UNIVERSITY OF CAPE COAST

STRESS MANAGEMENT STRATEGIES AMONG FEMALE HEADS

IN BASIC SCHOOLS IN CAPE COAST METROPOLIS

BY

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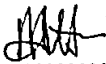
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DECLARATION

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.

Signature ....Date: ....09 – 02 – 09.....

Name: Maria Efuwa de-Heer

Supervisor's Declaration

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

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ABSTRACT

The purpose of the study was to investigate the sources, manifestations, and coping strategies of stress among female heads in basic schools in the Cape Coast Metropolis. Furthermore, the study sought to find out whether there were indicators of stress among female heads when performing their multiple roles.

The theoretical review centred on the importance of education, leadership roles of female heads of basic schools, women in the workforce and as leaders, the concept of stress, and coping strategies which involved constructive and counter productive coping strategies.

The study was a descriptive research. Forty (40) female heads of basic schools in the Cape Coast Metropolis were involved in the study. The questionnaire was the main instrument used in the collection of data for the study.

The major finding of the study was that there existed differences in sources and manifestations of stress among female basic school heads in terms of indicators, and the multiple roles, and workload. There were no significant differences in coping strategies, adopted by these female heads. It was found that majority of the female school heads adopted constructive coping strategies in dealing with stress.

Recommendations were offered in relation to the means of helping reduce stress levels among female basic school heads. Pertinent among these were delegation of duties to subordinates, good planning of school and home activities, taking punitive measures, and good interaction with teachers and parents.

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God bless you all abundantly.

DEDICATION

This work is dedicated, first to God, my creator and my sustenance, and to my daughter Naa Afaaley, and my mother Madam Mary Yankey for their words, wisdom and encouragement. They are very wonderful.

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CHAPTER ONE

INTRODUCTION

Background to the study

Education is very important for every man, and for the female head to work effectively, she has to go through education involving training and schooling. The school is an organized place where formal teaching and learning take place in a specific time for the purpose of making the individual useful in the society (Bernard, 1966). The school is a social system in which teachers and pupils interact with the purpose of perpetuating and innovating the culture of the society. There is the need for every society to impart its accumulated knowledge, skills, values and attitudes to its young ones so that the society can ensure its survival and this is done mostly in the formal system or place called the school.

The school has an organisational structure which shows how activities are divided, orgnised and co-ordinated. It provides stability and keeps members of the school together to achieve goals. It has also formal authority structures which clearly draw lines of communication and responsibility. That is, the school's organization structure shows the ordering of a hierarchical relationship between subordinates and superordinates. Instructions, directions or commands are issued from the top to the bottom. This is known as the channel of communication where information flow from the top to the bottom or from down to the top (Bernard, 1966).

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Basic schools are made up of teachers and pupils who have set goals and objectives to achieve. The school realises its objectives through a well-thought out plan that allows teachers, pupils, the society to interact with the environment at various levels. There are laid down rules and regulations for teachers and pupils to help achieve these goals. When the expected behaviour of members is prescribed and teachers genuinely teach and pupils learn, they will all behave as expected of them.

Every basic school has its own rituals and ceremonies, such as school assemblies, religious worship, athletic events, open days, speech and prize-giving days, and other activities. In the basic schools, achievement is defined along cognitive and social lines which include the acquisition of information, the learning of skills, respect for teachers, offering help to others, hard work, fitting into society and responsibility. For the goals and objectives to be achieved in the basic schools there is the need to have a good leadership. Leadership is of particular importance in school administration because of its far reaching effects on the accomplishment of school programmes, objectives, and attainment of educational goals.

Stogdill (1974) states that leadership is a process of influencing the activities of an organizational group toward goal setting and goal achievement. According to Davis (1976), leadership is the ability to persuade others to seek defined objectives enthusiastically. It is a human factor which binds a group together and motivates it towards goals. Leadership is also defined as the process of providing direction and influencing individuals or groups to achieve goals. It

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can also be said that leadership is the process of influencing others to work willingly towards organisational goals to the best of their capabilities.

Leadership is a partnership and an ongoing activity engaged in by certain individuals in the school. The leadership process involves an unequal distribution of power among leaders and group members. Influence which is the key element in leadership can be defined as the control that a person possesses and can exercise on others. The ability to influence, persuade and motivate others is based largely on the perceived power of the leader.

In the basic school, a head is the instructional leader of teaching and learning process, the authoritative manager. She also solves problems of the school and makes changes to achieve goals expected of her. Thus, it is expected of the school head to ensure academic and moral excellence in the school.

The head of the school has three sources of power to enable her get things done (Tannerbeum and Schmidt, 1958). These are, (a)legitimate Power: This is the power conferred on the head of the school by virtue of her appointment to the position. Once she is given the rank, her subordinates unquestionably accept her administrative authority. Her power is also recognized by the appointing authority, (b) Coercive Power: This power takes the form of threatening to punish a subordinate by withholding some privileges and other entitlements. This power when exercised ensures quick compliance with directives for immediate solution to problems. Coercive power can influence a subordinate to be submissive to her superior officer, and (c) Reward Power: This is the power that emanate from

ability of the head to give her subordinates the things they want – motivation to stimulate them to perform effectively to achieve the goals of the school.

The head in the basic school is the overall boss. She ensures discipline among pupils as well as among the teaching staff. She ensures effective teaching and learning by creating a good tone. The head performs a lot of duties, which includes the duty to ensure that the basic aim of effective teaching and learning is achieved (Freeman, 1985). The head admits children or pupils into the school. She makes admissions and makes sure that particulars of pupils she admits or enrolls are duly entered in the Admission Register with dates and records of the pupils and parents, to show that those pupils are enroled into the school.

The head receives newly posted or transferred teachers in her school. She records their particulars in the Teachers Record Book to make the teachers members of her staff. Classification of teachers by assigning teachers to classes is done by the head. Classification is especially done at the beginning of the academic year. It could also be done in the middle of the term when the need arises. Besides classification, the head assigns schedules such as co-curricular activities to teachers. Such schedules assigned to teachers are sports, music, purchases, cultural drumming and dancing, clubs and societies, and others.

Pupils understand the topic that is being treated best when teaching and learning materials are used. Teaching and learning materials also help the teacher to illustrate what she teaches with little or no difficulty. Teaching aids may be audio or visual. Audio aids include recorded tapes and discs which are normally played to enhance learning. Visual aids include concrete materials, real objects,

maps, pictures, sketches, and others. These are for the eyes to see. It is the responsibility of the head to supply them to members of staff.

The head also distributes syllabuses, schemes of work, teaching note books, reference books, stationery, continuous assessment records, cumulative records, pupils textbooks and exercise books to cushion teaching and learning. These materials are given to teachers. There should be space to enable teachers to reach the pupils behind and in the middle of the class to give individual attention, and do proper supervision during class work (Terry, 1977).

For good teaching and learning in schools, heads ensure that teachers prepare before going to class, that is, by preparing their lesson notes. Class and subject teachers are required to prepare termly scheme of work using the class syllabus and again prepare weekly notes for their teaching. Those schemes of work and lesson notes are submitted to the head of school for vetting. Lesson notes are vetted by 8am on Mondays.

The head of the school vets the lesson notes carefully to make sure that they are based on the scheme of work and that the notes are suitable for teaching. She does the vetting by doing the following:

(i) Reading through the lesson notes carefully and making the necessary corrections such as omissions and grammatical errors. Comments and suggestions should be made to enrich the lesson notes. Those and other corrections should be made neatly in the teaching note book to convince inspectors that the lesson notes were vetted. Merely ticking does not convince anyone that the notes were vetted.

(ii) Insistence on neatness. Headings should be underlined for ease of reference.

(iii) Notes should strictly be based on the syllabus and scheme of work.

(iv) Teaching and learning materials (visual aids, reference books) should be indicated in the lesson notes.

(v) Class exercises should be indicated.

There are other duties for the head to perform and one of them is to inspect pupils' class exercise books to ensure that teachers set adequate and good quality class work. This will help the head encourage hard working teachers to continue with their good work and those who do not set adequate and good quality class work to emulate their colleagues who are doing well.

Again, the head is to inspect class Continuous Assessment Records to ensure that marks were not manufactured and also teachers mark correct entries in the cumulative record books. She does so by checking the entries against marks recorded in pupils' exercise books.

A very important duty of the head is supervision. It is a very necessary duty tool to make teachers sit up. The head supervises every work going on in the school, both academic and non-academic. She supervises and conducts demonstration lessons for teachers from time to time and every activity that goes in the school (Wiles, 1967). The head organizes in-service training for teachers or her staff. In-service training is organized for both new and old teachers to upgrade their knowledge and skills in teaching specific subjects or new concepts.

Every teacher is to be punctual in school everyday. The head is responsible for ensuring punctuality and regular attendance to school by both

pupils and teachers using class registers and attendance book or time book respectively. These actions check truant and absentee pupils and teachers. This also helps the head to know pupils who have stopped schooling. The time or attendance book makes teachers to be punctual and regular to school for the fear of being queried or transferred.

The duties of the head also entail the keeping of records for future references. School records are books for keeping information on the school, and ensuring efficient running of the school (Wise, 1956).

These records include:

Log Book: This is used for recording important events in school, such as date of inauguration of the school, opening and closing dates of the school terms, the occurrence of national disasters, dismissals, deaths, postings and transfers of teachers, visits to the school by G.E.S. officials, Ministers of State.

Admission Register: For recording names and particulars of pupils admitted to the school.

Class Attendance Register: This contains the names of pupils in a class. There are columns provided in the register for marking pupils' attendance and absenteeism.

Staff Record Book: This is used to record the names and personal particulars of staff including teachers' registration numbers, social security fund numbers and others.

Staff Attendance Book: For recording and signing by staff of their school attendance.

File Covers: For keeping official correspondence from District Directors of Education, District Assemblies, Parent Teacher Association, Old Students Association, Staff, GNAT/NAGRAT, Pupil Statistics, Examinations and individual staff members.

