

ASSESSMENT OF THE ROLE OF PRIVATE SCHOOLS IN THE DEVELOPMENT OF EDUCATION IN GHANA. A STUDY OF THE KUMASI METROPOLIS

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ABSTRACT

Increased demand by the people and the limited resources available to the government have made it difficult for the government alone to finance education provision in the country. It has therefore become increasingly necessary for the private sector to get involved in the provision of educational facilities in the country. This study sought to capture the contribution that the private sector is making to supplement the efforts of the government to improve the basic education system in the country. It established that private schools are contributing greatly to the development of education in the Kumasi Metropolis and by implication, the country. These include the fact that, private schools outnumber public schools from the Primary to the Senior Secondary level, they enroll more pupils and students, they also employ more teachers, most significantly more untrained female teachers, and they perform better in examinations than the public schools. The above notwithstanding, private schools, like public schools, have their own problems which include inadequate funds, poor infrastructure and high number of untrained teachers. Among the recommendations are that the government should make it possible for the private schools to benefit from the GETFund to enable them to address their financial problems; that Metropolitan, Municipal and District Assemblies should establish more public basic schools to help expand their coverage; and that the Ministry of Education should put in place mechanisms for the effective supervision of public basic schools to help improve their academic performance and thus make them more attractive.

Keywords: Assessment, role, private school, development, education.

INTRODUCTION

The importance of education and training has been fully established, in both the advanced and developing countries. According to Abayode (1983), "an educated and well trained man is seen as a product of investment, while widespread and advancing education is seen to have a positive correlation with a country's economic

growth" (p.349). Again, Platt (1961) in his model of education as a contributor to development, argued that, "by educating people, they are made able to search for existing technologies, generate new ones and examine physical resources to identify their productive capabilities" (p.61).

Many developing countries, including Ghana, have identified education, particularly basic education, as a basic human right which every citi-

zen must have access to for their development and consequently the development of the entire nation. However, this realization has not yielded much fruit in these countries because demand for education outstrips supply due in part, to scarcity of capital (Abayode, 1983). These problems, have made it increasingly difficult for governments alone to shoulder the full responsibility of education provision. In Ghana, in 1980/81, government expenditure on education as a percentage of total recurrent and development budget was 17.1 percent. This figure increased to 20.4 percent in 1983/84 and again increased to 26.7 percent in 1985/86. (Ghana Statistical Service, 1987). The 1999 figure was put at 36 percent (Benneh, 1999), while the 2003 figure stood at around 40 percent. In spite of these increases, the education sector still needs more resources to expand and improve existing facilities to raise the standard of education in the country. It has therefore become increasingly necessary for private sector participation in providing education facilities in the country to supplement government's efforts.

Objective and Methodology of Study

This paper aims at assessing the contribution of the private sector to the development of education in the country with the Kumasi Metropolis as a case study. Primary data were obtained on both the public and the private educational sectors. Information were collected from officials of the Kumasi Regional and Metropolitan Directorates of Education through the administration of questionnaires. Officials of the Regional Directorate of the Ghana Association of Private Schools (GNAPS) in Kumasi, some Proprietors and Head-teachers/masters of some private Primary, Junior and Senior Secondary Schools were also interviewed using questionnaires and interview schedules. For secondary data collection, available relevant literature on the subject were consulted and carefully reviewed. These included books, published and unpublished literature from the Ghana Education Service (GES)

and the Ministry of Education (MOE) as well as information from other sources. Data from the survey was analysed using simple descriptive statistical techniques and presented in the form of tables.

This study focuses on both public and private schools within the basic and secondary sectors (Primary, Junior Secondary School (JSS) and Senior Secondary School (SSS)). This is because these levels of education constitute the foundation of the educational system and where the private sector is mostly involved in the provision of education facilities in the country.

Financing Basic Education in Ghana

Financing education constitutes a major challenge to the government. In the face of competing claims from the other sectors of the economy, it has become clear that government alone cannot bear the full cost of education provision in the country. What is more, at the basic education sub-sector, it is estimated that the percentage spent on salaries and related personnel cost is around 98 percent with only 2 percent left for school operations and maintenance.

To overcome the problem of inadequate funding, cost-sharing strategies for financing basic education are being implemented so that basic education is now being financed by both the public and private sectors. Stakeholders include the central government, District Assemblies, communities, parents, private individuals, non-governmental organisations and international funding agencies. The central government pays the salaries and allowances of teachers in the public system, supplies free textbooks to basic stages 1-6 in the public system and supplies equipment and tools to all basic schools in the public system. The District Assemblies support communities by providing educational infrastructure in public schools. Parents pay textbook user fees for textbooks supplied to their wards in the JSS, provide stationery, school furniture, meals and adequate money to cover transportation to and from school. Communities lend their support in the provision and maintenance of

classrooms while churches and NGOs provide school buildings, furniture and supplementary readers for schools. Private individuals and organizations finance the education sector by establishing and managing private schools in the country. International funding agencies including the United States Agency for International Development (USAID), British Department for International Development (DFID), the Japan International Co-operation Agency (JICA), the African Development Bank (ADB), the World Bank and the German Government through the (GTZ) provide technical and financial support for the basic education sector.

