mainly given in the basic schools. He contends that moral education must not be optional but should be part and parcel of all education at all levels.

De brunner (1967) sees Guggisberg who played an important role in the development of education in the country, as one who cherished character training and considered it as a supreme importance. He quotes him as saying "Education is the keystone of progress. Mix the materials baldly; omit

character training from education and progress will stop” Debrunner again states that when Guggisberg set up a committee of educationists under the chairmanship of D. J. Oman, the churches were not left out. They were represented by Archdeacon Morrison (Anglican) the Rev. S. J. Gibson (Methodist) and the Rev. A. W. Wilkie (Scottish Mission).

Paterson (1979) reports that moral education and the teaching of logic and philosophy are peculiarly concerned with the cultivation in the educand of such qualities as impartiality, objectivity, tolerance and intellectual honesty, and with development of his capacity to think clearly and consistently, to evaluate arguments, and to make distinctions. Moral education according to Paterson (1979:p. 123) is developing the educand as a reasonable being. He states “for we shall be helping him to become at least a somewhat more tolerant, more honest, and more- impartial person than he was before” (p. 123). Sugarman (1973:31) sees moral education as “cultivating society approval attitude and modes of behavior or learning to be an acceptable member of the society”. Education and Politics Between August and October 2004, there were some debates on the proposed education bill and the various sectors of the public-educationists, churches; the National Catholic Laity Council, the Ghana National Association of Teachers (GNAT), etc. have all expressed their views on the issue, as they should. This is because education is so fundamental and vital that it could be left on the shoulders of any one group, not even the state. In one of his articles, State-Church partnership in education, by Rev. Fr. Dr. Stephen Ntim (2004) contends that, whatever that

bill proposes, one thing appears to be that schools run by the missions are to be given back totally to them. The obvious implications was that the missions were to pay their own teachers as part of the private sector participation in the provision of social services- possible indication of the influence and pressure of such groups as the Bretton Woods institutions (the IMF and the World Bank).

Fr. Dr. Ntim (2004) claims the GNAT was among the first to raise objection, even though they did acknowledge the academic excellence and the high level of discipline in schools managed by the churches. Their reason, he contends, was that tuition fees might go up astronomically high without state subvention. He further admits that tuition should nevertheless not and need not be so high as to make it accessible only to a privileged few who can afford the church (the missions) and the state since the time of Guggusberg be maintained namely, that infrastructure be provided by the religious bodies and be managed by them, but tuition is provided by the state. After all, he claims, Ghanaians, whether religious or not are all tax payers, more so, we have a situation in this country where because of historical antecedent, the schools managed by the missions are the best in this country not only in terms of discipline but also in academic excellence, citing the final results of the senior secondary schools published in 2003 in the dailies as a typical example.

Those who argue that the mission schools administration should be handed over to the churches and yet the state subvention is not only a requirement but a necessity, according to Fr. Ntim, allege that when statistics are critically

taken, mission school will have more than 30% of pupils belonging to that particular church. So-called mission schools, therefore, are just in name. The agreement continues that the withdrawal of government subsidy will not only make tuition fee exceptionally high, but will also lead to the tendency of admitting students not purely to academic merit, but exclusively on church affiliation.

It is a fact that the religious bodies have their *raison d'être* for setting up their schools-as means to propagate their faith. They also have every right to use their schools as media to achieve that aim. It is in the light of all this that there is the constant need for the mutual reciprocity between church and state. Even though the state has the greater responsibility to uphold the principle of non-partisanship in a pluralistic secular state such as our Ghana to tame the tendency of the religious bodies towards fanaticism, it should at the same time respect the rights of the respective religious and their visions and mission for setting up their schools.

Fr. Dr. Ntim in his submission "State-Church partnership in education" reveals that for some time now, information coming out is that at the basic level, the religious bodies which are represented by their respective unit managers are gradually being pushed aside especially since the introduction of the concept of decentralization at the district level by the 1992 constitution. There seems to be a power struggle between the unit managers vis-à-vis that of the district directors. Even allowances paid to the religious unit managers, he contends, are nothing at all to write home about. If the

partnership should be upheld, then there is no reason why the District Director should insist without consulting the Manager of Presby schools for the area. Genuine partnership is essential. It is give-and -take. To be in a so-called partnership and yet appear to do things unilaterally without the consent of the other party is unacceptable. To assist on handing over church-managed schools completely without any subvention on the other hand to the religious bodies is equally unfair, because religious people in this country are all tax payers; also mission schools are always open to all without exclusion.

Key Challenges Facing the Partnership

For any partnership to be lasting, the parties involved should be prepared to sacrifice some interests. The moment one of the parties insists that all her interest should be captured in the agreement, and is not prepared for a compromise, the partnership cannot survive. Some of the key challenges indentified in the above named partnership (State-Church Partnership) have been among others:

The Problem of Respecting Vision and Mission

While the mission insists that teachers in their schools, especially the heads should belong to their local churches, the Directors insist that since the teachers are not paid by the churches, any teacher no matter his/her religion can be posted to any school under their jurisdiction. The missions have not at all been comfortable with that claim by the district directors. The missions contend that they want their teachers to be their church members so that they can propagate their doctrines effectively.

The Problem of Replacement of Bible Knowledge with Religious and Moral Education (RME) in Basic Schools.

The churches are of the opinion that their children should be taught things from the Bible which is the “bedrock” of Christianity so that they would grow to be upright. The state on the other hand thinks otherwise. The claim of the church is in consonance with Duker’s (1966) contention which claims that in a society where there is only a minimum of diversity in religious attitude, views, and beliefs there is little or no difficulty in establishing satisfactory policies concerning religious activities in the schools. It is only when a diversity of view exists that the determination of such a policy presents a serious and sometimes a painful problem. This problem, he stresses, exacerbates as the degree of diversity increases.

The Problem of Recognizing Each Other’s Authority

In their book, teaching in the middle school, Manning and Bucher (201) contend that the momentum and push for excellence will continue and that the movement must be a collaborative effort of administrators, teachers, teacher educators, parents, state departments of education, and the community. This assertion is in consonance with the state and the church teaming up to administer the schools in the West Akim District of Ghana. In the district however, the two partners seem to disregard the authority of each other. The regional managers of the church schools representing the church in most cases transfer teachers from one district to the other or within the same district without first consulting the district directorate representing the state. This practice has resulted in strained

relationship between the two stakeholders. At the moment, posting of newly trained teachers which was hitherto carried out by the regional managers, is now done at the district directorate.

Manning and Bucher (2001) explain further, that collaboration means helping each other, engaging in team decision making, and sharing in the process of setting goals as well as implementing a change plan, meaning, sharing and heartaches as well as the success in providing the best educational experiences for the young adolescents. The strained relationship between these two partners therefore is a big challenge.

The Problem with Child Right Enforcement

According to Prof. Ebenezer Okae-Asare (2007), In his article, Reflections on Ghana's Educational system in the last 50 years, asserts that, we studied the scriptures of the Christian religion, catechism and hymns of the Presbyterian Church. We assembled for prayers every morning before classes. Church attendance on Sundays was compulsory. Children were punished if they failed to do so. We were forbidden from dancing to the fontomfrom, participate or dance to traditional ensembles and these were considered heathen. I enjoyed learning and reciting my catechism and the words of the church hymns. I find them very useful up to this day as they continue to influence my behavior. Some of our teachers believed in the axiom 'spare the rod and spoil the child' and resorted to caning, sometimes on very flimsy excuses. We attended Sunday service in town in the morning and were given exert to visit our parents in the afternoon. There was roll call at 6.00 pm to check whether everybody had returned to school.

The foregoing is evidence that the proverbial Presbyterian discipline in the past was able to reshape school children and prepared them well to fit properly into the society and to handle positions of trust effectively and efficiently. Presently, however, it is almost the other way round. This situation is attributed to the fact that these days there is serious enforcement of the child's right. At the moment the Headteacher of Heamater/Mistress cannot force school children to attend church service on Sunday or recite verse from the Bible, hymn book or the catechism. He cannot resist the school children from attending funerals and video shows.

On 14th March, 2000, when I was heading Asamankese Presby J. H. S. my deputy to discipline him with clubs and knives in their hands. For more than 5 minutes they were still on our nerves until finally I threatened to go for the police. That was among many more similar instances. I once dared to suspend some of the pupils who were practicing promiscuity with evidence for a week. The reaction I got from their parents made me regret for even taking that action to correct the pupils. Teachers can no longer discipline pupils and students against their wish if they want peace.

In 2008 what happened at the Adisadel College, Cape Coast, when a student jumped from the 4th floor to kill himself when a teacher was trying to direct them the right thing to do is also an indication that the school authority no longer has any control on pupils and students so far as discipline is concerned.

The Problem with Provision and or Maintenance of Infrastructure

When the missions started establishing schools in the time past, the question of the provision of infrastructure was not the problem of the government. They made sure that infrastructure was provided to enhance teaching and learning. They also ensured that the buildings they had put up with periodically renovated. Ever since the government partially took over the administration of the schools, the missions have relaxed in the putting up of good buildings to house school, the missions have relaxed in the putting up of good buildings to house school children and their teachers to enhance proper learning and teachings. Since the government, too has bitten more than it can chew, it cannot put up enough buildings for the schools. This has resulted in many pupils attending classes under trees and sheds. This problem of infrastructural provision has been identified by both partners, but who should bear the cost?

According to Banahene (2007), to ensure that all basic schools in the country have sufficient and decent classroom blocks conducive for teaching and learning, the GETFUND is to finance the construction of a classroom and an office block each for 2,000 basic schools which hold classes under trees or in makeshift conditions.

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He further stressed that as part of the 50th Independence Anniversary, the GETFUND would within the year, finance the construction of one Primary School with Kindergarten, to be known as jubilee schools, in each of the 138 district capitals at an estimated cost GH¢ 140 billion. In the west Akim District of the Eastern Region of Ghana which is the focus of this write up, Asamankese Presby Primary A which was established in the year 1827 and which has never seen any renovation, has been selected for the Jubilee project. According to Boadu-Ayebofo (2007), under the heading Classrooms for Deprived Schools, edition of the Daily Graphic laments that, studying under such inhospitable conditions does not inspire confidence in the teachers nor pupils, moreover, all Ghanaians are equal.