Visitors' Book: Visitors to the school sign and write their comments in the book.

Punishment Book: For recording serious offences and punishments administered to pupils.

Cumulative Record Book: This shows pupils date of birth, family data, health record, special physical handicaps, grade level, achievement, scores in different subjects, personality development, and other significant data.

Continuous Assessment Record Book: For keeping the scores of pupils class work, home work, project work; class test and terminal examination.

Cash Analysis Book: This shows entries of income and expenditure under various headings and items.

Cash Receipt Book from Ghana Education Service (GES): For receiving fees and monies paid to the school.

Tally Cards: For keeping records of stock (received and issued) of materials (textbooks, equipment etc) in the school stores.

Inventory Book: For keeping records of school equipment and the set of class syllabus for preparation of scheme of work each term of the year.

The head is responsible for the collection of approved fees and taking them to the appropriate quarters. The following are some of the components of school fees: games fees, culture enrichment fees, examination fees. However,

the head may ask her deputy or class teacher to do the collection. Under such circumstances, she ensures that proper account is rendered to her by the close of the day.

Now in Ghana, due to capitation grant, pupils do not pay any fees. The government has replaced all fees with the Gh37 capitation fee which covers the academic year. In view of this, (i) Official GES receipts should be issued to payee to cover the amount collected. (ii)Entries should be made in the cash analysis book. (iii)At the end of the day total amount collected should be entered into the cash book. (iv) Fees collected should be sent to the appropriate quarters such as Bank, District/Metropolitan education office. (v)Amount paid to the appropriate quarters should be entered in the cash book and receipts covering payments and bank pay-in slips should be filed for auditing.

Handling of official correspondence in the school is also one of the important duties of the head. Official correspondence refers to written communication dealing with official matters. These include circulars to schools from G.E.S. Directorates, letters to schools from WAEC, District Assemblies, GNAT, NAGRAT, Educational Units, PTA, Old Pupils Association and the community. All those official letters should bear a reference number, subject head, full address of the addressee and the writer.

The incoming letters are stamped with receipt stamp and date by the head. It is put on file and numbered at the right top corner of the letter for reference. It is also registered in an incoming letter register. The out going letter is registered in an out-going letter register. This helps to trace letters when the need arises.

Finally, the head is to assist the newly posted teacher and other teachers on her staff to secure accommodation in the community to enable them settle to do their work. With the help of the teachers and elders in the community, the head could succeed in getting affordable and good houses for teachers to rent to enable them work well.

Culturally, women have definite roles to perform in the home and in the community. According to Brew and Ekuban (1995), the woman's role is always centred around the house. This is necessary because a woman's roles should be readily available. The female head who is a mother who feeds, clothes, and nurtures children.

The woman keeps a check on windows, door fasteners and loose furniture joints. Fittings like pipe and electrical wirings are always kept in good order. The surroundings of the house are kept neat by the woman in the house. She ensures that the surroundings of the house are weeded, flowers and hedges trimmed to prevent mosquitoes and insects from causing malaria and other diseases. The mother contributes money to the buying of clothes for the family. She also contributes to the education of the children by meeting some of their educational needs. She helps the children with their home work where possible. She teaches the children how to perform household work so that they become useful members of the family and to society (Brew & Ekuban, 1995).

The level of education of the female head makes her eligible for accepting other responsibilities in the community. She leads the community for communal labour, as an assemblywoman or a project person in the community. The female

head can also be made the treasurer or financial secretary, secretary to some groups in the community. She is not exempted from performing some other roles in the church. She is an all round and a very active person in the community's church. The female head is more or less the eye of the community, their source of inspiration or a role model for the women, and most of them depend on her for advice and everything in times of need.

All the multiple roles including the administrative, the general and the outside school pose numerous problems which cause job ambiguity and conflict to the female head. The problem of workload and interpersonal problems between her and subordinates and others make her feel confused, frustrated, and seemingly incompetent. This sense of competence puts the female school head under stress.

Statement of the Problem

The female head performs multiple roles and in doing that finds herself in perplexities. The researcher is to find out the nature of the problems, their effects and how the problems are managed by the heads.

The Purpose of the Study

The purpose of this study was to identify the problems the female administrator encounters when performing school roles, and outside school roles.

Again, the purpose of the study was to find out how grievously the problems affect the life of the female school head.

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Finally, the study was to find out how the female administrator copes in performing her duties, and to come out with suitable recommendations to solve the problems or minimise them.

Research Questions

(a) What are the indicators as they relate to the attitudes and health conditions of female administrators?

(b) How do basic school administrators exhibit stress from their workload at school, at home, and in the community?

(c) How does stress affect administrators' performance in the basic schools?

(d) How do administrators in the basic schools manage stress?

Significance of Study

The object of this research is to look at the problems the female administrator encounters, its effects and how they are managed. The study is significant for the following reasons:

(a) It would help to identify problems faced by female administrators in basic schools . This would enlighten prospective female administrators, about possible problems they are likely to encounter as they aspire to positions of responsibilities in basic schools.

(b) The study is to help people to appreciate the problems women in educational administrative positions face so as to help them balance all the equally important roles – that of school roles, and the outside roles.

(c) The findings are to expose to women in administrative positions various management strategies open to them so as to combine the demands of administrative duties with home/community responsibilities.

(d) The study could be the basis for future research on women in education.

Delimitation

The study was delimited to the Cape Coast Metropolis of the Central Region of Ghana. Cape Coast was chosen because the researcher was residing there at the time of her research and had easy accessibility to data collection.

Forty female basic heads found in the Cape Coast Metropolis had taught and been in administration for some time, and had had experiences as regards administrative problems and managing them.

Limitations

A study of such nature certainly had its limitations. Limitations envisaged were the obtaining of information, working within the time limit, and financial constraints. Obtaining information was a problem because of the very busy schedules of female administrators both in the school and outside the school.

Financial constraints were a great limitation as there were many movements up and down the basic schools headed by females.

Finally, time limitation made this very extensive study extremely difficult.

Emotional Support	-	Subordinates turning to administrators when they need help, during difficult times
Empowerment	-	It is the process of the female head sharing power with subordinates thereby enhancing their feelings of personal effectiveness
Esteem Support	-	Female administrators helping their subordinates to feel better about themselves and their skills and abilities
Glass Ceiling	-	The highest position a woman can rise to traditionally
Indicators of Stress	-	The behaviour/Signs/effects of stressors of female Administrators
Informational Support	-	Subordinates depending on their administrators for advice concerning problems
Leadership Styles	-	The relatively consistent patterns of behaviour that characterize a leader/female administrator
Leading by Example	-	Female heads influencing subordinates by acting as positive role models
Multiple Role	-	The many roles performed by the female administrator including administrative, home and community roles
Politicking	-	The various methods female heads use to attain and maintain power to gain other advantages

Role Ambiguity   - A job situation in which there are inadequate or

                          misleading pieces of information about a teacher who

                          is supposed to do the work.

Role Overload   - Female administrators not being able to complete the

                          work that is part of a particular work.

Shift System in School - School heads/teachers having to go to school at times

                          other than the traditional 8 am – 2 pm a day

Sloppiness   - Not doing something with care and thoroughness

Spillover   - It is administrative stress which occurs when the

                          female administrator carries the influence of her

                          emotion to subordinates/another

Vetting of Lesson Notes- Female administrators reading through teachers'

                          lesson notes, appending their signatures and the date.

CHAPTER TWO

LITERATURE REVIEW

A lot has been written about women in administrative leadership roles in schools. The female head performs home and other roles side by side with the school roles. Most traditional roles of women have changed and the majority is now in the lead and is on top of the organizational structure. Whilst the female school heads are performing their duties they go through a lot of challenges. The related literature was reviewed under the following headings:

1. The traditional role of women.

2. Women in the workforce.

3. Women as leaders.

4. Administrative roles of the head.

5. The concept of stress.

6. Indicators of stress on the job.

7. Causes of stress.

8. Problems that stress creates.

9. Stress management strategies.

The Traditional Role of Women

Every woman is first made to grasp the traditional way of life before any other pattern of life. Parents generally train their children especially girls to conform to the roles they are expected to perform in the society. This is about

motherhood where the girl is going to grow up, marry, give birth, take care of them, and the husband, and perform the domestic role as a mother. The household responsibilities are cleaning, cooking, washing and taking care of the sick people in the home.

Traditionally, the woman is the first person to get up from bed and last to go to bed. The woman is to put things in order after the day's work before going to bed and be the first to wake up to prepare breakfast for children and to get them ready for school. These are the responsibilities every woman in the society should be able to perform, whether an educated working mother or not. If a woman is highly educated and is not able to perform the traditional roles, she is considered a failure in her life in the society. When this happens to any woman in the society, it affects her psychologically.

·Traditionally, a woman is made to know that her place in the home is the kitchen (Ayeh, 1981). Owing to this, some parents think it is a waste of resource to educate their girls formally to a high level to take up jobs outside the home. Most parents, especially mothers, give high education to the male to enable him assist them in their old age and assist their nieces and nephews as well.

At present, some parents discourage their daughters from getting higher education. Formally, intelligent girls were branded witches, and it was feared that if they stayed longer in school they would not have men to marry in order to give them grand children to widen the extended family (Okai, 1981).

Those traditional attitudes toward women have contributed substantially to gender discrimination and the "glass ceiling" effect. The female who finds

herself in an administrative position is faced with role conflict which causes stress.

Women who have attained high educational heights and are in administrative positions still continue to play their primary roles of caring for the home and the family. They also play their administrative roles which are secondary. Thus, most women are discouraged from applying for senior positions since their office workload would conflict with house chores. This may not make them give of their best and work well in both areas. It would prevent them from staying long hours or doing overtime in the office which is part of the administrator's load.