Educational Situation in the Kumasi Metropolis

The Kumasi Metropolis is one of the most important educational centres in the Ashanti Region and Ghana as a whole. Educational institutions are run by the government, private individuals, organizations and religious bodies. Sites for educational facilities total approximately 3408.1 hectares (17.5%) of the Metropolis. The Kwame Nkrumah University of Science and Technology is the highest educational institution in the Metropolis. It plays a very important role in providing technical manpower in fields like Medicine, Pharmacy, Engineering, Planning, Agriculture and Social Sciences. Other tertiary institutions are the University of Education, Winneba, Kumasi Campus, and the Kumasi Polytechnic (Development Plan for Kumasi Metropolitan Area, 2002-2004). There are 31 Senior Secondary Schools (both public and private) dotted at various parts of the Metropolis. Prominent among them are Opoku Ware School, Prempeh College, T.I. Ahumadiyya Secondary, Kumasi High School, St. Louis Secondary and Yaa Asantewaa Secondary. Supporting these facilities are several first cycle (625 primary and 335 Junior Secondary) schools located within almost all the neighbourhoods in the Metropolis by the government and private organizations and individuals.

According to the 2000 Population and Housing Census, the population of the Metropolis stood around 1,570,270. Of this figure about 8 percent (91,552) were within the pre-school going age (4-5 years), 55.4 percent of this figure was estimated to be in school. Again it was estimated that around 24.3 percent (284,829) of the population fell within the basic school (primary and JSS) going age (6-15 years). Of this figure 74.7 percent (212,866) were estimated to be in school. (Afrane *et al.*, 2003). Factors that have given rise to the massive demand for education by the residents in the Metropolis include its vibrant economy, central location and rich culture and history which have helped it to attract a high migrant population. The Metropolis' growth of population due to migration, computed from the 2000 Population and Housing Census was 48.6 percent. (Afrane *et al.*, 2003).

Other factors that affect the demand for education include parents' income and the number of children within the school-going age. Therefore, the large number of children within the school-going age as a result of high population increase, the rapid physical expansion of the Metropolis, and the comparatively high incomes of the working adult population have given rise to increasing demand for education by the residents within the Metropolis. Unfortunately, however, due to problems including inadequate finance, it has not been possible for the government alone to provide the needed educational facilities and services to satisfy the residents' demand. Parents with high incomes thus resort to sending their children to private schools which perform relatively better academically but, according to the survey, charge higher fees as against the public schools.

Private as Against Public Sector Participation in Education Provision in the Kumasi Metropolis

The Kumasi Metropolis is divided into four Sub-Metropolitan areas. These are Asokwa, Ban-

tama, Manhyia and Subin. Put together, there are 626 private Primary, Junior and Senior Secondary Schools as against 365 public Primary, Junior and Senior Secondary Schools in the four Sub-Metropolitan areas distributed as shown in Table 1.

Table 1: Number of Private and Public Schools in the Four Sub-Metropolitan Areas

Sub-Metro Area	Primary		%		JSS		%		SSS		%		Total		%	
	Priv	Pub.	Priv	Pub.	Priv	Pub.	Priv	Pub.	Priv	Pub.	Priv	Pub.	Pri.v	Pub.	Priv	Public
Asokwa	165	67	71.1	28.9	55	51	51.9	48.1	3	4	42.9	57.1	223	122	64.6	35.4
Bantama	110	49	69.2	30.8	55	43	56.1	43.9	7	6	53.8	46.1	172	98	63.7	36.3
Manhyia	138	48	86.8	13.2	62	37	62.6	37.4	3	3	50	50	203	90	69.3	30.7
Subin	20	28	41.7	58.3	6	26	20	80	2	3	40	60	28	55	33.7	66.3
Total	433	192	69.2	30.8	178	157	55.8	44.2	15	16	48.4	51.6	626	365	63.2	36.8

Source: Kumasi Metropolitan Education Directorate, May 2004

In both the primary and Junior Secondary School categories, the private schools far out number the public ones while the two sectors are almost equal in number as far as Senior Secondary Schools are concerned. Put together (Primary, JSS and SSS), there are as twice the number of private schools (63.2%) as against public schools (36.8%) in the Kumasi Metropolis.

Considering the number of public schools by Unit as shown in Table 2 for the 2003/2004 academic year, of the 365 primary, JSS and SSS in the Metropolis, the Kumasi Metropolitan Assembly (KMA) owns 187 (51.2 percent) with the remaining 178 (48.8 percent) belonging to religious groups. This shows clearly that, even within the public sector there are almost equal number of both "private" institutions and "public" institutions.

Table 2: Number of Public Schools by Unit (2003/2004 Academic Year)

Name of Unit	Number of Schools			
	Primary	JSS	SSS	Total
K.M.A.	94	86	7	187
Roman Catholic	20	17	2	39
Islamic	36	18	-	54
Presbyterian	8	5	1	14
Anglican	5	6	1	12
SDA	4	5	1	10
Methodist	13	8	1	22
Salvation Army	1	1	-	2
Armed Forces	8	8	1	17
T.I. Ahmadiyya	2	2	1	5
A.M.E. Zion	1	1	-	2
Baptist	-	-	1	1
Total	192	157	16	365

Source: Kumasi Metropolitan Education Directorate, May 2004

Categorisation of Private Schools

Private schools in the Metropolis, according to the survey, are classified into four categories. These are grades A, B, C, and D. The criteria for the categorization according to the Kumasi Metropolitan Education Directorate are:

- Quality and quantity of available infrastructure – including school buildings, offices, canteens, libraries, workshops, sick bays, toilet facilities, playgrounds, and refuse disposal sites;
- Personal hygiene – including neatness of pupils and of school surroundings;
- Learning facilities – including textbooks, stationery, library books and teaching aids;
- Syllabuses and Time Table—whether approved or not;
- Staffing – including quality and quantity of teachers;
- School records – including office records like log books, attendance and admission registers and teachers' attendance books; pupils records like continuous assessment records, cumulative records, and raw score sheets;
- Teachers records – including scheme of work (forecasts) expanded scheme of work (lesson notes) and actual teaching by teachers;
- Output of work – including number of exercises and corrections done by children and quality of teachers' marking;
- Games equipment – including playgrounds and playthings;
- First aid facilities; and
- Location of school – whether on well drained land or not.