The Problem of Moral Decadence

Another challenge facing the partnership is moral decadence. Many factors have attributed to this menace. Among the major factors are the films shown on the screen which almost in all cases show a male and female either making love or kissing each other or are in indecent dresses as well as the hiplife

music that come out these days which are full of profane words. These films and music have so indoctrinated the minds of school children and they youth that their behavior these days have become alien to our culture.

According to Kyei (2006), in his article, Western culture is harming us laments that, it is quite regrettable that because of the influence of Western Cultured our youth have thrown to the dogs our rich cultural values. He continues to say that there is the perception that everything foreign is better than ours. For that matter, we seem to fancy anything foreign, whether good or bad. For instance, he claims, “these days the youth prefer Western music to our indigenous highlife. Actually we ought to emancipate ourselves from that mental slavery and inferiority complex at all cost if we are determined to make any headway as a people”.

These days the youth pride themselves in things they should be rather ashamed of due to the influence of “Westernization”. Our ladies dress provocatively, indecently exposing themselves half-naked without the least scruple. They seem to forget or willfully overlook the fact that the school pupils see them and are copying from them. We should not allow ourselves to be unduly influenced by other cultures and treat our own values, norms and moral with contempt.

Kyei (2006) claims, that Western culture generally promotes moral decadence. Therefore in order for us to make any gains in the future, we must think, sing, dress sand act as Africans. It is about time, he reiterates, we retraced

our steps to our roots, search earnestly for what we lost and strive to put the pieces together if we are to be positively emancipated from our negative thinking.

The Problem of Curbing Indiscipline in Schools

People all over the country are crying foul that there is a decline in academic performance these days compared to what existed some twenty to thirty years or more past. These people, however do not seem to know the relationship between academic performance and discipline. Disciplined pupils and or students have ample time for their books, they do class exercises and assignments promptly, they do not spend time planning for how to break bounce or to carry out nocturnal nefarious activities. They put such time to good use resulting in high academic performance.

Boakye (2006,p. 19) in his article, Indiscipline In Schools: Yesterday And Today claims research has shown that, schools with high discipline have high academic output. He further reiterates that discipline also indicates good morals in students and helps them to grow up as responsible citizens.

According to Boakye (2006), a research was conducted to collect views on discipline from both present and past students of a top school in Accra. Analysis of the data showed the majority of the past students supported the idealist concept that both past and present students viewed the following among the 26 listed acts as the most serious: sexual misconduct, drug abuse, examination malpractice, stealing and defiance of authority. The present students, however, saw these acts in varied degree of seriousness. These and other acts such as occultism and

pornography occurred more often today, indicating that indiscipline was on the increase. The results of the research, even though were limited to only a school, could have universal validity.

Boakye continues to lament that “The crime wave among the youth is at its peak; immorality, indiscipline, examination malpractice, bullying, occultism and abuse of drugs have become the order of the day, the state of indiscipline among students is increasing”(p.4).

While the past students supported discipline based on sanctions and preferred harsher punishment as a remedy for disciplinary control, the majority of the present students however, supported discipline based on counseling and indicated that harsh treatment is rather a major cause of indiscipline today. Boakye further reiterates that research has shown that excessive drinking, smoking and sexual promiscuity are major ways expressing rebellious feelings.

Emotional psychologists have shown that physical punishment does not solve problems. It rather suppresses unacceptable behaviours and has many unwanted outcome. Simply put, physical punishment is unethical, inhuman and does not work. In spite of sever punishment in our schools; indiscipline is still in the ascendancy. A workable alternative is to counsel students and assist them to maximize their potentials by emphasizing their strengths and successes to build a positive image for them. Rewards and praises must also be used consistently to reinforce student’s performance.

The media today has more aggressive, violent and pornographic materials. Unfortunately, many highlife singers have the misconception that music be profane to be popular. If students see, read, hear and sing indecent acts, they attempt to imitate them. “It is absolutely essential that, we control indiscipline in our schools if we hope for responsible future citizens. If discipline in our society improves, discipline in our schools will equally improve” (p. 32), concludes Boakye.

Bridgewater (2006) at the 3rd Achieves’ Day of the Tema International schools said among other things that education could be more holistic if it is pursued with discipline in schools. Mr. Michael Nsawah, the then Acting Director General, at the 40th Anniversary and first speech and prize giving day of Aduman Secondary School in the Kwabre District of the Ashanti Region in his Keynote Address entitled “Commit resources to promotion of discipline advises-Producing technocrats and academics who were indiscipline would certainly be a great waste of resources”. Programmes such as guidance and counseling should be supported by all stakeholders, including civil society, chiefs, NGOs, churches, faith-based organizations and parents” he continues. He concludes by calling on teachers to show the way for discipline in schools since they were role models who should epitomize the virtues of honesty and hard work, Daily Graphic (2006, p. 11).

Possible Solutions to the Challenges Identified

Whatever moves of improvement a man makes, he is likely to face some challenge some of which can even dampen his spirit for any further attempts. However, with determination, persistence and perseverance he can overcome all hurdles that many confront him, for no problem is insurmountable.

Respecting Vision and Mission

Two captains, they say, cannot control a ship. Even though the schools belong to the churches, the state has got the upper hand since inputs are supplied by the state and the teachers too are paid by the state. It is therefore expedient for the churches to respect the position of the state in that regard. When they give the state the due respect and discuss their vision with her at least the state can also consider them by sending teachers belonging to their churches to teach in or at least, to head their schools. Compromise can always be reached whenever and wherever there is cordial relation and mutual respect between any two parties.

Replacement of Bible Knowledge with Religious and Moral Education (RME) in Basic Schools

The churches have a strong belief that the Bible is the bedrock of Christianity for that matter any adulteration will mean a deviation from the normal which could result in moral decadence. The state also sees Bible knowledge as one sided but the children need broader knowledge.

The state is also of the opinion that not all the children in school have their parents to be Christians therefore forcing their wards to study what they term “foreign” leaving their sown religion is not the best.

To be fair to all, Bible knowledge should alternate with Religious and Moral Education (RME) in all schools so that the churches can make their desired choice. In this case if a parent does not want his/her ward to study Bible knowledge, she/he will not sent him/her to a Christian or church school.

Recognizing Each Other’s Authority

To live in peace and harmony, there should be mutual respect for each other in the society or community. Even in a family where the father, for what matter the head of the family does not give respect to the mother and or the children, peace can never prevail in that family. Where the father or the head respects the subordinates, there is reciprocal respect for the head.

If the church should regard the state as the superior authority and give her due respect and recognition, the state will also recognize the important role being played by the church and accord her the need respect.

Child Right Enforcement

The Holy Bible teaches us to show the child the right place to go and when he grows he will not depart from it. It goes on to say “spare the rod an spoil the child”. Some time ago when a young man or lady wanted an employment and

the manager realized she/he attended a Presbyterian school, she/he was no longer interviewed but was readily given employment. That was due to the proverbial “Presbyterian discipline”. The children should be taught that rights go with responsibilities. Also no teacher hates the children she/he teaches.

They are disciplined so that in future they can fit well into the society. When the children are left to have their own way, it is the state that will pay the price in future. The state should therefore try to restructure the child rights aspect of the constitution so that the country could have disciplined leaders and citizens in future.

Provision and or Maintenance of Infrastructure

The churches these days either feel reluctant or are no longer interested in either rehabilitating their school blocks or putting up new ones because they no longer have any appreciable control of their schools. Should the buildings be left to deteriorate to the detriment of our children’s education? The answer is a big No! Ntim (2004) contends that Ghanaians, whether religious or not are all tax payers, more so, no mission school will have more than 30% of pupils belonging to that particular church. For that matter it behooves on the government to see to renovate dilapidated school blocks or to provide new ones altogether. Whatever be the case, it is Ghanaian children who will benefit from any such provision.

Moral Decadence

This is a very big challenge to both partners (the church and the state). Indecent dressing for instance has become the order of the day. It is now very common hearing even little children singing profane songs openly. Films shown on the screen are an eye sore.

To rectify the situation, the government would have to take the bull by the horn. Measures (pleasant or otherwise) should be put in place which could control the type of films or pictures shown on the screen whether privately owned or for the state. Music or songs that come out for public consumption should be critically screened and approved before they could be released. Some forms of sanctions should be instituted for those who are found indecently dressed.

These sanctions could be meted out to culprits by the law enforcement agencies like the police. Initially there should be some form of resistance or challenges, but with time, the goal could be attained.

Curbing Indiscipline in Schools.

Indiscipline has become a canker in our schools these days which must be a concern for all churches, parents and the state alike. Educational psychologists, according to Boakye (2006), however claim that physical punishment does not solve indiscipline problems, but rather aggravates the situation.

In the absence of physical punishment, the only alternative left is counseling. The partners (church and state) therefore should team up to run in-service training for teachers especially the heads on guidance and counseling as interim measure. As a long term measure, more people should be trained in

guidance and counseling so that at least in every school there can be at least a teacher who has undergone the training. When this department is well equipped and utilized, at least indiscipline in schools would be reduced drastically. Alternatively, all pupils and students should be made to sign a bond to be of good behaviour in both the school and within the community in which the school is situated.

CHAPTER THREE

METHODOLOGY

This chapter presents the Research design and its rationale; the Population and sampling which indicates the sample size and how it will be selected; Instrument used and how it was developed as well as how reliable it is, data analysis and Data Collection Production.

Research Design

The study employed a descriptive research design. That is due to the fact that the study dealt with the opinion of people and how they see things happening in the administration of schools in the West Akim District. Survey designs, according to Isaac and Michael (1984) are meant to: (i) collect detailed and factual information that describes existing phenomena; (ii) identify problems or justify current conditions and practices; (iii) make comparisons and evaluation; and (iv) determine what others are doing with similar problems or situations and benefits from their experience in making future plans and decisions. The design is in consonance with that assertion. Some of the strengths of this design are that views of the principal stakeholders (The Regional Managers, the District Director of West Akim and the Headteachers) are gathered for analysis but not what and how the researcher sees or hear about, are analyzed. Respondents give information or respond to questionnaire at free will and therefore can

wholeheartedly describe the picture the way they see it. The only weakness in this design may be that the respondents may be bias towards the side they are in favour with. Respondents are first described on their demographic characteristic and on their perception on the partnership in school administration.