That is, the female administrator, whether married or not, has two roles to perform. The first role is, she is an administrator whose schedules are demanding and challenging. Secondly, she has her traditional role to perform as a wife, a mother, and the family manager and perhaps the eye of the society that the community depends when the need arises. This can causes stress on her. The inconsistency of the multiple roles the woman administrator experiences has a great toll on her. Such is the dilemma in which the female administrator finds herself. Thus, conflicts of loyalty often arise. With such conflicts, the administrator is likely to fail in one or the other of her roles, which might affect her productivity for achieving her set goal.

Women in the Workforce

Women are very active and have been in the work force since the last decade of the 19th century. According to Benson (1983), women had started having access to employment including male dominated jobs contrary to the olden days. In 1976, women were employed in a limited range of "female" occupations; mainly as nurses, school assistants, cleaners, hospital domestic staff, typists, stenographers, machine operators, telephonists, clerical assistants, and teachers. There were very few women in professional, trade, policy, or managerial roles. There were few mothers of young children in the workplace. Women left work at least six weeks before the birth of their first child, as required, and most remained out of the workforce for years.

By 1997, women were 64% of specialist professionals, the largest occupational category, which included teachers and nurses. Women were, however, continued to be underrepresented in trades (6%). By 1997, women's share of all public sector jobs, including education and health services, increased to 52%. Women's current share of jobs in the public sector is 9% higher than that in United States of America (USA), which has a workforce of 4.3%. Comparing just the parts of public sector for which comparable data were available for both 1976 and 1977 (as health and education were not included in the 1976 sample) women's share of these jobs increased from 31% in 1976 to 41% in 1997. The level of representation of women in full time employment has progressed steadily from 45.7% in 1995 to 46.5%, in 1996 and in 1997 to 4.7%. Women now have access to a wide range of occupations in the sector and contribute to the progress

of the people of America. Women are employed in growing numbers in a diversity of occupations including fire fighters, train drivers, scientists, police officers, geologists, accountants and ambulance officers.

Okorie (1997) saw that in Ghana, as in several other cultures, women work shoulder to shoulder with men but, traditionally, women's work has centred around the house. This is necessary because women's roles in the family require that they should be close by in order to do cooking, washing, and taking care of children.

In many societies in the world nowadays, due to several factors; women are taking more outside jobs. Most families have now become two-job families. Probably, the most important factor is the need to increase family income. Families are not able to live on one person's salary. High rates of divorce and separation have also forced many women to support themselves and their children. Women may also prefer to earn their own money to buy personal items rather than asking their husbands for money.

Working outside the home also enables women to meet other people, share ideas, and avoid boredom. Education of women also increases women's chances of getting paid jobs and the opening of day-care centres enables women to leave their children in good hands and take jobs away from home. The changing roles and conditions of women made sex discrimination illegal in workplaces and also states that women's most important role is widely considered to be taking care of the home and children, and working outside the home is secondary.

Women as Leaders

Women, who have become leaders or heads of institutions, have successfully circumvented the barriers that traditionally stood in their way women to career advancement. They have gone beyond the great divide. They have broken the "glass ceiling" and have taken up leadership positions with additional possibilities for providing for the house.

According to Benson (1996), women who did enter the professions tended not to get to climb the top. Despite the fact that 58.8% of school teachers in Britain were women, they were significantly under-represented among heads of schools and women academics very seldom became professors. Nor did women do well in getting top jobs in management. She contended that the claim that women do not want managerial jobs has often been put forward by employers and can be a convenient excuse for limiting women's opportunities. This has been confirmed by women themselves according to studies in 1971 of the Women in Top Jobs. It was found out that most women preferred to continue doing their creative jobs in the British Broadcasting Corporation (BBC) than rather try for higher management posts. Over 80% of women workers in a food factory said they had not applied for a supervisory post, because they do not want the job and many said they had no interest in doing it. Even those women who are motivated to obtain responsible jobs have quite often been happy to stay where they were, and not seek further promotion.

Benson (1996) further asserts that even women have notoriously lacked self-confidence and the tendency to undertake their own abilities has clearly

inhibited them from competing with men where they feel the odds are against them. Another factor which is derived from women's own preferences rather than their realistic assessment of difficulties is that, many women have wanted to do traditional feminine jobs and few have aspired to get to the top. Surveys of girl school-leavers and women graduates show clearly that most of them chose to look for clerical or shop work, or at high educational levels, for teaching, nursing or social work. Women have tended to be less ambitious than most men, she concludes. Low advances in education hindered women from getting employment at high levels. This is explained in a World Bank Discussion Paper 224 (1994).

According to the discussion of the many socio-economic and cultural factors inhibiting women's participation in higher education, three factors were worth noting. First, low secondary school enrolments greatly reduce the scope for progress in higher education. The second factor was the fact that even if secondary enrolments were high, the dropout rates of girls in most developing countries and repetition were so high as to result in only a small pool of completers eligible for high education. Thirdly, from the demand side, the low manufacturing and service activities may discourage parents from sending their girls for university education, as they do not see prospects for absorption into the formal labour market(World Bank, 1994).

One reason for so few women being hired for educational administrative positions is the gender gap. Even though effective leadership is more behaviourally derived than gender based, gender remains an obstacle to women seeking and obtaining leadership positions (Truch, 1980).

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There are three models that have been used to explain the under representation of women in educational leadership positions (Estler, 1975). The first is the meritocracy model or the individual perspective model. This model views women in respect of personal traits, characteristics, abilities, or qualities, individual attitudes such as self-image and confidence. Motivation and aspiration also come under this domain. The belief associated with this model is that women are not assertive enough, do not want power, lack self-confidence, do not aspire for high positions, are willing to play the game or, work the system, and they do not apply for the job. The belief concerning women's lack of desire for power may not be related to their lack of a desire to obtain power, but how power is perceived. The method by which women use the power they have is different. Women use power to empower others. They base this on the notion that power is not finite but rather expands as it is shared.

The second model, the organizational perspective or the discrimination model, focuses on the educational system. Differences between career aspirations and achievements of men and women as an effect of the limited opportunities for women that accompany systematic gender bias are described. The model explains how organizational structures and practices in education discriminated against women. Men seem to advance to higher levels because they are favoured in promotional practices and women cannot advance even if they choose to do so.

The third model identifies women's place in the society or social perspective model. This model emphasizes cultural and social norms that encourage discriminatory practices. The norms, folkways, mores of the society

coincide with different socialization patterns that channel women and men into different areas of work and differential pay and status. Men utilize the traditional top-down administrative style, women are more interested in transforming people's self-interest into organizational goals by encouraging feelings of self-worth, active participation, and sharing of power and information.

It has been found that schools administered by women on the average were superior in performance to those managed by men. The quality of pupils learning and the professional performance of teachers appear to be higher on the average in schools with female administrators. Hensen (1986) describes them as capable and productive.

Good school administrators are more attuned to feminine models of leadership behvaiour. Female attributes of nurturing, being sensitive, empathetic and intuitive, and compromising, caring, cooperative, and accommodative are increasingly associated with effective administration. While these characteristics are innate and valuable, women possessing qualities of a good leader still face higher attrition and slower career mobility, particularly in higher education.

As far as their leadership duties are concerned female leaders are frequently praised for their ability to work more effectively with subordinates and that increases their prestige in the family. It also increases their workload, intensifies their mental stress, and aggravates the problems related to child rearing and household management. According to Brew and Ekuban (1995), long periods spent on household chores may make women tired and reduce the time

available for other activities. They also added that a mother might have to reduce the amount of time she spends on her household employment.

There are other dilemmas that particularly complicate roles for women leaders. There are four things that affect a woman leader. The first is balancing work and family — whole family responsibilities influence the careers of all parents. Women, particularly those with newborns and preschoolers, may have disproportionate work in the care of children or the home. Secondly, taking work too seriously — depending on personal style, may create problems for anyone. But, it is possible that criticism directed at a woman leader may take a more personal tone than that of a man. Thirdly, difficulty in finding a mentor — particularly at the beginning of a new assignment, the administrator needs the guidance of seasoned role models. Lack of an appropriate mentor has had significant negative consequences. Fourthly, too little representation of women in administrative ranks — depending upon the role and institution, a woman administrator may be one of such a small group that all her actions are scrutinized more than those of her male colleagues. In those cases, a woman in administrative position may have no trusted person whom to confide in for the purpose of venting frustration.

Work stress has been defined by Neumann and Neumann (1990) as an individual's reactions to the characteristics of the work environment that appears threatening to the individual. It results from job demands, constraints and other job related events or situations that may interfere with an individual's fulfilment. They further state that job performance suffers and other types of activities may

emerge, such as politicking and even sabotage. This creates unfriendly work environment. Thus, stress is expected to reduce job performance directly.

Ayeh (1981) writing about problems facing women working in formal organizations in Kumasi, indicates that women are finding it difficult to reconcile. The combination of two roles has series of repercussions on their health, efficiency, productivity and the up-bringing of the child. Working mothers are often late for work, and sometimes leave the work place before official closing hours, because of their responsibilities at home (Brekke, 1985). He contends that most women are simply not able to put in the same number of hours at their jobs as men.

Though, in most cases, the female heads receive help from relatives, house helps, and sometimes husbands in their household chores, house-keeping still interferes with their punctuality in the office. This was observed by Okai (1987) when he conducted an investigation into female teachers in Kumasi.

In a research carried out by Date-Bah in Accra and Tema, she found out that women are more prone to absenteeism than their male counterparts because of illness in the family, usually that of a child and, in few cases, of a husband, parents, uncle or aunt, and personal illness. Combining leadership responsibilities with domestic duties tends to bring intensive conflicts among women. This creates a barrier to women's career development (Date-Bah, 1989).

The Administrative Roles of the Head

According to Brech (1975), administration is "that part of management process concerned with the institution and carrying out of procedures by which the programme is laid down and communicated, and the progress of activities regulated and checked against targets and plans". Administration in schools is the process by which the head tries to successfully achieve the objectives set. It involves how the head organizes human resources-teachers, pupils, and material resources such as buildings, teaching and learning materials both audio and audio visual, and other facilities to achieve the purpose for which the school was set up. This also involves the head drawing up the school's chart/calendar so that titles of jobs are clearly stated, and to indicate who reports to who. Thus, administration in school encourages the head to give job description and clearly specify the duties of all the teachers and pupils.