In categorizing the schools, scores are given collectively to the above criteria. Schools that have scores of over 80 percent are categorized as Grade A, those with scores between 65 and 80 percent as Grade B, those with scores between 50 and 64 percent as Grade C and those with scores between 30 and 49 percent as Grade D schools. Those that have scores below 30 percent are not graded.

Based on the categorization, the grade, number and enrolment in private primary schools in the Kumasi Metropolis are shown in Table 3.

Table 3: Grade, Number and Enrolment in Private Primary Schools in the Kumasi Metropolis

Grade	Primary			
	No.	%	Enrolment	%
A	55	17.6	22671	27.9
B	61	19.6	11435	14.1
C	139	44.6	36785	45.2
D	57	18.2	10451	12.8
*NR	121	-	18624	-

*NR – Schools Not Registered

Source: Kumasi Metropolitan Education Directorate, May 2004

Table 3 shows that of the 312 registered private primary schools 196 (61.5 percent) enrolling 58.1 percent of the pupils are in Grades C and D categories, indicating that they are of lower quality. In the same vein, even though, according to the Metropolitan Education Directorate, private JSS and SSS are not graded, the survey showed that many are of lower quality.

Quality of Infrastructure

The above state of affairs is reflected in the quality of infrastructure in the private schools. As indicated in Table 3, around a third of private primary schools are found in grades C and D categories. Private JSS and SSS, are no better. A majority of the schools has poor infrastructure in terms of school buildings, libraries, workshops and others. On the other hand, infrastructure facilities of most of the public schools visited are of acceptable quality.

Ownership of Private Schools

The survey revealed that private individuals and

organizations own around 95 percent of the private primary schools in the Metropolis with the remaining 5 percent owned by religious bodies like the Roman Catholic Church, the Methodist Church, the Anglican and Presbyterian Churches and the Moslem Missions.

Number of Schools and their Enrolment

Put together, there are 991 Primary, JSS and SSS in the Kumasi Metropolis. The private sector has 626 (63.2%) of these schools as against 365 (36.8%) belonging to the public sector. In terms of levels, there are 433 private as against 192 public primary schools, 178 private and 157 public JSS and 15 private and 16 public SSS in the Metropolis (Table 4).

ber of pupils and students in private schools in the Metropolis might not have had the opportunity of receiving education if the private schools were not available. The above percentages of the private versus the public sector enrolment in the JSS and SSS could even change in favour of the private schools if the conditions in the public schools do not change for the better.

On the other hand, even though the private sector has more schools and higher total enrolment, the average enrolment per school in the public sector is higher than the private sector at all levels as shown in Table 4. This could be due to the fact that the public schools pay lower fees because they are highly subsidized by the gov-

Table 4: Number of Schools and their Enrolment

School Type	Sector	No. and % of Schools		Total Enrolment	Average Enrolment	% of Private as against Public Sector Enrolment
Primary	Private	433	69.3	99972	231	59.4
	Public	192	30.7	68214	355	40.6
JSS	Private	178	53.1	25834	145	37.9
	Public	157	46.9	42365	270	62.1
SSS	Private	15	48.4	12839	856	33.4
	Public	16	51.6	25622	1604	66.6

Source: Kumasi Metropolitan Education Directorate, May 2004

As far as enrolment is concerned, the Table reveals that within the Metropolis, total enrolment for private schools at the primary level out numbers that for the public schools. Private primary schools enroll 59.4 percent of the pupils at this level while enrolments in private JSS and SSS are 37.9 and 33.4 percent respectively as against those of the public schools. Putting the Primary, JSS and SSS enrolments together, the private sector takes up 138,645 (50.4%) of the total enrolments. It can therefore, be said that this num-

ernment and therefore are more patronized by the people in the middle and lower income groups who constitute a greater percentage of the population. This implies that one factor that can raise the average enrolment in the private schools is government subsidy to help lower their fees and make them more affordable.

Some reasons that could be adduced for the higher number of private schools and their total enrolment include the following facts:

- i) Demand for education is increasing very fast and that the government is unable to match this demand with supply. According to Hallak (1990) demand for education outstrips supply in many countries with many serious consequences including classrooms that are overcrowded and uncomfortable, poor conditions, and high failure rates together with poor morale due to dreary environments which swell up the numbers of dropouts.
- ii) Private schools are filling the gap between what the government is able to supply and the demands of the people.
- iii) Parents demand high quality education for their children. Unfortunately, however, as a result of numerous problems, including inadequate logistics and poor supervision, the public schools are unable to provide the required quality. Therefore parents who can afford the cost prefer to send their children to these private schools where they think they can have the required quality education in terms of performance.
- iv) Private schools see it as a business. They make money and acquire property through payment of school fees, parent/teacher association fees and levies for the construction of classrooms and purchase of equipment like computers.

Number, Quality and Sex of Teachers

There are 8913 teachers in both the private and public Primary and Junior Secondary Schools in the Metropolis. 4805 and 4108 are in the private and the public schools respectively. These are made up of 3927 (81.7%) females and 887 (18.3%) males for private schools and 168 (4.1%) females and 3940 (95.9%) males for public schools.