Population

Polit and Hungler (1996) describe a population to mean the entire aggregation of cases that meets a designated set of criteria. In this case, whatever the basic unit, the population always comprises the entire aggregation of elements in which the research is interested. Under the subjects who are otherwise known as population, the Regional Managers of Educational Unit, the West Akim District Director, Revered Ministers and Heads of Basic Schools (Primary and Junior High School) have been used as the population. Out of the population, the Regional Managers of Presbyterian and Methodist Educational Units, the West Akim District Director of Education, the Reverend Ministers of Presbyterian, Methodist, Anglican, Roman Catholic and A. M. E. Zion Churches all in Asamankese, and the heads of all the twenty two (22) unit schools (Primary and Junior High School) in the Asamankese township have been sampled either to be interviewed or asked to respond to some validated questionnaire.

Sample and Sampling Procedure

Sidhu (1984) postulates that, a sample is a frame representation of the population selected for observation and analysis. Thus observing the

characteristics of a sample, one can make certain inferences about the characteristics of the population from which it is drawn. Sampling enables the researcher to study a relatively small number of units in place of the target population, and to obtain a representation of the whole target population. In fact, “samples are expected to be representative. For that reason, samples are expected to be chosen by means of sound methodological principles” (Sarantakos, 1997, p. 140). In all, 27 administrators of schools in the West Akim district were purposively selected to involve in the study.

Instruments for Data Collection

A questionnaire of three parts and structured interview guide were developed to collect data from respondents. The questionnaire for Regional Managers dealt with managers’ demographic characteristics such as gender, educational and professional qualifications and some perceptions about the state-church partnership, in the school administration. The West Akim District Director of Education’s questionnaire asked questions about the origin of the partnership, number of unit schools in the district, the roles of religious bodies in the partnership, challenges encountered in the partnership and his stand in whether or not the partnership should continue. Other stakeholders’ data was collected on the contribution of both the church and the district directorate to the partnership and their view on whether the school administration should be given back to the churches or otherwise. In all cases, open-ended and close-ended questions were used to collect the data. Statements and questions were presented for respondents

to indicate their responses on an appropriate five-point Likert-type scale developed. The interview guide was structured to cater for the five research questions that were formulated to guide the study.

Pilot-testing of Instrument

To ensure that questions in the questionnaire were meaningful and relevant to the study, a pilot-test was carried out with randomly selected heads of basic unit schools in the Osenase Township. That enabled the researcher to revise or in some cases, remove some of the questions which were deemed to be ambiguous and irrelevant. The Crombach's Alpha co-efficient for the instrument was 70. According to De Vellis (1991), such a reliability coefficient is said to be respectable. Therefore, the instrument was considered reliable and appropriate to collect the relevant data to answer the questions posed. The needed instrumental reliability was ensured.

Data Collection Procedure

Before the data collection exercise, the respondents were served with a letter of introduction from the Institute of Educational Planning and Administration, U.C.C. They were then briefed on the questionnaire and how to go about in answering them. The rationale for the choice of the Regional Managers of Unit schools, the West Akim District Director of Education, the Heads of Basic Unit School and Reverend Ministers as the respondents was mainly due to their particular level of knowledge and their involvement in the partnership. Other consideration was the confidence and goodwill that most people in the district repose in those officers so far as education is concerned.

Data Analysis

In the case of the questionnaire, after briefing respondents on how to go about them, the sheets of paper containing them were left with them in order to take pains in answering them. In order not to rush, they were given a maximum of two weeks to complete them. With the interview schedules, appointments were booked with respondents for the interview. On the day of interview, rationale behind the interviews was made known to them. Permission was sought from them to record some sections of the interview as well. On the day of collection, the researcher himself went round to do the collection in order to ensure effective collection of data.

The Statistical Package for Service Solution (S.P.S.S.) was used for all data analysis. Data from the Pilot study were computed using the Cronbach's Alpha Reliability test to help improve the internal consistency of the instrument. Data collected from the study were described using measures of central tendency such as means, mode, median and percentages. Frequency distribution table was prepared for the responses to each item on the questionnaire and interview guide. Thereafter, they were converted into percentages in order to determine the different responses given by specific proportions of the study sample. That helped to present a picture of the respondents' views on the question at stake.

CHAPTER FOUR

RESULTS AND DISCUSSION

This study assessed the challenges and solutions of the state-church partnership in school administration in the West Akim municipality of Ghana. The results and discussions in their chapter are presented under the ambit of the research questions stated to guide the study. The data of the study were analysed through the computation of frequency and percentage distribution. The data for the study were analysed qualitatively. The responses of the head teachers, ministers of churches, regional managers and municipal directors of education are presented and discussed in this chapter.

Bio-data Information

The Educational Status of Respondents

Education facilitates the development of skills according to job and role requirements. Education therefore enhances manpower effectiveness and efficiency. The power of reasoning by an individual is enhanced by the level of his education. This debatable topic therefore requires people with high level of education to discuss it.

The education levels of respondents are presented in Table 1. This includes Educational Status of Primary and JHS School Headteachers.

Table 1b: Educational Status of Primary and JHS School Headteachers

Level of Education	No.	%	%	No
GCE O/L A/L/SSSCE	4	50.0	1	9.1
Specialist	0	0	0	0
Diploma	3	37.5	4	36.4
Bachelor Degree	1	12.5	6	54.5
Masters Degree or Equivalent	0	20	0	0
TOTAL	8	100.0	11	100

From Table 1b, it could be seen that 50% of the respondents held GCE O level, A level and SSCE, 37.5% of the respondents held diploma, 12.5% of the respondents held bachelors degree and 20% had masters degree as qualification. It can therefore be concluded that majority of the respondents held diploma certificates.

Apart from the basic professional certificate which is Teachers Certificate ‘A’ that all the respondents possess, about 50% of them have in addition, G. C. E A/L or SSSCE while about 38% and 13% have diploma and first degree respectively in respect of the primary school respondents. In the case of the Junior

High School respondents, only about 9% possess only GCE A/L or SSSCE in addition to their Teachers Certificate ‘A’ qualification. Whiles about 36% of them possess diploma certificates, as many as about 55% have their first degree in addition. The foregoing analysis is an indication that the academic levels of the respondents chosen are of the high side. It is therefore believed that their responses to the questionnaire given to them could be conveniently used for our analysis of the topic in question. The respondents are at the receiving end of the impact of the state-church partnership in the school administration therefore they are the right people to give evidence of what is really on the ground. The views that they have expressed are going to be utilized effectively.

Current State of Administration

Research Question 1: What is the current status of administration of the schools under the church-state partnership in the West Akim Municipality?

Concerning the current status of administration of the schools under the partnership, the researcher inquired into the areas like cooperation between the two bodies (the state and the church), the role each of them has been playing to enhance the development of education in the municipality.

Table 1b: Perception of Who Should Administer Unit Schools in the West Akim District by Stakeholders

	No.	%	No.	%	No.	%
Partnership be maintained	1	12.5	4	4	1	20.0
Handed to the churches	4	50.0	4	4	4	80.0
Gov’t should take over	3	37.5	3	2	0	0.0
TOTAL	8	100	11	100.0	5	100.0

The results indicated in Table 1b show that less than 40% in each of the major stakeholders (Headteachers and district ministers of churches) category interviewed considered the partnership worth maintaining. Whilst about 36% of JHS Headmasters considered the partnership to be maintained, only about 13% and 20% Headteachers of Primary Schools and district Ministers of churches respectively were in favour of the maintenance of the existing partnership. Again less than 40% in each of the major stakeholders were in favour of the complete take over by the government. Whilst about 38% Headteachers and 27% Headmasters were of the opinion that the administration of unit schools be handed over completely to the government, none of the ministers of churches interviewed were in favour of that idea.

Even though as low as about 36% JHS respondents were in favour of the idea of handing over the administration of unit schools completely to the church, as high as 50% Primary school Headteachers respondents and 80% ministers of churches respondents were of the opinion that unit schools administration be handed back to the churches (Table 1).

Table 2: Frequency of Visits of Personnel from the Regional Manager’s Office to Schools in a year as seen by Heads.

Year	No.	%	No.	%
Once/year	3	37.5	5	45.4
Twice/year	2	25.0	2	18.2
Thrice/year	2	25.0	2	18.2
None at all	1	12.5	2	18.2
TOTAL	8	100.0	11	100.0

The importance of supervision or monitoring of schools cannot be overemphasized. From Table 2 however, results indicate that as many as about 38% Primary and 45% Junior High Schools (JHS) are visited only once in a year. Only about 25% Primary and 18% JHS are visited twice or thrice within a year. Surprisingly, about 13% Primary and 18% JHS are not visited at all within the year by personnel from the Regional Managers' Offices.

Results from Table 2 tell you at a glance the contribution of the unit schools' managers as far as supervision or monitoring of teaching and learning in the schools are concerned. When someone is put in charge of something, no matter that person's qualification and competence, his/her activities would have to be monitored or supervised for effective and efficient work to be done. No matter the amount of input the Regional Managers might have put in places, visiting a school just twice, once or not at all in a year is not the best.

Table 3: Perception of Respondents about Visits to Schools by Personnel from Regional Managers Office.

Responses	No.	%	No.	%
Not at all Satisfactory	3	37.5	2	18.2
Not Satisfactory	2	25.0	5	45.5
Satisfactory	3	37.5	4	36.3
Very Satisfactory	0	0.00	0	0.00
TOTAL	8	100.0	11	100.0

From Table 3 above, only about 38% of the Headteachers of Primary Schools interviewed were satisfied with the rate at which officers from the Regional Managers' Office visited their schools. Their satisfaction may be due to

the fact that some workers can work effectively and efficiently even without supervision, so officers or no officer's work can smoothly go on. Others too may be satisfied with the situation, because when the frequency of visits is high they can either not go about their outside the classroom private business, or might be compelled to work under pressure.

In the case of the respondents from the JHS Headmasters interviewed, about 36% were satisfied with the frequency of visits. This is an indication that only a few serious head of basic schools find nothing wrong when their superior officers do not visit them to discuss with them the progress of their work and their challenges.

