

guiding philosophy. For individuals, it offers a means to personal growth – spiritually, professionally, emotionally, and intellectually. It has ties to the ideas of Scott Peck (The Road Less Traveled), Steven Covey (Principled Leadership), our own Pastor Otabil (The Leadership Principles of Jesus), and others who have written on expanding human potential. A particular strength of servant-leadership is that it encourages everyone to actively seek opportunities to both serve and lead others, thereby setting up the potential for raising the quality of life throughout society.

Life is full of curious and meaningful paradoxes. Servant-leadership is one such paradox that is providing a framework from which many thousands of known and unknown individuals are helping to improve how we treat those who do work within our many diverse institutions. Servant-leadership truly offers hope and guidance for a new era in human development, and for the creation of better, more caring institutions and work or organisational environments. ■

Prof J. B. K. Aheto

Chair of Banking and Finance
KNUST School of Business

**GOOD NEWS AND BAD NEWS:
ACCOUNTABILITY IN EDUCATION – GHANA**

@ 50

History of Change

One cannot confidently say that the high educational standards that propelled Ghanaians into excellence after independence have been sustained throughout the past 50 years. Over the last 50 years, Ghana's performance in the educational sector has been uneven. Nkrumah's Government undoubtedly gave a major impetus to the expansion and democratisation of educational facilities, particularly, with the inauguration of the free compulsory education for all children.

There has been a phenomenal increase in secondary and tertiary institutions since independence. Ghana can now boast of six (6) public Universities, ten Polytechnics, more than twenty (20) private Universities, hosts of teacher training and nurses training colleges. In addition, the nation has over eight hundred (800) public and private senior secondary schools. This compared favourably with just two University Colleges, and a few dozen secondary, nurses and teacher training schools at independence.



EXERCISING

Exercise Regularly

*This doesn't have to be anything overly strenuous.
Something as simple as a daily walk can make a huge difference.*

Nkrumah enhanced local professional training by establishing institutions such as the School of Administration, Ghana Medical School, and the Ghana Law School in the early 1960s. Hundreds of Ghanaian young men and women were awarded scholarships to study abroad after independence.

Over the years, successive governments have paid particular attention to the structure and content of our educational system and have accorded high priority to it in the allocation of budgetary resources.

The Good News

- The Education Act of 1961 defined the fundamental privileges of education, including the prescription of compulsory education for every child of school-going age.
- The Dzobo Report of 1973 proposed the Junior Secondary School (JSS) concept.
- The Education Reform Programme of 1987/88 and the Education Commission Report on Basic and Secondary Education of 1987/88 were instituted by the PNDC to overhaul the Secondary Education System.
- The Ten (10) Year Programme of Free Compulsory Universal Basic Education of 1996 aspires to make basic education both free and compulsory for every child.
- The GETFund Act 2000 (Act 581) instituted funding for infrastructural development or rehabilitation in educational institutions.
- The Education Strategic Plan (ESP) 2003 – 2015 instituted the much needed educational link to the implementation of the Ghana Poverty Reduction Strategy (GPRS II).
- International commitments such as Millennium Development Goals (MDG)

and Education For All (EFA) are meant to achieve Universal Primary Completion (UPC) by 2015.

The Bad News

- The Esi Sutherland-Addy Report on condition of tertiary institutions (1993): on attaining university status in 1961, the premier University of Ghana established a tradition of university education which has influenced the national attitude to higher education. This University, together with the University of Science and Technology, and the University of Cape Coast, gained for Ghana the reputation of offering some of the best university education in Africa.

Fifteen to twenty years later, these institutions are now mere shadows of their earlier glory. They are drained of teaching staff, lack equipment and teaching materials. They are housed in dilapidated structures, and openly display demoralisation and incipient decay. They are at the same time besieged with a growing demand for high quality service and public accountability; something obviously has to be done.

- The poor quality of teaching at the Junior Secondary Schools (JSS) level is making most students unable to acquire even rudimentary grounding in basic literacy, numeracy, and social studies. These weaknesses are translated into poor academic performance beyond the JSS level.
- JSS graduates are unable to move either to SSS levels of learning and attain internationally competitive standards in the world of work as promised in the 1987 reforms.
- Despite the lip-service often paid to “the importance of science and technology in national development”, our tertiary institutions, particularly the Polytechnics,

have not been accorded the appropriate priority in their mandated fields.

- The failure of our educational systems to address adequately the specific needs of our job market and the developmental aspirations of the people of Ghana.

The Possible Way Forward

Government needs to consolidate the ideas of the Educational Strategic Plan (2003 – 2015) by:

- Sustaining the Capitation Grant for all school children throughout the nation to continuously improve the number of enrolment in the basic schools.
- Strict supervision of the implementation of the reversal of the middle school cycle to a four-year programme at the Senior Secondary School level.
- The upgrading of one Senior Secondary School into a model School in each district and the establishment of science centres in all the districts of Ghana.
- The integration of Information and Communication Technology (ICT) into the educational system.
- The boosting of technical, vocational and agricultural training.
- Acknowledging the role that private universities are playing in the educational sector and extending GETFund support to them.
- Encouraging and supporting education in entrepreneurship and funding post-training establishment of businesses by the graduates. ■

Prof. B. Omiame-Antwi

President, Institute of Directors, Ghana
And Researcher in Corporate Governance.

MANAGEMENT

CREATING WORKPLACE HARMONY

Effective leaders take active, personal interest in the long-term development of their employees. They use tact and other social skills to encourage employees to achieve their best. It is not about being 'nice' or 'understanding'. It is about tapping into individual motivations in the interest of furthering both individual and organizational goals. In a groundbreaking article in the early 1960s, Prentice rejected the notion of leadership as the exercise of power and force or the possession of extraordinary analytical skills. He defined leadership as '...the accomplishment of a goal through the direction of human assistants'. He saw a successful leader as one who can understand people's motivations and enlist employee participation in a way that marries individual needs and interests to the group's purpose. He called for democratic leadership that gives employees opportunities to learn and grow – without creating anarchy.

Problems and Illusions

Rudimentary forms of leadership rely solely on single source of satisfaction such as monetary rewards or the alleviation of fears about various kinds of insecurity. The task is adhered to because following orders will lead to a monthly salary and deviation will lead to unemployment.

Arguably, such forms of motivation are effective within limits. In a mechanical way, they do attach the worker's self interest to the interest of the employer or group. No one can doubt the weakness of such simple motivational techniques. Human being are not machines with a single set of push buttons. When their complex responses to love, prestige, dignity, merit, value, independence, creativity, innovation, empowerment, development, achievement, and group membership are not recognized on the job, they perform, at best, as robots. They, in effect, bring far less than their maximum efficiency to the task. At worst, they behave as rebellious slaves who consciously or unconsciously sabotage the activities they are supposed to be furthering.