Administration is an important aspect of the school head as the manager of the school. It deals with the implementation of the educational policies. It also puts into operation what is to be done and provides the necessary guidance to ensure that what is to be done is successfully done. Administration is also important in school because it directs the head and staff members to do what is required of them. Gullick and Urwick (1995) state that administration is a process. This is descriptive or functional definition in that it describes what the administrators do. The administrator, who is the head of the school performs the functions of planning, organizing, staffing, directing, coordinating reporting and budgeting (Campbell et al, 1977).

The most crucial of all the elements of the administrative role of the head is planning. Planning is the process of setting out broad lines to show how things are to be done, and the methods for doing them to accomplish the purpose set for the organization. According to Fayol (1916), planning involves assessing the future and making provision for it.

In the education sector, policy makers plan for educational reforms. For example, the current educational reforms in Ghana were planned several years ago. In the school, the head plans what the school should achieve in the term of the academic year. The head also establishes school policies and plans procedures for the realization of the goals. The school head also ensures that the subject and their topics are taught by the teachers, using appropriate instructional materials.

There are two types of planning that heads of schools adopt: these are long-term and short-term planning. The head adopts the long-term planning for activities which take a long-time to complete, that is, a period of not less than a year and more than five years. For example, the head of a basic school adopts long-term planning when she wants to build a new school canteen from school resource. Short-time planning may cover a few days or months, but does not usually go beyond a year. For example, if the head in a basic school wants teachers to complete their syllabuses in a particular term to have more days for revision, she may adopt the short-term planning.

Planning is a very important role for the basic school head because it helps to set targets against which performance is measured to determine the degree of

success or failure. Good planning also helps to avoid or reduce mistakes that are likely to occur. Planning by the head can at the same time help to rectify mistakes. Planning is also important because it serves as a check and balance on the performance of both heads and teachers. For example, a budget, which is an example of planning device, helps teachers to operate within stated limits in the area of expenditure.

Organizing is the second role of the basic school head. Campbell and Gregg (1995) say organisation is an institution where people meet and interact to achieve certain objectives. Organising can simply be said to be the process of establishing certain structures so that work may be divided into different divisions and each division assigned to a worker or a group of workers.

For the objective set in a basic school to be achieved, the head organizes by appointing an assistant head, sports master, teachers in charge of sanitation and culture, school prefects, section leaders, and establishing the chain of command as well as assigning responsibilities such as that of sports, sanitation and culture and providing the resources for carrying out such responsibilities. For example, the sports master could be challenged with the responsibility of organizing sectional athletic competitions through which the school could get pupils to represent the school during inter-school athletic competitions. In this process, the sports teacher has to think of the date for the competition, the events to be competed in, the order in which they will take place, seating arrangement of the invited guests, and also think of what, how, and when prizes will be given to winners. The

activities must have to be co-ordinated among teachers to encourage teachers and pupils to work in high spirits, keeping their morale throughout.

Without teachers, teaching and learning cannot go on in a school. It is the administrative role of the head to bring in teachers to teach the pupils. Staffing refers to the whole personnel function of bringing in and training staff and maintaining favourable conditions of work (Campbell et. al 1977).

The administrative task of the school head is to select or attract, motivate, supervise, and maintain a teaching staff. In the primary and junior high schools, where teachers are posted to the schools by the District/Municipal/ Metropolitan Education Office, the head may have no choice but to accept the teachers. The head will have to create good conditions in the school for the teachers to enjoy their work. For example, the materials required for work should be available. Again, the head should create a congenial atmosphere for the teachers to feel at home in the school. The head should involve the staff in decision making.

There should be appropriate personnel policies to guide the administrator, for example, policies regarding working conditions. It should include clear channels of communication, making plain the bases of promotion. In connection with this, the head should be conversant with the terms and conditions of service for her to work well. The pamphlets "Teachers in Ghana" and the "Code of Ethics for Teachers" are designed to guide the behaviour of teachers and their service conditions (GNAT, 1971).

Another area that requires the attention of the school head is in-service education for the teachers. For example, "pupil teachers" in the school could be

given in-service education on preparation of lesson plans and teaching of certain topics in their subject areas. They could be introduced to general methods of teaching. Certificated teachers also need in-service education. Through the head's daily supervision of teaching, the head is able to appraise the teaching effectiveness of her staff for promotion. She is expected to write confidential reports on her staff. The head should be fair to all members of staff on the appraisal and writing of confidential reports. The reports should be based on performance rather than personal characteristics of particular members of staff.

Directing is one of the administrative roles of the head. In directing, the head provides guidance and supervision for subordinates to work to achieve organizational objectives. Directing involves the continuous task of making decisions and embodying them in specific and general orders and instructions.

In the school, the head as the chief executive tells her subordinates, teachers and pupils what to do and tries to motivate, influence, guide or stimulate their actions towards the attainment of the desired instructional objectives. Directing is part of supervision, because when the head assigns any work to a teacher, she supervises to see what the teacher has been able to do or done. The head, as a manager, also gives orders and instructs pupils and teachers, formulates rules and regulations and employs the necessary disciplinary measures and counselling sessions to make pupils and teachers do things in the appropriate manner(Wiles, 1967.

Campbell et. al. (1977) define co-ordinating as the process of harmonizing all the activities of an organization into a coherent whole so that objectives are

successfully achieved. Chaotic situations in many basic schools are as a result of poor co-ordination by heads. Again, it is the all-important duty of interrelating the various parts of the work. The school with its many different curricular, departmental, and other services requires top-level co-ordination if the head is to provide effective leadership. At times, the desire to improve one's own class conflicts with the desire of other teachers. The head has to avoid such conflicts by acting as a co-ordinator to bring harmony and understanding between the teachers or the various areas concerned. The head should see to it that the time-table is structured to avoid clashes.

Reporting is one of the most important administrative roles of the head. Reporting is to provide feedback on what has already taken place or forecast what is yet to take place. Reporting includes keeping the executive and her subordinates informed through records, research and inspection. In the school, it includes keeping records such as the class admission registers, the log book, and class attendance registers. It also involves the head preparing reports for the local or District Education Office, the School Management Committee and the Parent Teacher Association on issues such as environment, pupils' performance, the school plant and the school's achievements and failures. Teachers and pupils must also be informed by the head about all correspondence concerning them which they need to know. For example, in the schools, reports about pupils' performance in examination are dispatched to parents and guardians at the end of every term. The reports provide analysis of the pupils' performance in their examination, class work, and assignments. The head, class teachers and subject

teachers are also required to report on the general conduct of pupils to their parents and guardians. Finally, the head of a basic school does budgeting. Budgeting refers to all that goes with budgeting in the form of fiscal planning, accounting and control. In schools, it may be classified as finance and business management which involves drawing the school budget, preparing annual estimates and sending them to the Ministry of Education, administering and maintaining school purchases, providing a system of internal accounting and control and providing funds to keep the school office running smoothly.

The administrative duty here entails the provision and disbursement of fund for the attainment of educational goals. In this regard, budget making is very important. The school budget is defined as a school programme expressed in fiscal terms to show the proposed programme of the school. A good school budget has three aspects (Asiedu-Akrofi,1978). They are the (i) The financial Aspect (ii) The Educational Aspect and (iii) The Control Aspect. The responsibility of the school relates in each of these.

The financial aspect of the school is an aspect of public finance, the source of which is taxation. The chief sources of school income are government grants, tuition fees, and others from the Ministry of Education. School estimates of income and expenditure are prepared once every year, about three or four months before the ensuing year. They are first sent to the District Education Office for approval before they are sent to the Regional Education Office, and then to the Headquarters. The school estimates are put under three headings, which include personal emoluments, capital work and general expenses. When the estimates are

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sent to the headquarters and they are approved, the estimates are sent back to the

Regional Office and the Regional director sends it to the district office and the

heads are invited for the physical cash.

The educational aspect is a kind of budget that is guided by the philosophy

of the people or the quality of education the people want. It is used for the

development of instruction, needs of children, guidance programmes, repairs and

maintenance of the school, and others. The last aspect of the budget is the control

aspect of management expenditure. This aspect of budget is done through

auditors who go round to check expenditures supported by receipts. The head is to

prepare proper quarterly and annual accounts and answer audit reports and.

queries. The head should also record all cash deposited in the bank as well as

expenditure made according to what is estimated. The role of the head is a hurdle

race which is too complicated and difficult for the head to go through without

problems that could cause stress and strain.

The Concept of Stress

The concept of stress is one of the topics that people of the world today

talk about. In Ghana and around the world, stress is a phenomenon that

researchers are eager to research into as it is carrying people into their graves,

although it is sudden. Stress is described as a silent killer.

Stress has been explained and defined in different ways by different

people, writers and researchers. Fieldman (1987) defines stress as the response

to events that are threatening or challenging. Stress as a stimulus event that makes

unusual demands on the individual. Gerous (1996) regards stress as a complex set of reactions made by a person under pressure. To Melgosa (1999), stress may simply mean being subjected to external forces or pressure, and can be either positive or negative depending upon the effect of the external force.

Selye (1974) and Denga (1991) define stress as a generalized non-specific response of the body to any demand made on it. It is, therefore, an adaptive response to a situation that is perceived as challenging or threatening to a person's creation to a situation, not the situation itself. We experience stress when we believe that something has interfered with our need fulfilment. Stress is found in every human being in our daily lives. It can have both physiological and behavioural dimensions.

Hansen (1986) states that physiological signals of stress include high blood pressure, shaky nerves, intolerance to heat, backaches, anxiety and failure in sexual performance, and others. He continues that the behavioural signals include feeling of weakness and faintness, not listening to others, doing things hurriedly, losing personal possessions, feelings of being dominated by time, bogged down with administrative demands and others.