While in the primary schools only about 25% of the respondents interviewed found the rate of visits to be only Not Satisfactory as many as about 46% of respondents from the JHS Headmasters saw the rate of Not Satisfactory. The reason for their stand which was discussed verbally was that most teachers would work very hard using appropriate Teaching and Learning Materials (audio-visual aids) during lessons delivery when they are expecting officers in their schools. They likened it to village church members- when they hear that the District Pastor is visiting them on the coming Sunday, even the backsliders and the aged would try to attend church service that Sunday- it is the nature of the Ghanaian. Private schools are academically performing better at the basic schools level than the public schools staffed with better qualified teachers. The difference is all about supervision.

About 18% of JHS Heads Interviewed saw the rate of visits to be woefully inadequate (not at all satisfactory) whilst as many as about 38% primary schools respondents shared the same view. Surprisingly none of the respondents interviewed found the rate of visits to be very satisfactory.

Table 4: Helpfulness of the Regional Managers Visits to Schools

Responses	No.	%	No.	%
Not Helpful	2	25.0	5	45.5
Fairly Helpful	1	12.5	3	27.3
Helpful	3	37.5	2	18.2
None at all	2	25.0	1	9.0
TOTAL	8	100.0	11	100.0

Considering the importance of supervision or monitoring in the basic schools, only about 9% of JHS Headmasters respondents interviewed see the low rate of visits from personnel from the Regional Managers' offices as very helpful. Only about 18% of the respondents also perceive the rate as helpful. Whilst about 27% also see it as fairly helpful, as much as about 46% perceive it as not helpful. Surprisingly, about 38% of the primary schools Headteachers respondents interviewed perceived that low rate of visits as helpful and about 25% of the respondents also see it as very helpful.

In Table 4, only about 13% and 25% of the respondents among the primary school Headteachers perceive the visits to be Fairly Helpful and Not Helpful respectively.

Table 5: Opportunities of Workshops enjoyed by Head of Basic Schools

Responses	No.	%	No.	%
Yes	3	37.5	6	54.5
No	5	62.5	5	45.5
TOTAL	8	100.0	11	100.0

From Table 5, it is observed that about 63% of primary heads interviewed had not participated in workshops organized by the Regional Managers. Considering the benefits derived from workshops, the number that had enjoyed any such workshop, about 38%, leaves much to be desired. Concerning JHS Headmasters interviewed, it is realized as many as about 46% of headmasters had not benefited while only about 55% had benefited from Regional Managers' workshops.

Table 6: Perception of Heads of Basic Schools on workshops organized by Regional Managers

Responses	No.	%	No.	%
Not Satisfactory	3	37.5	5	45.5
Quite Satisfactory	2	25.0	2	18.2
Satisfactory	3	37.5	3	27.3
Very Satisfactory	0	0.0	1	9.0
TOTAL	8	100.0	11	100.0

Table 6 shows that there are divergent views among Primary School Headteacher respondents interviewed. Whilst about 38% of the respondents see the workshops organized by the Regional Managers as satisfactory, the same

number of respondents perceives them as not satisfactory. About 25% of the respondents also view them quite satisfactory. Their views may be due to the subject matter treated during the workshops and perhaps how they were presented or delivered by the resource personnel.

The story is a bit different among the JHS Headmaster respondents. While only about 9% of them say the workshop were very satisfactory, as many as about 46% of them say the workshop were very satisfactory. That number equals the percentage of the respondents who view the workshop to be quite satisfactory and satisfactory put together that is about 18% and 27% respectively. After a workshop, if as many about 46% of participants see it as not satisfactory, then it means the input leaves much to be desired.

Table 7: Provision of Supplies from Regional /District Managers’ Outfit to Unit Schools (Primary and JHS)

Responses	No.	%	No.	%
Yes	2	25	1	9.1
No	6	75	10	90.9
TOTAL	8	100.0	11	100.0

Table 7 shows at a glance that the Regional / District Managers are not up and doing so far provision of assistance is concerned. In the primary schools, only about 25% of the respondents interviewed recollected that some sort of materials have ever been sent to their schools to assist in renovations. As many as 75% pf the respondents replied they had never received any assistance in any form from their Regional and or District Managers’ outfit in their schools. Some of these respondents have been at post for the past 7-15 years.

In case of the JHS, only about 9% of the respondents claimed to have received some sort of supplies from the District Managers’ outfit. As many as about 91% of the respondents claimed they had not received any supplies from their Regional or District Managers’ outfit in their schools.

Surprisingly, most of these schools, if not all need some forms of assistance (in cash or in kind)

Table 8: Perception of Respondents on the Regional Managers’ Sensitivity to staff vacancies.

Responses	No.	%	No.	%
Not Satisfactory	1	12.5	3	27.3
Quite Satisfactory	2	25.0	3	27.3
Satisfactory	4	50.5	4	36.4
Very Satisfactory	1	12.5	1	9.0
TOTAL	8	100.0	11	100.0

From Table 8, while about 50% of respondents from Primary School Headteachers are of the view that Regional Managers are sensitive to their staff vacancies and other challenges, only about 36% of JHS Headmasters interviewed see the Regional Managers sensitivity as satisfactory. Once again, whilst about 13% of Primary School Headteachers see the Regional Managers’ sensitivity as very satisfactory, only about 9% JHS headmasters share the same view.

About 25% and 27% Primary School Headteachers and JHS Headmasters respectively share the view that the Regional Managers sensitivity is only quite satisfactory. On the other hand, as low as about 13% and about 27% Headteachers

and headmasters respectively interviewed put the Regional Managers' sensitivity as Not Satisfactory.

On the whole the number of respondents from the primary school Headteachers who share the idea that the Regional Managers sensitivity is Satisfactory or higher out number those who share the view that it is only Quite Satisfactory or even lower. It is the other way round among the JHS headmasters interviewed.

Table 9: Rate of Reprimands from Regional Manager as seen by Heads.

Responses	No.	%	No.	%
Once	1	12.5	0	0
Often	2	25.0	2	18.2
Very Often	1	12.5	0	0
Never Before	4	50.0	9	81.8
TOTAL	8	100.0	11	100.0

Before the survey, there were serious allegations, that heads of basic schools who bypassed the Regional Managers to send documents or requests straight to the District Directorate of Education were reprimanded bitterly by their respective Regional Managers. Data collected from the respondents (Table 9), however, paints entirely different picture. Results illustrated in Table 9 indicate that even if reprimands take place at all, it is rather on the lower side. In the primary schools, while about 50% of the respondents claimed they had ever been reprimanded before, about the same percentage claimed they had never been reprimanded before in that respect.

Even in the Junior High School division, only about 18% of respondents claimed they had ever been reprimanded; about 82% of them did not remember ever been reprimanded by their respective Regional Managers for bypassing them to send document or requests to the District Director of Education or elsewhere.

Table 10: Denial of Travelling and Transport (T & T) and Transfer Grant Unit School Teachers

Responses	No.	%	No.	%
Yes	3	37.5	2	18.2
No	5	62.5	9	81.8
TOTAL	8	100.0	11	100.0

One of the allegations leveled against the District Directorate by some Regional managers and some teachers in unit schools was that some of their teachers are refused payment of T &T and or Transfer Grant by the District Director on the grounds that the Regional Managers did not consult them before embarking on the transfers or postings. The survey (Table 10) has revealed that even though something of that sort has been going on, it is not on a very serious note as was alleged.

Among the JHS respondents, for instance, only about 18% claimed some teachers on their staff have suffered that fate. As high as about 82% claimed no teacher on their staff has ever suffered that unfortunate punishment. In the primary schools, however, more than a third of the respondents claimed some teachers in their schools have ever suffered that fate. It is rather unfortunate that some innocent teachers should be punished for some people's offence committed.

Table 11: Rate of Visits to Schools By District or Local Managers

Responses	No.	%	No.	%
Often	2	25.00	2	18.2
On Few Occasions	2	25.00	7	63.6
Very Often	1	12.5	2	18.2
Not at all	3	37.5	0	0.00
TOTAL	8	100.0	11	100.00

The notion by some section of the general public that when the school administration is completely handed over to the churches, supervision of the schools will suffer a great set back because the personnel for supervision is simply inadequate was put to test over here. Table 11 Shows that in the Primary Schools only about 25% of the respondents claimed their District or Local Managers often visit them to share their challenges and welfare; about the same percentage said their Local Managers visit them only on few occasions (when there is a problem and they are invited or it is reported to them); about 13% say their Local managers visit them very often. Surprisingly, as many as about 38% of the respondents alleged their Local Managers do not visit them at all.

In the JHS, at least all the respondents claimed their local managers at least in a way visit them to share their challenges, just that only about 18% of them said the visits were very often; about 18% claimed it was often whilst about 64% said it was only on few occasions.

Before the survey, there were some other allegations which posed as challenges to the heads of unit basic schools which after the survey have proved

to be unsubstantiated and as such cannot be classified as challenges. For instance, it was seriously alleged, that whenever there are staff vacancies and the district directorates were informed for replacement, the Headteachers from unit schools are refused allocation and are rather asked to go to their regional managers for solution. During the survey, no evidence to that allegation was found. Another false allegation was that some District/Local Managers were also having some confrontations with the heads for trying to overstep their bounds in their schools' administration. Over here too there was no evidence to substantiate it.

Perception on state-church partnership in the school Administration

Being one of the major stakeholders in the state-church partnership in the school administration, the views of the clergy in that respect are very necessary. Considering the realities on the ground, the discussion with the clergy would reveal if the existing partnership should be maintained, abolished and allow the government to take full control or the government should hand over to the churches to manage their schools.

Table 12: Whether Educational Standards were better in the unit schools than the public schools.

Responses	No.	%
Strongly Agree	4	80
Agree	1	20
TOTAL	5	100

Comparing the present educational standards to those of the past many stakeholders are of the view that educational standards have really been falling. Consequently sections of the clergy in Asamankese Township were interviewed

to know their views on the issue. It came out, that about 80% of the clergy believe that Educational Standards were better in the unit schools in the past when they were being managed by the churches, than the public schools. That implies that when administration is fully in the hand o the churches, standards will better improve than we see now. Whilst about 20% also say they agree to the assertion being discussed, none of the respondents disagreed to the assertion or remained neutral.

Table 13: Heads’ view on Request for Free Hand to Manage their schools.