According to the survey, the quality of teachers in the private schools is not the best. Of the 4805 teachers in the private primary schools and JSS, only 542 (11.3%) are trained while in the

public schools, of the 4108 teachers, 4063 (98.9%) are trained. In terms of quantity, teachers in the private primary and JSS in the Metropolis constitute 53.9 percent of the total number of teachers at the two levels. This high figure of 4805 teachers is contributing to the development of education in the country. At the same time these teachers are also being offered employment by the private education sector. Considering the fact that many of the teachers in the private schools are untrained, they would have found it difficult to be employed more especially in the public schools. Giving employment to such a large number of teachers is, therefore, a great contribution to the development of the country's economy. Working within the education sector, such teachers are also motivated to further their own education, improve themselves and help raise the level of education in the country.

Another significant observation is that of the 3283 teachers in private primary schools, 2729 (83.1%) are females. This large number of mostly untrained female teachers, who ordinarily would not have been employed is significant in many ways. These include the fact that, such women are now empowered to be self-reliant, more confident in themselves and are therefore less vulnerable and less dependent on men. Such women can also contribute financially to keeping their families, reduce immorality in the country and be motivated to improve their own education. Above all, they can also help to give better education and training to their children.

Academic Performance of Pupils

In spite of the low calibre of teachers in the private schools, the academic performance of pupils in these schools at the basic level is relatively better than their counterparts in public schools. Many earlier studies conducted in the Metropolis have indicated that private schools perform better than public schools in external examinations. As far back as 1980, Simon indicated that private schools in the Metropolis from

1975 to 1980 performed better than their public schools counterparts in the Common Entrance Examinations, - a selection examination into the then traditional secondary schools. As shown in Table 5, results of the 2003 Basic Education Certificate Examination (BECE) for some randomly selected sixteen (8 private and 8 public) Junior Secondary Schools in the Kumasi Metropolis show that private school students performed better in the BECE examinations than their counterparts from public schools. This might in part, be as a result of the quality supervision in the private schools by the proprietors who are more business like.

Of the 588 candidates presented for the examination by the private schools, (508) 86.4 percent obtained aggregate 6-10 as against 1.2 percent from the public schools. The reverse is the case when one considers candidates who obtained aggregate 31 and above. While 40.1 percent of candidates from the public schools obtained those grades none from the private schools had such grades. This excellent pass rate could be a motivating factor as to why parents prefer to send their children to private schools in spite of their relatively poor infrastructure and the low calibre of teachers.

Let us consider the aggregated 2003 BECE results for the sixteen schools as shown in Table 5.

Table 5: 2003 BECE Performance Results of Sixteen Selected Private and Public JSS (Up to Aggregate 30 – the Pass Mark)

SCHOOLS	Weight																														Total Score	%	
	Aggregates	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1							
Candidates	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
PRIVATE	Vicande Schools	38	38																													950	100
	Ridge JSS	27	24	2	1																											671	99.41
	Supreme Saviour	66	53	6	3	2	1		1																							1622	98.30
	Shalom Int.	20	13	2	1	2	1		1																							480	96.00
	O.L.A.	34	14	8	4	4	2	2																								804	94.59
	Maria Montessori	94	40	15	15	9	3	4	5	5	3		3																			2135	90.85
	New Oxford	147	56	14	14	26	14	6	6		5	2	2	1			1															3330	90.61
	Joy Standard	161	61	20	20	14	14	6	5	5	3	5	4	2	2		1															3628	90.14
	PUBLIC	Adam Presby	87				2	2	4	1	1	4	4	5	8	4	9	2	8	11	6	2	2	1	4	1	2				1033	47.49	
Bantama Methodist		107					2	1	1	5	2	1	6	8	5	5	8	5	7	4	6	13	3	12	2	3	3			979	36.6		
New Amakom M/A		107					1				1	1	1	2	1	6	1	2	6	5	4	7	9	10	8	7	6	3		586	21.91		
Akosa M/A		75										1			7		1	2	5	2	3	5	2	6	3	2	5	5	6		406	21.65	
Ayigya M/A		78									1				3		3	1	3	2		2		1	6	5	1	5	8		261	13.38	
Dichemso M/A 'B'		87								1					1					2	2	1	3	2	4	5	1	3	5		168	7.72	
Asawasi M/A		116												1						2	4		4		1	6	3	5	7	6		193	6.66
New'Aboabo M/A		107																															113

Source: Kumasi Metropolitan Education Directorate, May 2004

Table 6: Distribution of Aggregates in the Selected Private and Public JSS for 2003

Aggregate	Public		Private	
	No.	%	No.	%
6-10	9	1.2	508	86.4
11-15	30	3.9	64	10.9
16-20	101	13.2	16	2.7
21-25	145	19.0	-	0
26-30	173	22.6	-	0
31-35	306	40.1	-	0
TOTAL	764	100.0	588	100.0

Source: Author's Field Survey, May 2004

Using data in Table 6, if one considers high academic performance as a standard aggregate of at least 15 and low performance as above 15, private schools have 97.3 percent of their pupils presented for the 2003 BECE scoring at least aggregate 15 while the corresponding percentage for public schools is 2.7 percent as shown in Table 7.

Table 7: Distribution of High and Low Academic Performance

	High Performance		Low Performance	
	No.	%	No.	%
Private	572	97.3	16	2.7
Public	39	5.1	725	94.9

Source: Author's Field Survey, May 2004

Again, as indicated in Tables 8a and 8b using the percentage score of all private and public schools within the Metropolis which took the 2003 BECE and considering a percentage score of 50.51 and above as high academic performance and below 50.51 as low academic perform-

ance, of the 106 private JSS whose results are available, 76 (71.7 percent) fall within the high category whereas of the 147 public JSS whose results are available only 25 (17 percent) fall within the high category.

Some reasons could be adduced for the performance of pupils in the private and public schools, according to the survey. These include:

Motivation – That not only do pupils in private schools value education; they also know that there is reasonable chance of success when one enrolls in a private school. When asked if given the opportunity which school they prefer to attend, the response showed 100 percent preference for private schools by both private and public school pupils. This is because private schools provide the necessary attraction and motivation for success.