It is generally believed that some form stress is normal, in the sense that it is referred to as "challenge" or "positive" stress when it provides the individual with the energy and motivation to meet daily challenges both at home and at the work place. Stress in this situation is the kind that helps people to 'rise' to a challenge and met goals such as deadlines, sales or production targets, or finding

new clients. This challenge will not be considered as a type of stress because having met the challenge the individual is satisfied and happy.

However, as with most things too, stress can have negative impacts. When stress occurs in amounts that you cannot handle, both mental and physical changes occur. When the feeling is one of dissatisfaction it turns into exhaustion or frustration, or when the challenges at work becomes too much demanding, the individual begins to see negative signs of stress. Selye's (1979) investigation into stress further revealed that some stress is essential for the life though not too much. Stress is damaging to human existence. Musaazi (1982) states that the headmaster or principal has to undertake a deliberate and planned distribution of authority to house masters or mistresses, in order to manage situation. This is a stress inherent activity.

All these changes, according to Okorie (1997), could result in abnormal functioning in the work place. She further stated that chronic lateness to work, sloppiness, absenteeism, staff turnover, feeling of not being appreciated, and decrease in work quality are also common symptoms of stress, which could affect staff morale and quality of work. As the female head performs her duties, she experiences various degrees of stress. The teaching profession is not only stressful, but also its increasing occurrence of unpleasant emotions such as tension, frustration, anger, and other roles performed by the female head cause her stress.

In order to understand the dilemma the female head goes through, it is necessary to study the multiple roles that she performs. In the school, the female

head as an administrator is responsible for all the overall activities. Her prospect is the achieving of good teaching and learning by creating a conducive atmosphere in the school. This achievement demands a great deal of hard work, which is very tasking and needs time and good relationships. These have impact on the morale, the effectiveness at work, and the relationship with her subordinates, which sometimes cause stress. Where there is poor internal communication with subordinates, office politics, time pressure and deadline, unrealistic business objectives, constant interruptions and securing access to the right of information put the head in a confused stage of unrest.

Several multi-discipline studies by such researchers in this area have generated some consensus on variables that cause occupational stress. According to them, these include career-developing factors such as. job security and promotion prospects, role in organization like role conflicts and ambiguity, organization culture like recognition, intrinsic job factors such as workload and challenging work and interpersonal relationships (Blasé ,1982).

The female head is a leader in her school. She should be a leader by example by taking initiatives for teachers to follow. She should introduce roles by job description and delegate her authority to her immediate assistant and other teachers in the school. Sometimes, the female head finds it difficult to perform all those roles. If she does not delegate some of her authority and performs a one-man show, the staff members remain passive and look up to her; which will mean that without the head in the school nothing can function. When this happens, effective teaching and learning cannot go on and this affects the head emotionally.

As a leader, she should be firm and fair for discipline to thrive, and be very tactful in dealing with teachers on the staff and all persons whom she will come in contact with. She should recognize every member of staff, see to their problems as well as the problems of pupils, and understand them too. Lancer (1995) asserts that the leadership role of the school administrator presents her with dilemmas of human life. When the female head is faced with indiscipline coupled with inability to delegate powers, she experiences physical health problems and stress.

Role conflict occurs when contradicting expectations are to be met by occupant of a position. Because of the difference in role expectations and the diversity of role obligations, there are often some kind of opposing pressure on the head in the performance of her functions, which leads to role conflict (Getzels & Guba, 1987, Onuzulike, 1998). Again, role conflict occurs when the role incumbent is expected to conform simultaneously to two or more contradicting sets of expectations as a result of which conformity to one infringes on the other. The female head is considered to be both a confident person and a disciplinarian of her pupils, she has to be kind and sympathetic in order to be trusted and she would have to be strict and even issue severe punishment when the occasion demands, in order to maintain discipline.

Role personality conflict arises as a result of opposing or contrasting need dispositions in an individual. A democratic leader may find herself in situations which force her to assume an autocratic role. The role personality conflicts occur when a role expectation ascribed a position is at variance with the need

disposition of the incumbent – when the head is expected to instill a sense of patriotism in her pupils through the singing of a national anthem which is against her religious doctrine.

In the view of Asiedu-Akrofi (1978), differences in role expectation often lead to conflicts or disagreements in the school. Those different role conflicts affect the productivity of the school and give the head some worries (McGrath, 2006).

Task characteristics are another type of role-related problems of the head. The female head is involved in decision making, monitoring equipment or exchanging information with others, and these are tasks which are very stressful. Brekker (1985) asserts that task characteristics are very stressful and managers are affected psychologically and physiologically, having related diseases. The head interacts with many people including teachers on her staff, supervisors on supervision, parents, and other visitors that come to the school. All these, at times, conflict with school roles.

Inter-personal problems are becoming increasingly common for education administrators about the new reforms toward quality education in Ghana. These have become more diverse since they rely more on teams other than on individuals. Working alone to perform good teaching and learning is stressful.

Some close relations who are teachers on the staff of the female head make her work difficult. Some do not prepare lesson notes; others absent themselves from school without permission and do not have respect for the

position of the head. Others even show behaviour contrary to the rules of the school and these give the head problems that make her to become stressful.

The environment where some schools are situated could also create problems for the female heads. Some school compounds have very poor or no drainage system and the compounds flood whenever it rains. The stagnant water creates a stinking odour and breeds mosquitoes which cause pupils to suffer from malaria which keeps them out of school for number of days. Some compounds and classrooms are hideouts for drug addicts after school hours. They come around to smoke and at times during school sessions, some try to push innocent pupils into it, putting the little kids' lives into danger. These occurrences cause psychological stress of the female head, where various requests to the Metropolitan Assembly to chase the addicts out of the school compounds prove futile. To many employees such as teachers, work stress is extremely creating an unfriendly work environment. Those points agree with that of Trendall and Machenbaum (1982) who see stress in relation to the individual and his environment.

The majority of basic schools in Cape Coast are community based. The people consciously or unconsciously create noise to disturb the pupils, teachers and heads in the schools preventing good teaching and learning. Any remark by the head about the community's behaviour creates enmity between her and the people. The communities claim the schools are theirs because they have contributed towards them.

Indicators of Stress on the Job

The issue of occupational stress has been of concern to many people, especially in the management of organizations and schools. There are indicators of stress that emerge in school administration.

Administrators go through stress in performing their duties and this affects them. According to Selye (1974), when a worker is in emotional exhaustion she manifests feelings of depression and hopelessness, because the job satisfaction is not there or those satisfactions that were previously enjoyed in the school through leisure, family and friends and work are diminished and overall life satisfaction is reduced. The head gradually loses interest in the administrative work and forms the habit of going to school late or frequently absenting herself from school without excuses, flimsy, if any.

Heads who are already frustrated become increasingly frustrated by the administrative work which is cumbersome, such as keeping and writing reports, attending meetings, supervision of school work and fighting hard to achieve the objectives set. The heads feel cheated for putting in much and not getting anything for it or not being rewarded. This makes the heads show lackadaisical attitudes toward work in the school.

At the working place, where the worker is in the physical exhaustion state, she shows some stress indicators through reports of different kinds of sickness that cause her pain. In the basic schools, the heads suffer and report intense weariness often combined with inability to sleep. In addition to the symptoms, they feel chronic fatigue and weakness which are common, and low energy. They

also suffer sicknesses such as headache and cardio-vascular diseases, such as blood pressure (BP) and heart troubles.

Some heads suffer other diseases such as allergies and skin diseases caused by the environment in which the school is situated. Schools found in dusty areas make the heads to have frequent attacks of asthma if the heads in those schools are asthmatic. They could also have catarrh and sneeze a lot. Those schools found in bushy areas and insect-infested areas cause the heads to have skin diseases or rashes and diseases such as sleeping sickness and malaria due to insect bites. The heads have frequent heartaches because they go home late and very tired. They report of respiratory diseases such as coughing (Maduakonam, 1992).

Again, heads who find themselves in unsuitable environmental conditions feel too sad and disappointed to work in an environment where their lives are threatened, and ask for transfer or release to different districts or regions to work. The movement of heads from school to school in search of healthy environment is energy wasting.

When a worker is mentally stressed, and working conditions do not improve, the worker becomes more frustrated and shows negative attitudes and impressions toward subordinates (Selye, 1974). In the school situation, the head becomes dehumanized and fails to respond to the feelings of her subordinates when she is mentally stressed. The indicator of dehumanization is shown in their behaviour towards their co-workers. The head becomes aggressive, annoyed and rages when talking. She becomes moody or increasingly hostile, and when

anyone faces her to talk,, she gives rather short answers with one word such as "yes" or "no" which sound cheeky. The head becomes vigilant, strict and not ready to listen to any excuses from subordinates. In that condition the head keeps to herself and does not relate to anybody. Again, she talks harshly to subordinates and takes unilateral harsh decisions which push subordinates to the wall.

Surprisingly, when some heads are stressful they bust out with anger, engage in nasty confrontations with their subordinates on the slightest provocation. Offensive words might be exchanged which raise tempers high and if not intervened by someone physical blows follow. This brings strained relationships between the head and subordinates.

Other stress indicators are seen when the head is uncertain of what to do or tackle first or not able to describe to her subordinates the responsibilities assigned to them. She becomes frightened and fears she might fail. She is unable to concentrate and makes mistakes in whatever she does, which causes a head to be labeled as "just a figure head".

Sources of Stress

There are a number of events in the work place that cause stress and the school is no exception. Ivancevich and Matteson (1980) state that role pressure occurs when an individual's expectation or demands conflict with expectations and demands of the organization.

Stress resulting from role ambiguity is experienced when the individual loses a sense of certainty and predictability in the work role. The head in the

basic school experiences role ambiguity when she becomes uncertain about how to do certain things, especially how to achieve the goals set, through procedures, even though the head has been in the administrative work for some years. When the head is unable to make the teachers' role clear to them or explain clearly to them, she messes up plans or procedures, which does not help her succeed in whatever she does. The head experiences frustration because of failure and losses.