Responses	No.	%
Strongly Agree	4	80
Agree	1	20
TOTAL	5	100

A section of the religious bodies throughout the country have been agitating for the free hand to manage their schools. The survey, as illustrated in Table 13 shows that the clergy in Asamankese for that matter West Akim District are no exception. About 80% of the respondents interviewed openly declared their stand that they strongly agree to the agitation. The remaining 20% also said they agree to the agitation. It was no surprise that not even a respondent said he disagrees, is neutral or strongly disagrees to the agitation. The responses indicate that the religious bodies are poised to press for the free hand to manage their schools not considering their human, material and financial resource which may be inadequate to meet the huge task ahead if their request should be granted.

Table 14: Provision of Better Moral Character Training

Responses	No.	%
Strongly Agree	3	60
Agree	2	40
TOTAL	5	100

The survey (Table 14) indicates that about 60% of the respondents interviewed claim they strongly agree that educational unit schools in the past (before and just after independence) provided better moral character training to children the public schools.

The respondents further explained that during those days because teachers were employed by the church, they ensured that teachers employed were of sound and satisfactory moral behaviour. Religious studies (Bible Knowledge), was one of the core subjects. In the Presbyterian schools for instance, the Catechism (a moral training book) was studied right from primary one so that by the time a pupil got to primary six, he was well versed in the Holy Bible. Unlike the public schools, all teachers in the unit schools belong to the church that owned the school so that they all teamed up to promote Christian morals. Discipline was at its best.

About 40% of the respondents also said they agree to the assertion that the unit schools better provided moral character training than the public schools. This means about the entire respondents interviewed claim as for moral character

training was concerned, the unit schools in the past performed better than the public schools.

Table 15: Whether Present Moral Decadence can be Attributed to Government's Take Over of Schools from the Churches

Responses	No.	%
Strongly Agree	3	60
Agree	1	20
Neutral	1	20
TOTAL	5	100

About 20% of the respondents interviewed could not say they agree or disagree to the allegations going on in the country that the main cause of the present moral decadence and its consequent falling of educational standards can squarely be attributed to the government's take over of the management of schools from the Religious bodies.

About 20% and 60% of the respondents interviewed claim they agree and strongly agree respectively to the assertion. The explanation they gave (not recorded) for their stand was that as a result of the take over, any teacher at all (no matter the religious background) can be made to teach in any school to which the church has no moral right to object. Furthermore, the teaching of Bible Knowledge has been abolished and replaced with Religious and Moral Education in which fetishism for instance is being taught in schools these days. Again, the elaboration and teaching of child right in schools today has worsened the situation when a pupil misbehaves and you dare punish him as a teacher, you may be sent to court to explain why you have trodden on the child's human rights. The good

book, the Bible, however teaches that “spares the rod and spoils the child”. At the moment “Courtesy for Boys and Girls is no longer being taught in schools. Pupils can now decide to do whatever they like with impudence and go scot free.

Regional Managers stand on the Partnership in Educational Administration

While District Director of Education manages schools within a district, Regional Managers have schools that cut across the entire region. Regional Managers therefore can give in depth assessment of the cordiality between the church and the state, for that matter the Regional Managers and the District Directors of Education in the Management of the unit schools. Their views in respect of the state-church partnership in the management of schools can highly be respected.

Roles played by religious bodies

Research Question 2: What roles are the Religious Bodies playing in the development of education in the district?

This research question was formulated to find out the various roles the religious bodies who serve as key partner in terms of development of education in Ghana play. The respondents gave the following opinions which are presented in the tables.

Table 16: Contribution of churches in the Development of Education in the West Akim District

S/NO	MISSION/ CHURCH	NO. OF K. G	NO. OF PRIM.	NO. OF JHS	NO.OF SHS	TOTAL
1.	Presbyterian	10	33	12	1	56
2.	Methodist	11	21	15	0	47
3.	Roman Catholic	2	12	10	1	25
4.	Anglican	5	8	5	0	18
5.	Salvation Army	1	3	3	0	7
6.	S. D. A	2	3	0	0	5
7.	Islamic Mission	2	7	2	0	11
8.	A. M E. Zion	6	7	4	0	17
TOTAL		39	94	51	2	186

Presbyterian Church of Ghana has a total of 56 schools (10 KG, 33 Primary, 12 JHS and 1 SHS) while Methodist Church Ghana also has 47 schools (11 KG, 21 Primary and 15 JHS) in the Asamankese District. The other missions (Roman Catholic, Anglican, Salvation Army, S.D.A, Islamic Mission and A.M.E Zion) put together also have a total of 83 schools in the district.

The Regional Managers claim that until the Education Act of 1961 when the government annexed all unit schools, they were effectively and efficiently managing schools- academic performance was high and discipline was also at its best. In West Akim District for instance, the first school, Asamankese Presby Primary ‘A’ was established in 1887. The question they put to me during our discussions was “*if we were able to manage the schools successfully before*

the Government's take over in 1961 why can we not manage them now when they are handed over to us?" When asked about how the unit schools were managed before the government take over of mission schools in 1961, the Presby Regional Manager on his part said among other things that:

(i) Expenditure was borne by the mission, (ii) Parents paid fees towards expenditure, (iii) Missions received grants from the government. The Methodist Regional Manager also said among other things that (i) Expenditure was borne by the mission (ii) Parents paid fees toward expenditure.

Again when the Regional Managers were asked to indicate the roles their Religious Bodies and the Educational Units are still playing in the development of education in the Eastern Region particularly in the West Akim District, the two Regional Managers (Presbyterian and Methodist) listed the following:

- (i) Establishment of new schools by the mission.*
- (ii) Supervision of school activities*
- (iii) Posting and Transfer of Teachers*
- (iv) Recruitment of teachers (trained and untrained)*

In addition the Methodist Education Manager said they provide transport for supervision. Surprisingly, the two managers were all silent on Motivation of teachers by the unit/mission.

When asked of the achievements of their educational units, the Methodist manager said among other things as:

- (i) Improvement of BECE result*

(ii) *Improvement of teaching and learning through adequate supervision.*

The Presbyterian Manager on his part listed the following:

(i) *Promotion of discipline in pupils/ students and teachers.*

(ii) *Improvement of academic performance*

(iii) *Rehabilitation of school buildings, toilet and urinals.*

On the question of prominent personalities that attended their unit schools, the Regional Manager of Presby Educational Unit named the following:

- a. Prof. Mike Oquaye – 2nd Deputy Speaker in Parliament and M. P for Dome-Kwabenya.
- b. Dr. Amoako Atta – Ex- National Director of Medical Services
- c. Dr. Amoh Kwaku – Oman Medical Services, Asamankes.
- d. Osabarima Kwaku Amoah II – Chief of Asamankese
- e. Nana Akosua Birikoramaa II – Queen mother of Asamankese
- f. Nana Boakye Asafoagyei - Sanaahene of Asamankese

All the foregoing attended Asamankese Presby Middle School.

Impact of Partnership on Development of Education.

Research question 3: What impact has the partnership in the school administration made in the development of education in the district?

Concerning the impact the partnership is making in the development of education in the district, the researcher dwelt on the degree of supervision and its effects, provision of supplies to the schools and the organization of in-service

training to the teachers. Problems faced by the managers of the unit were also dealt with.

Views of Regional Managers on Impact Made on Educational Development by their Involvement in the Management of Unit Schools.

All the Regional Managers interviewed claim their involvement in the management of Unit Schools has made some significant impact.

- i. helped to impact good moral in pupils.
- ii. the agents of the churches served as a check on the teachers in the communities.
- iii. helped find accommodation for teachers and ensured their safety in their communities. The Methodist Regional Manager on her part said the impact has been achieved through the teaching of Methodist hymns and school worships.

The West Akim District Director of Education's Impression about the State-Church Partnership in the School Administration Schools In the District As At 2004

The West Akim District Directorate was established in 1964. According to the District Director, there was a total of 230 Primary and JHS out of which only seventy five (75) were Local Authority Schools. The Religious Bodies that had schools in the district as at 2004 included: Presbyterian, Methodist, Roman Catholic, Salvation Army, A. M. E. Zion, Anglican, Seventh Day Adventist (SDA) and Islamic.

Table 17: Schools in existence in the West Akim District by December, 2004

PERIOD	TOTAL NUMBER OF UNIT SCHOOLS (PRIMARY & MIDDLE/ JHS)	TOTAL NUMBER OF D/A SCHOOLS
Before 1900	5	7
1900-1999	144	62
2000-2004	6	6
TOTAL	155	75

Before the establishment of the West Akim District, most of the unit schools (about 150 of them) were already in existence and were being managed by the Local and Regional Managers of Schools. When the district was established in 1964, it took over all the schools (unit and local council according to the tenets of the Education Act of 1961. After the government take over, the opening of more unit schools drastically slowed down.

It was only the new churches in the district which did not have schools to propagate their doctrines that tried to open some schools. By the end of 2004, there were 52 Kindergartens, 141 Primary Schools, 89, Junior High Schools, and 3 Senior High Schools totaling 285 schools. Two out of the three Senior High Schools were established by the churches (Presbyterian and Roman Catholic). The first three Local Authority Schools which were established in the district were Kofi Asare L/A Primary – 1936, Dwafokwa L/A Primary – 1943 and Domeabra L/A Primary – 1946. The first unit school established in the District is Asamankese the Presbyterian Primary School – 1887.

Expected role to be played by Educational Units in the Development of Education

Asked about the role he expected the unit schools managers to have been playing and whether or not such roles have been well played, the District Director of Education tabulated them as follows:

1. Provision of Infrastructure
2. Provision of Religious and Moral Education.
3. Posting and Transfer of Teachers
4. Monitoring of teaching and learning
5. Provision of welfare services for their teachers.
6. Provision of teaching and learning material (TLM).

To the latter question concerning their performance, the answer was in the negative. He said the only role they were performing but erroneously was that of transfers and posting of teachers. They did that without first consulting the District Directors concerned.

Key Challenges encountered by Mission schools

Research Question 4: What are some of the key challenges been encountered the mission schools under the partnership?

The Presbyterian Regional Manager said they have two major challenges outlined as follows:

- a) The interpretation of the decentralization policy of government where District Directors of Education want to exercise absolute control of all

schools in the districts disregarding the unit officers and the local managers.

b) Inadequate financial support.