Expectation – Society expects pupils from private schools to do well in examinations and be able to speak the English language fluently. However, if a pupil from a public school speaks the English language well, he/she is assumed to be clever.

Encouragement – 100 percent of parents who have their children in private schools buy textbooks and other materials for them as against 30 percent in public schools. Again, around 70 percent of private school pupils are sponsored by their parents to attend holiday and afternoon classes as against about 18 percent of public school pupils.

Equipment – In terms of equipment 57 percent of private schools in the Metropolis have libraries as against 12.5 percent of public schools and

Pupils' Background – Two of the major background factors that affect the physical, intellectual and moral qualities of pupils, according to the survey, are the level of parents' education and income and the amount of parental encour-

agement. Concerning the level of parents' education, the survey showed that around 67 percent of parents of pupils in private schools are educated (have at least GCE 'O' Level) as against 28 percent of parents of pupils in public schools. This implies that not only do private school pupils have educated parents but also might have parents who encourage and motivate them in school.

FINDINGS AND RECOMMENDATIONS

This study has revealed that the public education sector faces serious problems including inadequate coverage, inability to enroll majority of children within the school-going age and poor academic performance of pupils. As a result, private schools have assumed greater importance within the educational system in the Kumasi Metropolis and by extension the country in general. In fact, their contribution to the development of education in the country has improved tremendously. However, the private schools also face problems which include inadequate funds, poor infrastructure and poor teacher quality. All these need to be addressed by both the government and the GNAPS if private schools are to continue with the positive contribution that they are making towards the development of education in the country.

On the other hand, to make public schools more effective and attractive, there is the need to expand coverage and improve their academic performance. More schools especially at the basic level should be established by District Assemblies in all qualified localities in their districts. In addition the schools should be provided with the necessary logistics by the District Assemblies. Parent/Teacher Associations, Old Boys/Girls Associations and the community should be encouraged to help in the provision of some of the needs of their schools.

With regard to funding, since the government alone cannot provide all the needed funds, it is proposed that all District Assemblies should es-

tablish educational funds in addition to the one provided at the national level. Modalities should be worked out whereby parents, the community, the District Assemblies and other organizations like the churches could be made to contribute financially to these funds. The money so generated could be used to improve school facilities in the districts. It is also recommended that all people living in the Ashanti Region should be encouraged to contribute to the Otumfuo's Education Fund to supplement the efforts of government in financing education in the country.

Numbers and quality of teachers in public schools, even though not very critical in the Metropolis, also need to be improved. This can be done successfully if teachers are given incentives in both cash and kind. Financial incentives in terms of allowances should be given to teachers so as to retain them at their stations and motivate them to give of their best. Supervision should also be intensified in the public schools, especially at the basic level, to bring more sanity into the system and help improve their academic performance. With teachers, funds and other logistics available, coupled with effective supervision, it is hoped that teaching and academic performance in public schools could improve substantially, something that could give rise to renewed confidence in public schools.

To improve teacher quality in private schools, the teachers should be given the opportunity for training. In this regard, the Ghana Education Service (GES) should organize in-service training courses for all the untrained teachers in private schools to give them the rudimentary techniques and skills in teaching. Minimum salaries for teachers in private schools should also be determined by the GES in conjunction with the GNAPS so that these teachers are not "exploited" by proprietors. When the conditions of service of the teachers are improved, more trained teachers would be attracted into that sector of education.

With regard to inadequate financing leading to poor facilities and other infrastructure in many private schools, it is proposed that the central government, through the District Assemblies should give some assistance to private schools by providing loans for the construction of buildings, purchase of library books, furniture and vehicles. Owners of the schools should be requested to pay back these loans over a number of years. Again, government should grant private schools loans at moderate interest rates to enable them finance their activities. This will go a long way to supplement the fees collected from students. By so doing, the fees in these schools could be reduced to make it affordable for many more people to send their children to such schools and thus help to reduce the pressure on public schools. It could also reduce the burden on government as far as financing public education is concerned. Subsidised textbooks should also be given to private schools by the government to replace the current system where students in private schools pay the full cost of books supplied. The government should also work out modalities to enable private schools benefit from the Ghana Education Trust Fund (GETFund). This will go a long way to reduce the financial burden of most private schools.

With these problems solved, it is hoped that private schools would play a much more useful role in the development of education in the country while public schools would also become more efficient and attractive to both parents and pupils and thus narrow the gap in performance and coverage between private and public schools in the country.

CONCLUSION

Education is regarded as a basic right of all people; thus, it is the responsibility of every government to provide all her people with basic education. However, due to scarcity of resources, more especially funds and other problems, governments including the government of Ghana are

finding it increasingly difficult to meet their countries' educational needs and also provide the quality of education required.

In an attempt to supplement government's efforts in providing the required quantity and quality of education in Ghana, private individuals and organizations have entered the educational sector to fill the gap between need and supply and also provide the quality education sought for by a section of the Ghanaian populace.

Consequently, this paper attempted to examine the role of private schools in the development of education in Ghana with the Kumasi metropolis as a case study. The conclusions that could be drawn from the study are that:

- at the primary level there are more private primary schools in the Metropolis than public schools;
- enrolment at the primary level is higher in the private schools than in the public schools. Again put together (Primary, JSS and SSS), the total private sector enrolment is slightly higher than that of the public sector;
- performance of pupils in the private schools is better than their counterparts in the public schools;
- funding is a major problem facing both the public and the private schools. However, the problem is more serious in the case of public schools than the private schools. This is because whereas the public schools have no means of generating money apart from what is given by the government, private schools charge fees which are used to maintain the schools;
- general maintenance and facilities in private schools especially in the Grades A and B schools are better than in the public schools;
- private schools are systematically pushing the public schools to the background espe-

cially at the basic level and that a majority of the educated and high income Ghanaian populace for want of results and for their children to have greater opportunity of moving up the educational ladder, are sending their children to private schools. This situation may be a contributory factor to the fast decline of, and the lack of confidence in the public basic school system.