Role overload is another source of stress to the head in the basic school faces. The head has a lot to do that she does not have enough time to complete all of the work that is required of her in school (French & Caplen, 1973). The head has her administrative role and the traditional role to perform in the day. All these together become so much for her that the head has no specific time to finish each one. At times the head is faced with role overload when she is not able to work, although she has the skills and experiences.

Ivancevich and Matteson (1980) state that role conflict is a source of work place stress which occurs whenever compliance with a set of role pressures makes compliance with another set of role pressures objectional or impossible. Personal role conflict which is the most common problem with the heads happens when the heads who are to do overtime as part of their administrative work conflict with the traditional role. A head who is to perform her administrative work is also to care for the sick child who is on admission. When this happens, the head becomes depressed, confused and disappointed to have taken up the appointment and feels

that she should leave the administrative work to have time to take care of her children at home.

Inter-role conflict is also one of the problems faced by the heads. It comes about when the head experiences conflict between expectation and demand in the school, for instance, when the head is to work late into the evening, especially on a wedding anniversary. This might be a special day for the head who would want to celebrate with friends but would be occupied with administrative duties. This makes the head not have a state of mind to work well, and so makes mistakes.

Role insufficiency is another source of stress for the heads. In the school, the heads are working with inadequate materials and tools. Nwaguu (1997) reported that the crises of shortage of infrastructural facilities such as library, books, classrooms, furniture, laboratories and workshops cut across all levels of the system.

In Ghana, the delivery and supply of books get to the various schools very late. Those books that are sent to the schools are very inadequate. Ten pupils share a book. Pupils are not allowed to take the books home because of their safety and handling. Everything is shelved in the heads offices because there are no cupboards in the various classrooms for safe keeping of books and other school materials and tools.

Some schools have no workshops and those with workshops have no tools which in most cases are very few. There are few technical teachers to take up most of the workshops. Some basic schools have no classroom teachers, one teacher takes care of two or more classrooms. School buildings that are weak and

schools with no buildings hold their classes under trees or sheds. All those are problems for the head. Their movements up and down the district and the regional offices to request for early delivery and supply of books or the renovating of school buildings and posting of qualified teachers to the schools which several times prove futile, is a source of worry to the heads.

Overcrowded classes leading to overwork and stress cause lasting damage to health. The Free Compulsory Universal Basic Education (FCUBE) in Ghana, which is a constitutional demand, and its consequent implementation of the capitation grant which came into effect in the September, 2005-2006 academic year is to help every child of school-going age to have access to basic education have swollen up enrolment in the schools (White Paper Report of the Education Reform Review Committee October, 2004).

Most schools lack teaching and learning materials for both teachers and pupils for effective teaching and learning. Teachers are finding it difficult marking examinations and tests, recording continuous assessment marks, compiling cumulative records, and are talking too much. The heads have a lot to do on the writing of reports and doing lots of supervision. The heads suffer from respiratory diseases such as coughing, loss of voice, tiredness and weariness at the end of the day's work. Heads who are on shift systems are associated with psychological difficulties. These difficulties arise from the fact that our society is the kind that everything is done during the day (Ivancevich & Mattesson, 1980). Because of the large enrolment of pupils in basic schools these days, those schools with few classrooms are running on a shift system. Morning session

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starts from 7:30am and ends at 12.30 noon and the afternoon session runs from 1 O'clock in the afternoon to 5 O'clock in the evening.

The shift system might lead to the female heads experiencing domestic pressure, for example, inability to cope with child care and household management. Things are done in a rush, the head is left out in many social activities and has no connection with some colleagues if she is in the morning shift. When the head is in the afternoon shift, she goes home late already tired and finds it difficult to find time for some social activities such as clubs and community groups. The most recent stress heads go through is the feeling of responsibility for others. This implies that one feels accountable for the progress of others. Apart from being "in loco parentis" to their pupils, teachers and heads also carry the responsibilities of ensuring the social, emotional and intellectual development of their pupils, as most parents have now abdicated the role of taking care of their children to teachers and heads while they run after all sorts of businesses (Ijaiya, 2000).

Parents are now interested in acquiring material things and, therefore, leave money on tables for children to be taken to school. Teachers and heads of basic schools see to mould and bring up children to become good pupils and well-behaved citizens. The responsibilities are very difficult for the teachers and heads because they are sometimes faced with accusations, attacks and threats from parents.

Problems that Stress Creates

Stress affect people in different ways. Most people struggle with innumerable minor stresses every day. Most of those probably come and go without leaving any enduring imprint on people. Sometimes, however, presumably when the stress is severe or when many stressful demands begin to pile up, it is possible for victims to experience some strain that has long-range consequence (Wittle, 2000).

Psychological symptoms are those emotional and cognitive, problems that occur under conditions of job stress (Selye, 1979). When the worker is dissatisfied with her job, she dislikes going to work. In the school system, the psychological symptoms that the head displays are depression, anxiety, boredom, frustration, isolation, or resentment. When the head is depressed, she becomes withdrawn and is not able to cope with what she is going through. The ability to organize thoughts in a logical and coherent way is impaired.

The physical symptom is the stress that causes the worker to feel pains such as frequent headaches and heart troubles (Selye, 1974). The head also goes through the same problems in addition to blood pressure. The head suffers from gastro-intestinal conditions such as ulcers and respiratory diseases. Researchers have revealed that occupational stress among workers may be linked with numerous ailments such as hypertension, stroke, heart attack, headache and many others. The effects of stress on productivity are great (Effionm, Ejue and Eworo, 2007).

Behavioural symptoms occur due to the behaviour of the stressed worker. When the working conditions of the school are poor, the head develops bad attitude towards work, does not feel like going to school, and there is a loss of appetite. Other kinds of behaviour that affect the school is absenteeism, leaving the job and failure in achieving the set goals. Behavioural stress leads to deterioration of normal relationship due to aggression towards her co-workers.

The consequences of burnout are severe. Workers who are burned out may leave not only their jobs but also their profession. This loss is particularly severe in the human service professions such as teaching and counselling. The society trains these professionals and the cost of losing these well-trained and highly experienced heads of basic schools is a high one. Now that every child of school-going age could be in school, and more experienced heads are needed for the management of schools, if they leave the schools, because of continuous stress, it will affect the nation and society a lot. These extra work do not attract any extra pay.

Some leave school administrative work and move to the district or regional offices to work. Although the heads might be in the same service, their experience and skills cannot be tapped very well to benefit of pupils. Other heads who are burned out could remain in the schools but gradually lose any enthusiasm for the work, for their own personal and professional development. Such heads present particular challenges for intervention, since they may grow unwilling to accept a different job that might be more interesting. These heads are impatient to count the number of years or even months to retirement and leave the school.

According to Hanson (1975), the biggest cost of occupational stress and the most difficult to calculate, is the effect of errors made by workers, who are under impaired conditions. In the school, the head who is depressed might manage the school badly by being hostile to subordinates through unsuitable leadership styles that could scare teachers to leave the school for other schools and some for other establishments, in that they could not work with the head.

Others and more insidious effects of stress are those that cost human lives. Relationships are ruined, job opportunities could be lost and the quality of life could be affected. The quality of relationships that employees have at work has consistently been linked to job stress. The heads' relationships with co-workers and with work groups are very important in the schools. When the heads have poor relationships with their teachers, the teachers have the feeling of threat. Again, poor relationships with co-workers also bring low trust, low supportiveness and low interest due to the unwillingness of the heads to listen and be empathic (French & Caplen, 1973).

Spillover is an administrative stress which occurs when the head carries her influence of one emotion/domain on another. Spillover can occur from work to home such that the heads staying late in school because of administrative work till late in the evening prevents her from attending family gathering or from home to school when the head must miss work to care for a sick relative. It has been hypothesized that because of their greater involvement in family responsibilities women are particularly prone to experiencing negative effects from spillover. Wortman (1992) data supported this contention, revealing that women's job

overload was associated with increased marital strain and dissatisfaction. The husbands also reported that the quality of their marriage was suffering because of the job demands of their wives.

Stress Management Strategies

The female head is the leader in her school and should choose the right leadership styles to help her cope with administrative stress. The head should not use one leadership style throughout her work but change her leadership style to suit the situation in which the problem is found.

Wortman (1992) identified team work as a pattern which presence suggests that true teamwork will be achieved. When the head is bogged down with the workload of the administrative and the general tasks of the school, relying on teamwork and empowerment would relieve her of physical stress. The teamwork, of course, concerns the head working together with her assistant and teachers in a team spirit. The team spirit is strengthened when the head is willing to empower the right team members. To empower teachers, the head must accept the team members as partners in decision making and emphasize general traits consistent with power sharing, such as trust. When there is trust there will be no feeling of anxiety or fear by the head or any member of staff undermining or any feeling of cheating. If the head does not delegate her powers, she will soon discover that her own tasks are becoming unmanageable and starts to lose effectiveness. The most important benefit of teamwork and empowerment is that the workload is reduced and tasks are performed quickly and effectively.

According to Lazarus (1966), motivation and coaching are the nuts and bolts of a leader's job. Without these the school will fall apart. The heads are themselves motivators, because without sustained effort by teachers, goals will not be achieved. The head's paramount objective is to achieve her set goals, that is, good teaching and learning. When the head finds it tough getting her teachers to go through the procedures to achieve the set goals, motivation is likely to help achieve her goals. In managing her problems, she must perform her role by working closely with team members to prompt them to work hard to sustain good performance. To accomplish these ends, the head should motivate her teachers in various ways. Motivation can be extrinsic or intrinsic. Motivation helps prevent disputes and conflicts that often happen in schools.

Activities in the school involve conflicting issues that do not give both the head and staff members satisfaction in their work. To prevent some of the problems and conflicting issues, the female head could use the creative problem-solving skills to inspire teachers to develop dramatic stunts to capture staff members' attention. Teachers do not have to be inspired to experience job satisfaction but inspirational heads may contribute to the satisfaction to cope with the stress of the job.