The Methodist Regional Managers on her part listed

a) Financial Constraint

b) Inadequate support from the churches, as their challenges.

When asked about how they were going to surmount these challenges, the Presby Regional Manager said they would continue to impress upon the government to allow the churches or units to manage their schools whilst the government continue to pay salaries of teachers and other staff and provide school infrastructure and furniture. He added that the place of church agents as managers should be recognized.

The Methodist Regional Manager on her part said the government should provide enough funds for the running of the unit schools. She also said they will appeal to the churches to give enough support.

Under the key challenges facing the partnership, the researcher sought to find out how the two parties respect each others' vision, mission and authority; the provision of financial and material assistance to the schools by the parties concerned; maintenance of existing infrastructure, moral decadence and indiscipline in schools.

Challenges the District Director of Education Faces in the Partnership with the church in the school Administration

Asked to comment on some major challenges he faces with the educational units in the discharge of his work as the Municipal Director of Education, he listed among others the following:

- i. arbitrary transfer of teachers
- ii. replacement of competent Headteachers with non-performing church members as heads.
- iii. granting of unannounced religious holidays and week-long celebrations.
- iv. recruitment of unqualified pupil teachers.
- v. granting permission to teachers without notifying the director.

After enumerating the forgoing challenges the next question put to him was how in his own view such challenges outlined could be solved or resolved. His simple and straight forward answer was, *“Through regular consultation between the unit managers and the District Director”*.

District Director of Education’s Opinion about the Stand of the Religious Bodies in the Partnership

Asked whether in his opinion the Religious Bodies and their educational units be allowed to take full control of the unit schools, his answer was in the negative. When asked to give reasons for his stand, he said the religious bodies cannot be in the position to pay the salaries of teachers provide

teaching and learning material (TLM) and also do not have the capacity to supervise teaching and learning.

When further asked if the Religious Units should be stopped completely from participating in the administration of their unit schools or be allowed to remain where they presently, he replied that they should be stopped completely. His reasons were that they have failed to perform their core business. He further stressed, that decentralization has taken over their powers such that they can no longer operate from the regional capitals.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Overview of Research Process

The State-Church partnership in school administration nationwide has attracted a lot of argument as to whether or not it should be maintained or abrogated. This study assessed the views of key stakeholders on the partnership. In conclusion with this, the objectives of this descriptive survey included the following:

1. to find out the current status of administration of schools under the partnership in the West Akim Municipality.
2. to investigate some of the key challenges been encountered by the mission schools under the partnership.
3. to ascertain the extent to which the religious bodies are playing roles in the development of education in the municipality.
4. to find out the impact of the partnership in school administration on the development of education in the district.

The population for the study included:

- (i) Primary school headteachers (in the Asamankese Township)
- (ii) Junior high school headmasters (in the Asamankese Township)

- (iii) Reverend Ministers of churches that have schools in the district.
- (iv) Regional Managers of unit schools (all in Koforidua)
- (v) The West Akim Municipal Director of Education.

A simple random sampling technique was used to select a total sample of 8 Primary School Headteachers, 11 Junior High school headmasters, 5 Reverend Ministers, 2 Regional Managers of unit schools and a District Director of Education (West Akim). Questionnaires and interview schedules were used as research instruments. These were supplemented with personal observation and discussions.

The results were analyzed both qualitatively and quantitatively. Descriptive statistics were used in the analysis. Differences were tested at alpha level of 0.05. the first specific objective sought to use available evidence to describe the actual perception of stake-holders with regard to who should be made to manage unit schools in Ghana, specifically in the West Akim Municipality.

Summary of Major Findings

The frequency of visits of personnel from the Regional Managers' offices to schools (supervision) in a year was investigated. It came to light during the survey, that about 13% Primary and 18% JHS were not visited at all throughout an academic year. About 38% and 45% Primary and Junior High Schools respectively were visited only once in a year.

This finding goes a long way to support the assertion of some people that considering the distance between the seat of Regional Managers and their

schools in the districts, when the school administration is fully handed over to the churches, supervision would be compromised. Furthermore, while 25% of the primary schools were visited twice or thrice in a year, only 18% of the JHS were visited twice or thrice a year.

The respondents stated that the effect of poor supervision were that present day teachers would not prepare their scheme of work and lesson notes in good time, regularity and punctuality to school would be compromised, giving of adequate class exercises / homework and the subsequent marking cannot be assured and discipline on the part of both teachers and pupils are negatively affected.

The perception of respondents was also sought about the frequency of visits to schools by personnel from Regional Managers' Offices. None of the respondents interviewed saw the rate of visits to schools by personnel from Regional Managers' offices as very satisfactory. While about 38% of the primary school headteachers found the rate of visits as satisfactory, about the same percentage saw it as not all satisfactory. About 25% of them also saw the rate as not satisfactory. This implies that about 63% of them felt the rate was not up to expectation.

In the case of the respondents from JHS, about 64% saw the rate of visits to be either not satisfactory or not at all satisfactory. However, about 36% found it to be satisfactory. When interviewed, those who saw the rates as either not satisfactory or not all satisfactory argued, that if you expect effect and efficient teaching and learning to go on, you cannot do away with

effective or intensive supervision. Supervision keeps teachers on their toes always- they are made to be regular and punctual to school, use adequate and relevant teaching and learning materials, give adequate exercises and ensure that they are also marked at the appropriate time.

The helpfulness of the Regional Managers' visits to the schools was investigated. Even the few visits that were made, about 38% of the primary school headteachers interviewed claimed the visits were helpful to them. About 25% of them also said the visits were very helpful. That means if the visits had been regular or more often, the headteachers would have liked it very much. Even though that high percentage of headteachers claimed the visits were either helpful or very helpful, there were still about 38% of them who found the visits to be either fairly or not helpful at all.

In the case of the respondents from the junior high schools interviewed, as high as about 73% claimed the visits made were just fairly or even not helpful at all. It was only about 27% of them that found the visits to be either helpful or very helpful. To them "anything goes". The claim of the smaller percentage respondents is an indication that there are some people who can work effectively with or without supervision. On the contrary there are some people who do not want to work hard and would have wished there would be no supervision so that they could take their salaries with poor work output. Such people get uncomfortable when there are some supervisors to supervise their work. Opportunities of workshops enjoyed by heads of basic schools were captured in the fifth specific objective. Findings revealed that only about 38%

of unit primary school headteachers had had opportunity to participate in workshops organized by the Regional managers' outfit. About 62% of them had not had any such opportunity which seems very serious. What makes the situation more serious is that some of the headteachers had just been appointed. These new heads needed orientation and if for about a year or more they have had no such opportunity, one can imagine the mess they could cause in their administration. In case of the JHS, about 55% of the heads had the opportunity with about 45% that had not had the opportunity of any workshop.

Day and day out new policies and methods of teaching continue to come in. Therefore it behooves on the unit school administrators to ensure that the headteachers / masters are properly equipped to enhance effective teaching and learning. Specific objective 6 south to assess the perception of heads of basic schools on workshop organized by Regional Managers. During the interview some of the respondents made some remarks about the few workshops organized for them by their Regional managers. While about 38% of primary school headteachers found the workshops to be satisfactory, about the same number of respondents claimed it was not satisfactory. About 25% of them said they were quite satisfactory. No respondent rated them to be very satisfactory.

Concerning respondents from the JHS, about 9% of them claimed they were very satisfactory, about 27% and 18% found them to be satisfactory and quite satisfactory respectively. However, as many as about 46% of them

claimed they were not satisfactory at all. Upon further interrogation, it was realised that most of the heads who claimed the workshop were not satisfactory were those who had been heads for a long time- five years and above. They said nothing new was taught and even what was taught was not effectively delivered as compared to the previous ones they had enjoyed from different resource persons. The lesson learnt from the foregoing assertion is that before a workshop is organized for teachers, the organizers should ensure that resource persons are well versed and equipped in whatever they are to deliver. Effectiveness should not be compromised because of the cost involved in employing experienced resource persons.

The regularity or otherwise in the provision of supplies (cash or materials) from the Regional Managers' outfit to their schools was also examined. Despite the fact that the churches continue to claim that the unit schools belong to them the examination revealed that among the respondents from the primary school headteachers, only about 25% claimed they had ever received some supplies from their Regional Managers' Offices. The remaining 75% surprisingly said they had not enjoyed anything like that from their Regional Managers.

The churches claim ownership but relegate their responsibilities for the schools' upkeep to the background. The situation was worse in the case of the JHS. Over there, it came to light that only about 9% had ever received something from their Regional Managers' outfit. Over 91% of the respondents

said they had never enjoyed any such supplies from the Regional Managers' outfit.

The perception of respondents on the Regional Managers' sensitivity to staff vacancies and other challenges was dealt with. The survey revealed that the Regional Managers are doing well in this regard. Among the respondents from the primary school headteachers interviewed, it was only about 13% of them that claimed the Regional Managers sensitivity was not satisfactory. About 25% rated it to be quite satisfactory, 50% put it satisfactory while about 13% claimed it was very satisfactory. The story was not quite different in the JHS. Whilst about 27% of the respondents rated it to be not satisfactory, about 27% and 36% rated it to be quite satisfactory and satisfactory respectively. About 9% of them even rated the sensitivity to be very satisfactory. The foregoing indicates that whenever there are vacancies in the schools, the managers leave no stone unturned to fill them.

The study also looked into the rate of reprimands from the Regional Managers for by passing them to send documents or requests direct to the district directorate. The unit schools are first and foremost directly under the District Director in whose district the school is situated before the question of Regional Managers comes in. However the Regional Managers expect the heads of their schools to deal directly with them rather than their District Directors. Teachers who contravene such unwritten directives are alleged to be reprimanded.

Surprisingly, about 50% of respondents from the primary schools claimed they had never before been reprimanded, about 13% said they had only once been reprimanded. About 25% and 13% claimed they often and very often respectively receive reprimands in that regard. In the junior high school section, the story was different. Apart from some 18% of the respondents who alleged they often receive such reprimands the remaining 82 of the respondents said they had never before been reprimanded. It came out from the interview, that indeed there are some few documents such as nominal roll which are submitted to the Regional Managers' offices direct. All other documents, unless perhaps requested from the Regional Managers, are sent to the District Directorate.