In sum, the study has conclusively established the fact that in spite of the problems they face,

private schools are playing a major role in the development of education in the Kumasi Metropolitan in particular and by implication, Ghana in general. These are in terms of coverage, quality academic performance of pupils, high enrolment and employment creation, especially for untrained female teachers. In fact, it could be said that without the private schools, Ghana's education system, especially at the basic level, would have faced a major crisis.

TABLE 8a

**KUMASI METROPOLITAN EDUCATION DIRECTORATE ANALYSIS OF 2003
BECE RESULTS (PRIVATE SCHOOLS)**

POSITION	NAME OF SCHOOL	NO. OF CANDIDATES PRESENTED	TOTAL NO. OF MARKS SCORED	PERCENTAGE SCORE
1	Vicande Schools	38	950	100.00
2	Ridge Jun. Sec. School	27	671	99.41
3	Supreme Saviour Int. Sch.	66	1622	98.30
4	Shalom Int. JSS	20	480	96.00
5	Our Lady of Apostle	34	804	94.59
6	Maria Montessori	94	2135	90.85
7	Grace Baptist JSS	97	2203	90.85
8	New Oxford	147	3330	90.61
9	Joy Standard School	161	3628	90.14
10	Heroes Int. JSS	14	311	88.86
11	New Life Int. JSS	35	769	87.89
12	Pentecost Prep. JSS	70	1512	86.40
14	Infant Jesus Int. JSS	55	1180	85.26
15	John William Montessori	29	405	85.08
16	Nhyiaeso Int. JSS	37	787	85.08
17	St. Leo Int. JSS	47	982	83.57
18	New World Int. Sch	50	1035	82.80
19	Rivival International	20	408	81.60
20	Holy Rosary Catholic JSS	46	936	81.39

POSITION	NAME OF SCHOOL	NO. OF CANDIDATES PRESENTED	TOTAL NO. OF MARKS SCORED	PERCENTAGE SCORE
21	Glory Vel JSS	16	324	81.00
22	Rose of Sharon Presby	11	222	81.00
23	City of Kumasi Basic JSS	33	666	80.73
24	Resurrection Int. JSS	20	402	80.40
25	Mother Smith Int. JSS	68	1348	79.29
26	Brotherhood Int. JSS	22	431	78.36
27	Church of Christ Exp.	27	525	77.78
28	St. Thomas Int. JSS	39	754	77.33
29	Cambridge Int. JSS	277	5337	77.07
30	Blessing Int. JSS	93	1733	74.54
31	Presby Int. Complex	20	367	73.40
32	Salvation Int. JSS	13	236	72.62
33	Prempeh Modern City Aca.	24	435	72.50
34	Airport Int. JSS	98	1763	71.96
35	Holy Trinity Lutheran JSS	49	881	71.92
36	Modern Int. JSS	88	1580	71.82
37	The Comforter JSS	18	319	70.89
38	Bethel Methodist Int. JSS	22	389	70.73
39	Nigritian Int. JSS	44	775	70.45
40	El-Shaddai Model JSS	50	880	70.40
41	Glorious Salvation Int.	13	227	69.85
42	All Saints Int. JSS	37	639	69.08
43	Bethel Private JSS	90	1554	69.07
44	Calvary Temple A/g School	84	1426	67.90
45	New Era Prep JSS	29	488	67.31
46	Petra Int. JSS	20	336	67.20
47	Gospel Avenue JSS	31	519	66.97
48	Eben Int. JSS	55	894	65.02
49	New Tafo Baptist JSS	27	436	64.59
50	Bible Faith Exp.	11	176	64.00
51	St. Francis Int. JSS	47	751	63.91
52	Mizpah School	41	651	63.51

POSITION	NAME OF SCHOOL	NO. OF CANDIDATES PRESENTED	TOTAL NO. OF MARKS SCORED	PERCENTAGE SCORE
53	Jesus the King JSS	86	1351	62.84
54	Nicomene Int. JSS	36	560	62.22
55	Alpha and Omega JSS	47	723	61.53
56	St. Mary's JSS	26	399	61.38
57	S.E.A. JSS	70	1073	61.31
58	Garden City Int. JSS	15	229	61.07
59	Good Shepherd Int.	31	469	60.52
60	St. George's	243	3669	60.40
61	Tafo Nhiaeso Kings	46	692	60.17
62	Mcneilus JSS	159	2384	59.97
63	Ellen G. White Int. JSS	41	613	59.80
64	Farsonh Int. JSS	17	254	59.76
65	Central Int. School	75	1112	59.31
66	Barnes Int. JSS	68	1003	59.00
67	God's Church of Peace	117	1700	58.12
68	Job Foundation JSS	23	325	56.52
69	Kings Int. JSS	388	5401	55.68
70	Bishop Sarpong Int.	71	979	55.15
71	Dorsh Int. School	36	489	54.33
72	Pax Int.	17	223	52.47
73	Noble Prince Int.	50	653	52.24
74	Kings and Queen's Int.	42	548	52.19
75	Happy Int. JSS	35	450	51.43
76	Jubilee Int. JSS	35	442	50.51
77	Nyame Bekyere	19	237	49.89
78	United Preparatory JSS	57	707	49.61
79	St. Paul's Anglican Int. JSS	101	1202	47.60
80	Perpetual Int. JSS	36	415	46.11
81	Star Prep. School	38	437	46.00
82	Paradise Int. JSS	50	567	45.36