Communication cannot be underestimated as explicitly stated by Lesikar (1974) that it is the ingredient which makes organization possible. The head reduces tension through communication. Scott and Mitchel (1976) maintain that communication serves a lot in the school system. It influences the performance of organizational members, that is, it motivates, directs, instructs and evaluates. It

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serves as information input and exchange, it clarifies and expresses feeling and controls the vehicle of inspiration.

Excellence in persuasive communication goes a long way to help the female head cope with stress. Spoken and written communication of a good leader should be marked by colourful analogies and powerful works to help understand and accept solutions and to compromise on conflicting values and create excitement in work. Zalenik (1999) said phrases such as "Bravo", "Our school had 100% passes", "congratulations on your promotion" and others are encouraging words that help the female head relax and release tension. Non-verbal communication such as facial expression, gestures, eye movement, posture and other body movements go far to inspire the head and help her cope with stress.

Problems arise when the female head is performing her roles. She often makes mistakes and brings confusion in her dealing with subordinates, especially where she does not know which activity to tackle first or where there is communication, or poor human relations. Learning and development orientation is an effective tool that helps curb some of the administrative problems of the female head. The head can attend courses of administrative heads organized by the Ghana Education Service and other courses that would be of benefit to her. The head should also read a lot to help her become familiar with modern issues and new development in leadership theory.

The female head could contact other colleague heads in different schools and in different regions to know and learn the good things they are doing there.

These would make her become effective and able to manage her administrative stress.

Summary of review

Working women have always been combining dual roles, most of the times, perfectly. They do their best possible to be good mothers and administrators as well. Women work in and out of home. In this age when women have attained higher heights in education, more women have found themselves working out of the home. It is still widely considered that women's primary role is the caring for the home which includes caring for children, spouses, parents and some other relatives. A woman who finds herself in employment, therefore, has two roles to execute.

The female head, as an educated woman in a community, does not only perform administrative and home duties, but also plays very other vital roles in the church, unions, and other groups she may be a member. In this case, the woman has multiple roles to perform which, most often than not lead to role conflict. A lot of pressure from the numerous jobs she is supposed to perform bring stress to her.

The stress that the female basic school head experiences can affect her work in many ways such as inefficiency, ailments, emotional strain, and tiredness. In this situation, one of her roles may suffer since one of them may demand more of her time than others.

The female head has no option than to manage the situation tactically, in order to ameliorate the effects. Experts in the subject have delved into it to find

CHAPTER THREE

METHODOLOGY

This chapter was mainly a description of the procedures that were adopted in conducting the study. It dealt with the following:

research design, population, categorization of sample, instrument, pilot testing, data collection procedure, and data analysis plan.

Research Design

Polit and Hunglar (1995) posit that research design is an overall plan for collecting and analyzing data including measures to enhance both internal and external validity. The suitable design for the study was the descriptive survey. With the focus on the causes and strategies of the female administrator, the descriptive survey was considered the most appropriate design for conducting the investigation. This was because the method dealt with questions concerning what existed with respect to variables or conditions in the situation (Ary, Jacobs and Razaviel, 1990).

The purpose of descriptive research is to observe, describe and document aspects of a situation as they naturally occur, and it sometimes serves as a starting point for theory development (Amedahe, 2000). In descriptive research, the researcher depends on the events or conditions which are either already existing or have occurred, and the researcher selects the relevant variables for an analysis

of their relationship. Thus, the researcher only describes what he found to be in existence (Nwadinigwe, 2002).

Descriptive research is non-experimental because it deals with the relationship among non-manipulated variables. It is primarily concerned with the collection of data to answer questions concerning the topic the researcher is working on and would find more convenient to work with (Campbell & Ramey, 1994).

Population

Best and Khan(1998) define population as " any group of individuals who have one or more characteristics in common that are of interest to the researcher. Ary, et al, (1990) also indicate that a population is a set of units that researchers are interested in studying.

The target population of this study was the female basic school heads and teachers in the basic schools in the Cape Coast Metropolis. There were 40 female heads and 120 teachers. The female head is the overall supervisor of the administration of the school and she coordinates the affairs of both teachers and pupils.

Categorisation of Sample

Considering the nature of the problem under investigation, the study was focused on the female administrators in the basic schools in the Cape Coast Metropolis. Since the number was not large, the whole population was used as the sample size-census. Thus the purposive sampling was used. The purposive sampling helped the researcher to have a sample of experts as key informants who

gave relevant or accurate information the researcher needed on the topic of study. In short, the purposive sampling methods helped the researcher have satisfactory information about the issues under study. This method of sampling also gave every respondent on the list a fair chance of participation. The researcher went to the Cape Coast Metropolitan Education Office and collected the list of heads of all basic schools with their sexes attached. Then, the researcher selected the schools that were headed by females and grouped them into three - primary, primary and junior secondary schools, junior secondary schools. The number of respondents of the three categories of heads in the basic schools is presented in table 1.

Table 1

Distribution of population into three categories of heads as respondents

Heads	Number
Number of female heads in primary schools	10
Number of female heads in both primary and JSS	22
Number of female heads in Junior Secondary schools	8
Total	40

The figure in Table 1 indicates that the total number of respondents for the study was 40. This was made up of 10 female heads in primary schools, 22 female heads in both primary and junior secondary schools, and 8 female heads in junior secondary schools only.

The number of teachers under the three categories of heads in the basic

schools is represented in Table 2

Table 2

Distribution of teachers into three categories of respondents

Teachers	Number
Number of teachers in primary schools	30
Number of teachers in both primary and JSS	66
Number of teachers in Junior Secondary schools	26
Total	122

The figure in Table 2 indicates the total number of teachers that answered

the questionnaire in the schools the researcher visited.

Instrument

The main instrument used in gathering data was the questionnaire which

was also used as structured interview guide in some cases. The questionnaire was

used as it is noted for its reliability. It has a high response rate that could be

obtained from an administrated survey. The questionnaire also simplifies the

stage of data analysis as information obtained is well organized. These account

for why Kerlinger (1979) stated that questionnaire has a quick way of data

collection, and also known to be quite reliable and valid if well constructed. After

research and intensive review of literature, the questionnaire was designed based

on (a) the salient points in the literature review and (b) the research questions that

had been formulated.

Two different sets of questionnaire were drawn. The questionnaires for the administrators were made up of close-ended questions and a few open-ended ones. The closed-ended questions provided uniformity of responses and made data processing easy. However, the few open-ended questions demanded reasons and suggestions. The questionnaire for administrators was made up of 61 items with 3 sections. Section A was on bio-data, professional qualification, their ranks and marital status.

Section B of the research instrument for administrators examined attitudes and health of the female school heads which were some indicators of work stressors. It had 7 and 11 questions for attitudes and health respectively. Section C was made up of research questions 2 and 3, on school heads' attitude to work. The research questions in section B examined the degree to which school administrators exhibited stress from their workload. It had 19 closed-ended questions that identified the time the female administrators performed school, home, and community roles. The research questions in section C examined the extent to which workload performed by female administrators caused them stress. It had 15 close-ended questions and two open-ended questions. The open-ended questions identified other influences of stress on work performances and strategies adopted by the female heads in the basic schools that helped them cope with stress or made their work less stressful.

For a successful research study, the questionnaire for teachers was drawn to gather a lot of information about the attitude/behaviour and health of their heads in performing their roles in schools. The teachers' questionnaire was made

up of 21 items with 2 sections, A and B. Section A was made up of 7 items on bio-data, professional qualification, ranks, marital status, and responsibility held in school. Section B dealt with the research questions, made up of 14 items and it examined the attitude/behaviour and health of female administrators in performing their administrative roles.

Pre- Testing

A pilot study was conducted to test the reliability and validity of the instrument used. Borg and Gall (1994) recommends preliminary trial of research measures and techniques for the less experienced researchers. Female administrators and their teachers in Elmina District in the Central Region of Ghana were used for the study. The pilot study helped to refine the questions and correct mistakes made by the researcher.

Data Collection Procedure

The distribution and collection of completed questionnaires were done by the researcher herself. The researcher presented an introductory letter collected from the Institute for Educational Planning and Administration (IEPA) for easy identification and co-operation from respondents about the proposed study they were to participate in.

The duration of the distribution and collection was two months, from the last week of May to the third week of July in the year 2006. The researcher dealt with only female heads in the basic schools. Distribution and collection of

questionnaires were cumbersome, because school administrators, and for that matter, female heads were always busy due to the dual roles they perform.

The first problem encountered by the researcher was the number of movements coupled with financial expenses. The study was on female heads and the researcher had to move from school to school in taxis where distances were quite long. Some movements were made on foot which was tiring.

The second problem encountered by the researcher was the collection of data. Very few respondents completed the questionnaires immediately and returned them to the researcher on the spot. The researcher gave enough time to others, about 4 – 5 days, yet they could not complete them. The researcher had to replace some of the questionnaires that were misplaced by respondents. Even then, some respondents could not complete them for collection. The researcher had to go and come back several times before they were retrieved.

The absence of respondents in their schools was also a problem. The researcher had to visit some schools several times before meeting the heads to distribute the questionnaires to them, but retrieving them was not easy. There were times that the researcher had to wait for them at length for their return from the Metropolitan or Regional Education Office, or from meetings, or where they had gone to. Sometimes, the researcher had to go and came return without meeting the respondents. There were three respondents the researcher never met in school after several visits. All these problems delayed progress of the distribution and collection of questionnaires.

The researcher was able to collect 40 out of the 43 questionnaires distributed to heads and 122 out of 130 questionnaires for teachers. The overall responses rate was 94.4%, which was very encouraging.

Data Analysis

Burns and Grove (1983) opine that data analysis is a mechanism for reducing and organizing the bulk data to produce findings. These help in interpreting one's work. For an accurate analysis to be done, the questionnaires were carefully numbered serially to ensure that all of them were intact, easily identified, and processed. The researcher scrutinized each questionnaire to be sure that each one was fully completed and the right things had been done.