The study found out the truth or otherwise in the alleged denial of Traveling and Transport (T &T) and or Transfer Grant by the District Directorate to unit school teachers. One of the allegations being widely rumoured was the denial of T &T and or Transfer grant to teachers posted into or transferred within the unit schools by the Direct Directors. After the survey, it was revealed that even though there was some iota of truth in the allegation, it was not all that alarming as was alleged. For instance, in the case of respondents from the primary schools, it came out that while about 38% were victims, as many as about 62% were not affected. In the JHS section, it was only about 18% of the respondents who confirmed any such denial while about 82% said they enjoyed those benefits.

The rate of visitation to schools by District or Local Managers to share challenges and welfare of teachers was captured by specific objective 11. District Ministers of the various churches are supposed to be the Local Managers of the unit schools. they are therefore to stand in for the Regional Managers because of distance from he regional office. They are to visit the schools within their districts frequently to share with them their welfare and challenges as well as to supervise their work as teachers – punctuality, morality, giving and marking of exercises, etc.

The survey revealed that in the primary schools, only 13% of the Local Managers visit the schools very often, 25% of them only on few occasions while about 38% do not visit their schools at all. In the case of the JHS section, it was realized that only about 18% visit the school very often, about 18% often visit their school, and about 64% of them visit the schools on few occasions. The question some people ask is “Is this going to be the trend should the schools be handed back to the churches?”.

The study sought to examine the clergy’s believe that educational standards were better in the unit schools than the public schools in the past. Comparing the present educational standards before the nineteen eighties (1980s) most elderly people in the country loosely say standards have comparatively fallen. People fail to consider factors responsible for better or poorer standards of education such as class size, infrastructure, the presence of modern entertainment facilities and the strict observance of human rights which prevent teachers from disciplining pupils and students as well as

qualities of teachers in the field. The survey revealed that 80% of the ministers interviewed said they agree with the assertion and the remaining 20% said they disagree with the assertion. When asked to defend their stand, most (if not all) of them based their argument of discipline. They claimed because the churches had influence on education, they ensured discipline reigned supreme in the educational institutions for both teachers and pupils. They further stressed that in any school where there is discipline, academic performance is also superb. They also claimed that in those days the teachers especially the headteachers in their schools shared the same faith with them and so could propagate their church doctrines which were the basis of discipline in schools.

The study assessed the strength of the Religious Bodies' request for the free hand to manage their schools. Since 1961 when the Education Act came into full force, the religious bodies have left no stone unturned to convince the government to hand over the administration of the unit schools back to them. They claim when that happens, they will be able to instill discipline in the schools thereby improving upon academic performance. They also want their schools to be staffed with or headed by teachers who share the same faith with them and thus can propagate their doctrines. The survey revealed that 20% of the reverend ministers interviewed said they support the request and the other 80% also said they strongly agree to it. None of the ministers interviewed disagreed to the request.

Provision of better moral character training by unit schools to children than public schools in the past was captured by specific objective 14. The

good book advises us to show the child the right path to use and when he grows he would not depart from it. For that simple reason, the religious bodies made Bible Knowledge one of the core subjects in their pre-university institutions particularly the basic schools. even though it has not been scientifically proved, it is believed the study of the bible at school plays a major role in moral character training in children.

Many people particularly the clergy therefore strongly believe that because pupils and students in the unit schools were been taught Bible Knowledge at school, that accounted for the discipline in the unit schools in those days as compared to the Local Authority schools where Bible Knowledge was not been taught.

Another reason given by the clergy was that the good book also says “Spare the rod and spoil the child”. Since in the unit schools the cane was an integral part of instilling disciplines as compared to the Local Authority Schools, discipline was very high in the unit schools than in the local Authority schools. it was therefore no wonder that when the issue of moral character training was raised, about 60% of the clergy responded that they strongly agree and about 40% also said they agree to the assertion that provision of better moral character training by unit schools was stronger than in the Local Authority Schools. None of them either disagreed or was neutral.

The study examined the general claim that the present moral decadence and the consequent falling of academic standards can squarely be attributed to the government’s take-over of schools from the churches. Owing to the human

rights education currently going on in the country, almost everybody (including school children) knows his or her rights. For that matter, pupils and students would not sit down quietly for teachers to trample upon their rights. Teachers also fear been dragged to court. Children therefore now have taken their destinies into their own hands and can use their time and bodies anyhow they like. They can no longer be forced to learn.

Admission into schools can be no longer be restricted to members belonging to a particular church, race, community or tribe. Church doctrines are no longer taught in the unit schools. The forgoing factors have all contributed to the present moral decadence which has contributed immensely to the falling standard presently being experienced in the country.

Even though the churches could not have done much towards the moral decadence even if the administration of the unit schools was still totally in their control due to the present human rights education going on, they still claim the situation would not have been so helpless as it is found these days. No wonder when the question was put, about 60% of the clergy said they strongly agree that the situation is due to the government's take-over. About 20% of them said they also agree, while the remaining 20% of them could not fully agree or disagree (they were neutral)

The contribution of the churches in the development of education in the West Akim District of Ghana was captured by specific objective 16. The survey conducted revealed, that out of the total of 331 SHS and basic schools (K.G., Primary and JHS) in the West Akim District of Ghana by December

2005, the unit schools numbered 186 (56.2 %) while the Local Authority schools numbered 145 (43.8%). The unit schools are made up of 39 K. G, 94 Primary, 51 JHS and 2 SHS totaling 186. The churches that had schools in the district as at the time of the survey (2004-2005) were the Presbyterian- 56, Methodist – 47, Roman Catholic – 25, Anglican – 18, A. M. E Zion – 17, Islamic Mission – 11, Salvation Army – 7 and S. D. A – 5. It was only the Presbyterian and the Roman Catholic churches that had a senior high school each.

It was discovered after the survey, that as at 31st December, 2004, there were 155 unit schools as against 75 Local Authority Schools in the West Akim District. Before 1900 there was only one (1) basic school (Asamankese Presby Primary ‘A’ school) in the district. Between 1900 and 1999, there were 148 unit schools as against 69 Local Authority Schools. Between 2000 and 2004, Six (6) unit schools and 6 Local Authority Schools were established in the district.

Educational status or level of respondents was the specific objective 18. For the results of any descriptive research to be acceptable, it largely depends upon the academic level and integrity of the respondents used. It is therefore desirable to get respondents of the caliber of those interviewed for this survey. Even for those selected from the primary school headteachers, the minimum academic qualification was Advanced level or SSSCE apart from their professional qualification of Teachers Certificate ‘A’ or Diploma in Education. With the JHS respondents, as many as about 55% of them have

their first degrees. Over there too the minimum qualification was GCE 'A' Level or SSSCE.

Conclusions

Based on the findings, the following conclusions have been drawn: With respect to the performance of the Regional Managers of unit schools of the West Akim Municipality so far and its impact on educational development since the inception of the state-church partnership in the administration of schools, it could be said that generally, the frequency of visits by the Regional Managers to the unit schools fell below expectation. Workshops meant to update the knowledge of teachers organized by the Regional Managers were woefully inadequate and not at all helpful; assistance to schools by way of supplies (cash or kind) was generally nearly absent. This is likely to impact negatively on the effective teaching and learning. However, the Regional Managers sensitivity to staff vacancies and other challenges was satisfactory.

In connection with the clergy's perception of the state-church partnership in the school administration, it was evident that the clergy strongly believe that educational standards were better in the unit schools than the public schools in the past, and the frequencies of visits by the clergy (Local Managers) to the schools were inadequate because they do not have full control over the schools. Generally the clergy strongly agree that they should be given free hands to manage their schools. They also strongly agree that the unit schools provided better moral character training to children than the public schools in the past and the clergy strongly believe that the general public claims that the present moral decadence

and its subsequently falling of academic standards can squarely be attributed to the government's take-over of schools from the church is true. The churches and their Regional Managers of schools were agitating for the handing over of schools to them to manage in order to avoid a situation where the District Director of Education would want to take absolute control of the management of unit schools, create the opportunity to impact discipline and good morals in their pupils, to enable the churches have their doctrines properly taught in their schools. Additionally, they felt that since the government alone cannot do everything the contributions of the churches should be recognized and encouraged.

Regarding the West Akim District Director of Education's observations and impression about the state- church partnership in school administration it was clear that the churches have failed to play their expected roles such as the provision of infrastructure, monitoring of teaching and learning, provision of welfare services for their teachers and the provision of teaching and learning materials. They also continue to grant unannounced religious holidays and weeklong celebrations as well as permission to teachers without notifying the District Directorate. Lastly, the Regional Managers find it difficult to manage the schools scattered all over the region from the regional capital hence their poor performance.

Recommendation for Practice

The following recommendations are made based on the findings of the study:

1. Academic performance can best be improved through effective supervision. The Regional Managers and the West Akim Municipality / District Directors should draw proper itinerary for effective supervision in their schools to enhance improved academic performance.
2. Teachers of the West Akim Municipality should be kept on their toes through effective supervision so that absenteeism, lateness to school and inadequate class exercises could be minimized.
3. Officers from the District Directorates, Regional Managers offices and Local Managers and their various units of the West Akim Municipality should pay regular visits to the schools so as to identify their needs in good time and find solutions to them.
4. The booklet entitled “Courtesy for Boys and Girls” that was used in schools some time ago should be revised and reintroduced in schools in the West Akim Municipality.
5. Religious Studies or Bible Knowledge as a subject which sought to train pupils and students to lead upright and holy lives should be reintroduced at least in the basic schools.
6. Church attendance should be made an integral part of the training procedure for pupils and students at schools in the West Akim Municipality. That would help train them morally, socially and spiritually.
7. For peaceful co-existence between the churches and the Municipal / District Directorate of the West Akim Municipality to prevail, a quota of the newly trained teachers should be allocated to the Regional Managers

for posting every year; teachers so posted to a district could be transferred in future within the district or municipality only unless they are properly released before they could be transferred to different municipalities or districts.

8. Regional Managers should contact the Municipal or District Directorates of the West Akim Municipality for schools with vacancies before they post or transfer teachers to such schools within any given municipality / district.
9. Regional Managers should furnish the Municipal or District Directorates of the West Akim Municipality with copies of their monitoring itinerary to enable the directors to know how often the schools are visited.
10. The Local Managers of the West Akim Municipality these days feel reluctant to visit their schools within their districts because they no longer have the influence they used to have some years past. Furthermore, the Regional Managers administer their schools from the regional capitals which does not favour effective administration through supervision. The government should therefore come out openly to declare a total take-over of all schools in the country for effective and efficient administration of schools. alternatively, district offices should be opened for the unit schools for effective supervision.