POSITION	NAME OF SCHOOL	NO. OF CANDIDATES PRESENTED	TOTAL NO. OF MARKS SCORED	PERCENTAGE SCORE
83	St. Abed's Int. JSS	23	257	44.70
84	Wesley Grammar Buokrom	7	78	44.57
85	Mighty SEAG JSS	29	315	43.45
86	St. Mary's Anglican JSS	9	94	41.78
87	Holy Garden's JSS	54	547	40.52
88	CPC Int.	17	169	39.76
89	Apostolic Golden Jubilee	19	185	38.95
90	Holy Ghost Int.	55	507	36.87
91	Komfo Anokye JSS	294	2672	36.35
92	Gentle Dove International	10	88	35.20
93	Lovers' JSS	26	220	33.85
94	True Spirit Int.	14	106	30.29
95	True Light Int. JSS	10	75	30.00
96	Salvation Baptist Int.	73	543	29.75
97	Liberty JSS	40	290	29.00
98	Prince of Peace Int. JSS	62	404	26.06
99	Gospel Educational Centre	6	32	21.33
100	Islamic Int. JSS	19	99	20.84
101	City Educational Complex	20	96	19.20
102	Messiah International	37	171	18.49
103	St. Bernadette Int. JSS	152	571	15.03
104	Trinity Baptist Educ. Comp.	18	39	8.67
105	God's Gift Prep. Int.	7	15	8.57
106	Universal Preparatory	19	5	1.05

Source: Kumasi Metropolitan Education Directorate, May 2004.

TABLE 8b

**METROPOLITAN EDUCATION DIRECTORATE ANALYSIS OF
2003 BECE RESULTS (PUBLIC SCHOOLS)**

POSITION	NAME OF SCHOOL	NO. OF CANDIDATES PRESENTED	TOTAL NO. OF MARKS SCORED	PERCENTAGE SCORE
1	Good Shepherd R/C	111	2429	87.53
2	Services Basic	38	831	87.47
3	Adventist JSS (Amakom)	182	3850	84.62
4	Garrison Basic	90	1901	84.49
5	Martyrs of Uganda	254	5320	83.78
6	Army Basic JSS	89	1825	82.02
7	KNUST JSS	478	9722	81.36
8	Opoku Ware Basic	52	1044	80.31
9	Mmofraturo Girls's JSS	100	1958	78.32
10	T.I. Ahmadiyya 'B'	116	2216	76.41
11	Rockanje Presby Exp.	41	701	68.39
12	Forces JSS	55	891	64.80
13	Station JSS	136	2185	64.26
14	Prempeh Coll. M/A. JSS	139	2177	62.65
15	Uaddara JSS	51	794	62.27
16	Holy Spirit M/A JSS	90	1377	61.20
17	Wilson SDA JSS	35	516	58.97
18	State Exp. 'A'	141	2058	58.38
19	Old Tafo SDA JSS	174	2523	58.00
20	State Exp. 'B'	156	2214	56.77
21	Christian Prep. M/A	171	2379	55.65
22	Kwadaso S.D.A. JSS	56	771	55.07
23	Weweso M/A JSS	126	1695	53.81

POSITION	NAME OF SCHOOL	NO. OF CANDIDATES PRESENTED	TOTAL NO. OF MARKS SCORED	PERCENTAGE SCORE
24	Atonsu Bethel Presby	28	364	52.00
25	2 Brigade Basic	129	1629	50.51
26	Adum Presby JSS	87	1033	47.49
27	Ghana Muslim Mission	59	693	46.98
28	Nwamase M/A JSS	49	562	45.88
29	Ohwinmase M/A 'A' JSS	60	679	45.27
30	Ayeduase R/C JSS	92	1029	44.74
31	T.I. Ahmadiyya 'A'	50	556	44.48
32	Asawasi Methodist	68	753	44.29
33	Adiebeba Basic 2	45	494	43.91
34	Ssouth Ssuntreso SDA	55	593	43.13
35	St. Louis R/C JSS	187	1952	41.75
36	St. Theresa's R/C JSS	144	1494	41.50
37	Santasi M/A JSS	59	593	40.20
38	Patasi M/A JSS	97	967	39.88
39	Tanoso Ang.	98	960	39.18
40	Asokore Mampong	80	771	38.55
41	K.O. Methodist 'B' JSS	75	711	37.92
42	Abrepo M/A JSS	93	877	37.72
43	Afia Kobi Serwaa Ampem M/A JSS	56	520	37.14
44	St. Joseph's R/C JSS	111	1019	36.72
45	Bantama Methodist JSS	107	979	36.60
46	Maakro M/A JSS	72	641	35.71
47	Danyame M/A JSS	41	347	33.85
48	Buokrom M/A 'A' JSS	99	830	33.54
49	St. Paul's R/C JSS	128	1070	33.44

