

# Contents

<b>1</b>	<b>The Politics of Educational Policy Change</b> .....	1
1.1	The Politics of Educational Policy Change: An Introduction .....	1
1.2	Background to the Subject Matter of Investigation .....	2
1.3	The Research Questions and Objectives .....	7
1.4	Justification of the Study .....	9
1.5	Conceptual Clarification .....	12
1.5.1	The Concept of 'Academic Bias' .....	12
1.5.2	Definition of Terms .....	13
1.6	Limitations of the Study .....	14
1.7	Research Design and Methodological Approach .....	16
1.7.1	Case Selection .....	17
1.7.2	Sources of Data and Methods of Collection .....	18
1.7.3	Data Analysis and Interpretation .....	24
1.7.4	Reliability in the Research Process .....	26
1.7.5	Validity of Findings .....	27
1.7.6	Generalizing the Findings .....	28
1.7.7	Ethical Considerations .....	28
	References .....	29
<b>2</b>	<b>Ghana's School Policy, the Structure of Education and the State-Economy Configuration</b> .....	33
2.1	Educational Policy in Ghana .....	33
2.2	The Current Structure of Ghana's Education System .....	35
2.3	The Governmental System .....	36
2.4	Ghana's Economy and the Labour Market .....	38
2.5	Conclusion .....	41
	References .....	42

<b>3</b>	<b>Educational Reforms in Ghana</b> . . . . .	43
3.1	Introduction . . . . .	43
3.2	Educational Development in Ghana . . . . .	43
3.3	Changes to the Education System . . . . .	45
3.4	Conclusion . . . . .	50
	References . . . . .	50
<b>4</b>	<b>Educational Policy Change and Historical Institutional Analysis: Concept and Theory</b> . . . . .	53
4.1	Introduction . . . . .	53
4.2	Defining Policy . . . . .	53
4.2.1	Determinants of Educational Policy Change . . . . .	55
4.2.2	Conceptualizing Educational Policy Change: The Institutional Context and Factors . . . . .	58
4.3	A Historical Institutionalism Approach to Understanding Stability and Change . . . . .	66
4.3.1	Path Dependency . . . . .	69
4.4	Electoral Behaviour and Political Participation in Emerging Democracies: Partisan Influences on Policy and Programmes . . . .	71
4.4.1	Partisan Theory . . . . .	73
4.5	A Conceptual Model of Educational Policy Change and Structural Durability in Secondary Education . . . . .	76
	References . . . . .	78
<b>5</b>	<b>Analysis and Presentation of Results</b> . . . . .	83
5.1	Introduction . . . . .	83
5.2	Origin of the Current School System and Its Impregnable Academic Bias . . . . .	84
5.3	Societal Perceptions of General/Academic Secondary Education Versus TVET . . . . .	85
5.4	The Concurrence of Educational Reforms with Change in Government . . . . .	89
5.5	The Governmental System and Its Impact on Educational Policy and Structural Durability in Ghana . . . . .	92
5.6	Ad Hoc Mechanisms as a Strategy to Remedy the Skills Supply Versus Labour Market Requirements Mismatch: Effectiveness and Sustainability . . . . .	95
5.7	Preliminary Conclusion . . . . .	98
5.8	Explaining Secondary Educational Development in Post-independence Ghana: A Path Dependence Approach . . . . .	99
5.8.1	Describing the Antecedent Conditions . . . . .	99
5.8.2	Locating the Critical Juncture . . . . .	101
5.8.3	Accounting for Structural Persistence in Ghana's Secondary School System . . . . .	103
5.9	The Final Outcome: Academic Bias . . . . .	136
5.9.1	Distilling and Pulling Together the Core Argument . . . . .	136

5.10	Conclusion . . . . .	141
5.11	Theoretical and Methodological Implications . . . . .	144
5.12	Recommendations . . . . .	146
5.12.1	Policy Recommendations . . . . .	146
5.12.2	Research Recommendations . . . . .	148
	References. . . . .	149
	Appendices . . . . .	153