Suggestions for Further Research

The following areas could be explored by other researchers in the area of educational administration. This study focused on only the west Akim

municipality of Ghana. The study could be replicated to cover other areas of the country to assess the views of the stakeholders there. Again the issue of whether headteachers of the unit schools in Ghana should be members of the missions who established the schools should be investigated to come out with the views of the stakeholders.

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(c) Principal Superintendent []

(d) Assistant Director (I/ II) []

(e) Deputy Director []

7. Religious Denomination

(a) Catholic [] (d) Pentecostal []

(b) Protestant [] (e) Others (Please Specify)

(c) Muslim []

SECTION B

1. How long have you been heading this your present school?

(a) 1- 2 years [] (b) 3- 6 years [] (c) 7–15 []

(d) 16 – 20 years [] (e) over 21 years

2. How often do personnel form the regional manager’s office visit your school in a year?

(a) Once [] (b) Twice [] (c) Thrice []

(d) None at all []

3. How satisfactory in your view is the frequency of visits from the regional manager’s office?

(a) Not at all Satisfactory [] (c) Satisfactory []

(b) Not Satisfactory [] (d) Very Satisfactory []

4. In your view, how has the frequency of such visits from the Regional Managers office contributed to improving teaching and learning in your school?

(a) Not Helpful [] (c) Helpful []

(b) Fairly Helpful [] (d) Very Helpful []

5. Have you ever had the opportunity to attend any workshop or seminar organized by the Regional Manager's outfit? Yes []

No []

6. If Yes, how satisfactory in your view was/were it/ they?

(a) Not Satisfactory [] (c) Satisfactory []

(b) Quite Satisfactory [] (d) Very Satisfactory []

7. Has your school ever received any supply (cash or material) from your Regional/ District Manager's outfit? Yes [] No []

8. What type of materials if YES?

(a) Teaching and Learning Materials (TLM) []

(b) Building Materials [] (c) Textbooks []

(d) Food Aid [] (e) Money []

(f) Others (Specify) []

9. How sensitive is the regional manager and his or her outfit to your staff vacancies and other challenges? (a) Not Satisfactory [] (b)

Quite Satisfactory [] (c) Satisfactory []

(d) Very Satisfactory []

10. How often have you been reprimanded by the Regional Manager for bypassing him/her to send some document or request straight to the District Directorate?

- (a) Once [] (b) Often [] (c) Very Often []
(d) Never Before []

11. Has any of your staff members been refused payment of T & T or transfer grant by the District Directorate on the grounds that your Regional Manager did not consult him/her before making the transfers / postings?

- (a) Yes [] (b) No []

12. Have you ever been refused a teacher or teachers to fill your vacancies by the district directorate and were directed to your manager?

- (a) Yes [] (b) No []

13. Have you ever had any confrontation with your local manager for trying to overstep his/her bounds in your school administration?

- (a) Yes [] (b) No []

14. How often does your District / Local Manager visit your school to share your challenges and welfare?

- (a) Very Often [] (b) Only on Few Occasions []
(c) Very Often [] (d) Too Often []

15. In your view, do you share the idea that unit schools should be handed back to the churches to manage their own schools? (a) Yes [] (b) No []

16. Give reasons for your stand.

APPENDIX II

**THE STATE-CHURCH PARTNERSHIP IN THE SCHOOL
ADMINISTRATION IN THE WEST AKIM DISTRICT OF GHANA.
IT'S IMPACT ON EDUCATIONAL DEVELOPMENT.**

**QUESTIONNAIRE FOR REGIONAL MANAGERS OF
EDUCATIONAL UNITS**

A. BIOGRAPHICAL DATA

1. Name of respondent

.....

2. Gender: (a) Male [] (b) Female []

3. Educational Unit

.....

4. Highest educational qualification (Please tick)

(a) Specialist []

(b) Diploma []

(c) Bachelor Degree []

(d) Masters or Equivalent []

5. Rank (Please Tick)

(a) Senior Superintendent []

(b) Principal Superintendent []

(c) Assistant Director II []

(d) Assistant Director I []

(e) Deputy Director []

B. Issues pertaining to the topic / study

1. When was the mission first establishing in the country? -----

2. When was the educational unit first established in the country (God
Coast / Ghana) -----

3. In what year was the unit opened in the Eastern Region? -----

4. Were some schools in the West Akim District part of the first schools
that formed the Regional Unit? (a) Yes (b) No
5. When did the first school(s) in the West Akim District join the
Regional Education Unit? -----

6. How many schools did you have in the West Akim District as at
September, 2004 according to the table below?

S/NO	CIRCUIT	K. G	PRIM.	J. H. S	S.H.S	OTHERS	TOTAL
1.	Asamankese I						
2.	Asamankese II						
3.	Anum						
4.	Osenase						
5.	Adeise						
6.	Oworam						
7.	Mepom						
8.	Asikasu						
	TOTAL						

7. Give the total number of schools in your unit during the periods indicated in the table below:

	TOTAL NUMBER OF SCHOOLS		
PERIOD	PRIMARY	H. J .S / MIDDLE SCHOOLS	S. H. S
Before 1900			

1900-2000			
2000-2004			
Total			

8. Indicate how the unit schools were managed before the government take over of mission schools in 1961.

Please tick in the appropriate box(es)

- (a) Expenditure was borne by the mission []
- (b) Expenditure was borne by the local people []
- (c) Parents paid fees towards expenditure []
- (d) Missions received grants from the government []
- (e) Any other (please specify) []

9. Indicate the roles your Religious Body and the Educational Unit are still playing in the development of education in the region particularly in West Akim District.

- (a) Establishment of new schools by the mission []
- (b) Supervision of school activities []
- (c) Posting and transfer of teachers []
- (d) Recruitment of teachers (trained and untrained) []
- (e) Provision of transport for supervision []
- (f) Motivation of teachers by the unit/mission []
- (g) Others (please specify) []

10. What are some of the achievements of your educational unit?

.....

11. Name about five prominent personalities that attended your unit school:

S/NO	NAME	PRESENT POSITION
i		
ii		
iii		
iv		
v		

12. In your view, has the continual involvement of the religious bodies in the management of unit schools yielded any positive impact?

(a) Yes [] (b) No []

(c) Give reasons (s) for your answer

.....

13. What are some of the challenges that your educational unit is facing in its services delivery?

14. How do you think the challenges outlined can be solved?

15. Do you strongly share the view of those people who are agitating that the religious education unit schools be handed back to the churches to run? (a) Yes [] (b) No []

(c) Give reasons(s) for your stand.

APPENDIX III

**THE STATE-CHURCH PARTNERSHIP IN THE SCHOOL
ADMINISTRATION IN THE WEST AKIM DISTRICT OF
GHANA: IT'S IMPACT ON EDUCATIONAL DEVELOPMENT**

**QUESTIONNAIRE FOR WEST AKIM MUNICIPAL DIRECTOR OF
EDUCATION**

BIOGRAPHICAL DATA

1. Position of Respondent -----
2. Gender ----- (Male/Female)
3. Education Office -----
4. Rank of Respondent -----
5. Highest Academic Qualification -----
6. Number of years at post -----
7. Religious denomination -----

ISSUES ON TOPIC OR STUDY

1. When was the district office established? -----
2. Which of the following educational units have schools in your district:

Please Tick [$\sqrt{\quad}$]

- | | |
|---------------|--------|
| (a) Presby | [] |
| (b) Methodist | [] |
| (c) Catholic | [] |

- (d) Salvation []
- (e) Zion []
- (f) S. D. A []
- (g) Pentecost []
- (h) Islamic []
- (i) Others (Please Specify []

3. Please, give the names of the first three District Assembly or Local Authority / Council schools and year (s) in which they were established in the district.

NAME OF SCHOOL

YEAR ESTABLISHED

i.	-----
ii.	-----
iii.	-----

(b) -----

(d) -----

8. Kindly give the number of schools indicating all unit schools in your district as at September 2004 according to the table below:

LEVEL	K.G.	PRIMARY	J. H.S	S. H.S	OTHERS	TOTAL
TOTAL NO						

9. What roles do you think religious bodies and their education units are supposed to play in the development of education in the district?

10. Have they really been playing such roles? Yes [] No []

11. What are some of the challenges that your face with the educational units in the discharge of your work as the Municipal Director of Education?

12. How do you think such challenges or difficulties outlined could be solved or resolved?

13. Do you think the religious bodies and their educational units be allowed to take full control of the unit schools? Yes [] No []

14. Should the Religious Units be stopped completely from participation in the administration of their unit schools or be allowed to remain where they are presently? Give reasons.

APPENDIX IV

**THE STATE-CHURCH PARTERSHIP IN THE SCHOOL
ADMINISTRATION IN THE WEST AKIM DISTRICT OF
GHANA: IT’S IMPACT ON EDUCATIONAL DEVELOPMENT
INTERVIW GUIDE FOR REVEREND MINISTERS.**

1. Name -----
2. Age -----
3. Position -----
4. Occupation -----

QUESTIONS

1. Describe the role Religious Bodies have played in the Development of Education in the West Akim District.
2. Give your assessment on the statement that “educational standards were better in the unit schools than the government schools in the past (before or just after independence)
3. The religious bodies should be given the free hand to manage their schools. Give your view: (a) Strongly Agree (b) Agree (c) Disagree (d) Neutral (e) Strongly Disagree
4. The religious bodies have made significant contribution to the development of education in the West Akim District. Any comment?
(a) Strongly Agree (b) Agree (c) Neutral (d) Disagre (e) Strongly Disagree

5. Educational unit schools provided better moral character training to children than government schools in the past and can still do the same. Do you agree? (a) Strongly Agree (b) Agree (c) Neutral (d) Disagree (e) Strongly Disagree
6. The present decadence of morals in schools and its consequent falling of academic standards being experienced in the country presently can squarely be attributed to the government's take over of the management of schools from the religious bodies. (a) Strongly Agree (b) Agree (c) Neutral (d) Disagree (e) Strongly Disagree