POSITION	NAME OF SCHOOL	NO. OF CANDIDATES PRESENTED	TOTAL NO. OF MARKS SCORED	PERCENTAGE SCORE
50	Atonsu M/A JSS	111	927	33.41
51	Dichemso M/A JSS 'A'	41	336	32.78
52	Atasomanso M/A JSS	76	616	32.42
53	Odumasi Ext. M/A JSS	38	307	32.32
54	Gyinyase M/A	86	676	31.44
55	Higher Inst. Of Isl. JSS	61	473	31.02
56	Kentenkrono M/A JSS	55	423	30.76
57	Adukrom M/A JSS	79	565	28.61
58	Adicbeba Basic I	18	341	28.42
59	City of Kumasi M/A JSS	168	1192	28.38
60	Salfiya Islamic JSS	16	112	28.00
61	St Anne's JSS	129	882	27.35
62	St. Cyprian's Ang. 'A' JSS	81	526	25.98
63	Aprade M/A JSS	12	76	25.33
64	Suame Salvation Army	86	532	24.74
65	Agric. M/A JSS	93	568	24.43
66	Kotei R/C	68	407	23.94
67	Amankwatia M/A JSS	190	1120	23.58
68	Kwadaso M/A JSS	88	494	22.45
69	Tafo Pankrono M/A JSS	91	505	22.20
70	Ohwimase M/A 'B' JSS	74	355	22.19
71	New Amakom M/A JSS	107	586	21.91
72	Ascm Boys Basic JSS	86	470	21.86
73	Kaasi M/A JSS	94	510	21.70
74	Akosa M/A JSS	75	406	21.65
75	State Boys JSS	130	701	21.57

POSITION	NAME OF SCHOOL	NO. OF CANDIDATES PRESENTED	TOTAL NO. OF MARKS SCORED	PERCENTAGE SCORE
76	Sepe-Tinpom M/A JSS	43	231	21.49
77	St. Anthony R/C JSS	51	273	21.41
78	Nyankyerencease Meth.	35	183	20.91
79	Buokrom M/A 'B' JSS	136	696	20.47
80	St. Augustine's Ang.	111	567	20.43
81	Breman M/A JSS	72	366	20.33
82	Kwadaso Estate JSS	57	284	19.93
83	Roman Catholic Girls JSS	87	429	19.72
84	Wesco Demo	245	1174	19.17
85	New Tafo Dichemso	110	511	18.58
86	St. Peter's R/C JSS	94	406	17.28
87	St. Cyprian's Ang. 'B' JSS	92	396	17.22
88	Yaa Achiaa	82	346	16.88
89	New Asafo M/A 'B' JSS	105	424	16.15
90	Tafo Pankrono M/A 'B'	87	347	15.95
91	K.O. Methodist 'A' JSS	78	310	15.90
92	Akrom M/A JSS	88	348	15.82
93	Duasi M/A JSS	35	135	15.43
94	Ampabame M/A JSS	65	250	15.38
95	Pankrono M/A JSS	113	433	15.33
96	Apatrapa R/C JSS	38	144	15.16
97	Breman R/C JSS	76	288	15.16
98	Adadiem M/A JSS	59	222	15.05
99	St. Bernadette's R/C JSS	152	571	15.03
100	Sakafia Islamic Basic	20	75	15.00
101	Kronum M/A JSS	82	302	14.73
102	Asem M/A Mixed JSS	99	354	14.30

POSITION	NAME OF SCHOOL	NO. OF CANDIDATES PRESENTED	TOTAL NO. OF MARKS SCORED	PERCENTAGE SCORE
103	South Suntreso M/A	35	125	14.29
104	Yenyawoso Presby JSS	98	344	14.04
105	Bantama Presby JSS	96	335	13.96
106	Anwomaso M/A JSS	46	154	13.39
107	Ayigya M/A JSS	78	261	13.38
108	Ahinsan M/A JSS	159	526	13.23
109	Asuoyeboha M/A JSS	60	188	12.53
110	Suame Methodist	69	215	12.46
111	Nasru/Deen M/A JSS	91	269	11.82
112	Chirapatre M/A JSS	225	661	11.75
113	New Bantama M/A 'A' JSS	63	184	11.68
114	Ohwimase Anglican JSS	78	227	1.64
115	Asokwa Amakom	67	194	11.58
116	Ansaru Sunna	22	63	11.45
117	New Asafo M/A 'A' JSS	94	268	11.40
118	New Bantama M/A 'B'	75	208	11.09
119	Amakom Abrotia	38	102	10.74
120	Oforikrom M/A 'B' JSS	167	430	10.30
121	Denkyemuoso M/A	21	53	10.10
122	Al-Ahzariyya Islamic	99	248	10.02
123	Atwima Amanfrom SDA	29	72	9.93
124	Bomso M/A JSS	89	215	9.66
125	Watania Islamic	51	123	9.65
126	Ibadia Islamic JSS	27	64	9.48
127	New Tafo M/A JSS	88	197	8.95
128	State Girls M/A JSS	107	238	8.90

POSITION	NAME OF SCHOOL	NO. OF CANDIDATES PRESENTED	TOTAL NO. OF MARKS SCORED	PERCENTAGE SCORE
129	A.M.E. Zion JSS	82	182	8.88
130	Boadi M/A JSS	35	73	8.34
131	Ohwim M/A JSS	50	100	8.00
132	Dichemsom M/A JSS 'B'	87	168	7.72
133	Old Tafo M/A JSS	139	247	7.11
134	Kotei Deduako M/A	30	50	6.67
135	Asawasi M/A JSS	116	193	6.66
136	Appiadu R/C JSS	44	73	6.64
137	Sokoban M/A JSS	41	66	6.44
138	Nuriya Islamic JSS	36	54	6.00
139	Yaa Asantewaa M/A	63	93	5.90
140	Central Mosque Isl.	73	104	5.70
141	School of Islamic Call	21	28	5.33
142	King Faisal Islamic	26	30	4.62
143	New Aboabo M/A	107	113	4.22
144	Oforikrom M/A 'A' JSS	79	76	3.85
145	Awere M/A JSS	50	43	3.44
146	Centre of Islamic Call	24	16	2.67
147	Bantama M.A JSS	27	15	2.22

Source: Kumasi Metropolitan Education Directorate, May 2004.

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