The responses to the various items in the questionnaires were then coded, tabulated, and statistically analyzed. Since the study adopted a descriptive survey approach, the statistical analysis used consisted mainly of the determination of frequencies and percentages.

CHAPTER FOUR

RESULTS AND DISCUSSION

The study examined the stress management strategies of female administrators in the Cape Coast Metropolis. The areas of analysis were:

a.   Indicators of stress as they related to the attitudes and health conditions of female administrators.

b.   how basic-school administrators exhibited stress from their workload in schools, at home, and in the community,

c.   how stress affected administrators' performances in the basic schools,

d.   how administrators in the basic schools managed stress.

Biographic Data

The biographical data looked at professional qualifications, marital status, rank, number of years as head, type of school and enrolment of pupils in the basic schools involved in the study.

Professional Qualifications

A professional qualification is very important as far as administration in the basic schools is concerned. Therefore, respondents were asked to indicate their highest professional qualification. Their responses are indicated in Table 3.

Table 3

Professional Qualification of Respondents

Professional qualification	Frequency	Percent
Certificate 'A'	19	47.5
Diploma	5	12.5
1st degree	15	37.5
2nd degree	·1	2.5
Total	40	100.0

It can be seen from Table 3 that majority (47.5%) of the respondents were certificate 'A' holders, and still have only certificate 'A'. Forty percent of other certificate 'A' respondents had attained 1st and 2nd degrees. This shows that the female administrators in basic schools in the Cape Coast Metropolis had climbed the academic ladder, and that this was very encouraging. These female administrators had disproved the traditional saying that, it is a waste of resources educating a girl to a high level.

Marital Status

The questionnaire sought to find out whether respondents were married or not, since that could determine the workload of the heads. The analysis of their marital status is shown in Table 4.

Table 4

Marital Status

Marital Status	Frequency	Percent
Married	29	72.5
Single	6	15.0
Separated	2	5.0
Divorced	2	5.0
Widowed	1	2.5
Total	40	100.0

It is shown in Table 4 that the majority (85.5%) of respondents were married, or had married before but were separated, divorced, or widowed. In Ghana, so much importance is attached to marriage and the family life of women. It is every woman's desire to marry, and marriage is most valuable to women whether they work outside the home or not.

In G.E. S. the professional position of each member depended or her rank. Respondents were asked to indicate their ranks. Respondents' responses are shown in Table 5.

Table 5

Rank of Respondents

Rank of Respondents	Frequency	Percent
Assistant Director	27	67.5
Principal Superintendent	11	27.5
Senior Superintendent	2	5.0
Total	40	100.0

In Table 5, it is indicated that the majority (95.5%) of respondents qualified as heads because they had risen to the rank of Assistant Director. An administrator in the basic school should be above the rank of senior superintendent. Sometimes when schools did not have teachers who were qualified for headship, the position was given to anyone with the highest qualification. This might be the reason why two of the heads were senior superintendents.

Respondents were asked to indicate the number of years they had been in the administrative position as this would indicate the experience they had acquired as administrators. Table 6 shows the responses of respondents.

Table 6

Number of Years as Head

Number of Years as Head	Frequency	Percent
7 years and above	17	42.5
5 – 6 years	4	10.0
3 – 4 years	11	27.5
1 – 2 years	3	7.5
Less than 1 year	5	12.5
Total	40	100.0

Table 6 shows that majority of the respondents (42.5%) had been in administrative positions for 7 years and above. This shows that some of the respondents were experienced and had been in the position for long. It was assumed that they had acquired a lot of many experiences as heads.

Though some of the respondents (37.5%) were heads and ha been heads for just a few years, they might have acted as assistant heads for some time before becoming heads, and therefore, might have acquired some experiences.

Respondents were asked to indicate the type of schools they headed. Table 7 shows their responses.

Table 7

Types of School of Respondents

Types of School	Frequency	Percent
Co-educational	36	90.0
Boys	2	5.0
Girls	2	5.0
Total	40	100.0

Table 7 shows that the majority (90.0%) of the respondents were administrators in co-educational schools. Public schools in Ghana, were all coeducational. The few schools (10.0%) which were either all boys or all girls, were run by the religious organisations.

The questionnaire requested respondents to indicate the total enrolment of pupils in their schools. Table 8 shows the responses of respondents.

Table 8

Enrolment of Pupils

Enrolment of Pupils	Frequency	Percent
01 – 150	1	2.5
151 – 300	14	25.0
301 – 450	10	35.0
451 – 600	9	22.5
601 and above	6	15.0
Total	40	100.0

Table 8 shows the enrolment of pupils in the basic schools in ranges. More schools were headed by respondents with enrolment in the range of 151 – 300. This range had a manageable number of pupils in a class which is accepted by G. E. S. The average number of pupils was 50.

Those schools that had double streams were private and had enough building facilities, and high enrolments of pupils in the ranges of 450 – 600 and above. The high enrolment was due to the introduction of the capitation grant in the public basic schools at the primary level. The capitation grant was to support the Fee Free Compulsory Universal Basic Education (FCUBE).

Research Question 1

Attitude

Attitudes that individuals put up are part of our everyday life. However, some attitudes are indicators of stress.

The study sought to find out whether some attitudes that female heads portrayed indicated stress. Respondents were asked to answer questions on some attitudinal behaviours. Their responses are indicated in Table 9.

Table 9

Attitude (Feeling) of Respondents

Attitudes (Feeling)	Never		Sometimes		Often		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Feeling of depression	20	50.0	7	17.5	13	32.5	40	100
Feeling of hopelessness	29	72.5	7	17.5	4	10.0	40	100
Feeling of tiredness	5	12.5	10	25.0	25	62.5	40	100
Feeling of boredom	18	45.0	7	17.5	15	37.5	40	100
Sad and disappointed	19	47.5	12	30.5	9	22.0	40	100
Lack of enthusiasm	20	50.0	13	32.5	7	17.5	40	100.
Intense worries	19	47.5	12	30.0	9	22.5	40	100

With reference to Table 9, attitudes that significantly indicated stress were tiredness (62.5%), boredom (37.5%), and depression (32.5%). Then, to a lesser extent, sadness and disappointment (22.0%) and intense worries (22.5%) also indicated stress.

Tiredness

Table 9 shows that the majority (62.5%) of respondents felt tired as they performed their administrative duties. They explained that the administrative workload was very heavy because they had a lot to do everyday, including overtime or extra-duty hours after normal working hours. Their duties involved many movements and a lot of talking, directing, coordinating, and giving instructional advice. The overtime and extra-duty hours compounded their

workload and made them feel worn out, making them tired at the end of the day's work.

Boredom

Table 9 shows that 37.5% of respondents felt bored when performing their administrative duties. The reason they gave for this attitude was that there was too much repetition of the work they did. The same task activities were repeated over and over in the same order and time without change. This was because of the routine nature of the work. Vetting of lesson notes, writing of reports, supervision, monitoring of discipline, planning procedures, conducting staff meetings and other activities were done repeatedly throughout the year, or in a term. This made the roles performed become monotonous as well as making heads feel bored.

Majority of the respondents who never or sometimes felt bored, said they helped their teachers prepare teaching and learning materials, or organized in-service training for a change in the daily routine in order not to feel bored.

Depression

Table 9 reveals that 32.5% of respondents were depressed in performing their duties. The reasons given by heads were that when they enforced GES policies, some teachers felt the heads were too strict and demanded too much from them.

Other teachers sometimes opposed the instructions given and refused to accept some school rules and, therefore, disobeyed the heads. The heads felt

threatened and this caused them mental disturbance, and lowered their job performance, because of the uncooperctive attitude of their teachers. Brerker, (1985) stated that workers who suffer exhaustion and lower job performance suffer depression.

Sad and Disappointed

Table 9 indicates that 22.0% of respondents felt sad and disappointed. Though this did not affect the majority of respondents, yet it was significant because of the reasons they gave. The heads stated that they toiled in vain because their efforts and services went unnoticed and were not appreciated by stakeholders such as parents and guardians and the government. Stakeholders did not see the enormity of the work the heads did. The lack of motivation and job satisfaction decreased the morale of female heads, making them feel sad and disappointed.

Majority (78.0%) of the respondents who did not feel sad and disappointed said they were already in the job and had to be happy with it. They hoped it will be well one day.

Intense Worries

Table 9 showed that 22.5% of respondents felt intense worries. Respondents said this came about when they realized that the academic performances of their pupils had gone too low to enable them have good passes in the Basic Education Certificate Examinations (BECE) which were very competitive.

The heads said it was a big problem for them and that made them think deeply about finding solutions to it. This, coupled with how right and effective the strategies they adopted would work caused them intense worries.

The 77.5% of respondents who did not have intense worries said they had already put mechanisms in place to check lazy pupils and make them become serious enough with regard to the writing of the BECE.

Health

Some health problems indicate stress in workers. Respondents were questioned on certain health problems which are indicators of stress. Their responses are shown in Table 10.

Table 10

The Health of Respondents

Health	Never		Sometimes		Often		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Body Pain	4	10.0	11	27.5	25	62.5	40	100.0
Loss of Appetite	22	55.0	8	20.0	10	25.0	40	100.0
High blood Pressure	20	50.0	4	10.0	16	40.0	40	100.0
Coughs	15	37.5	7	17.5	18	45.0	40	100.0
Ulcers	36	90.0	3	7.5	1	2.5	40	100.0
Allergies	29	72.5	4	10.0	7	17.5	40	100.0
Rashes	32	80.0	5	12.5	3	7.5	40	100.0
Low energy	18	45.0	5	12.5	17	42.5	40	100.0
Headaches	8	20.0	8	20.0	24	60.0	40	100.0
Inability to sleep	17	42.5	9	22.5	14	35.0	40	100.0
Occasional loss of voice	20	50.0	8	20.0	12	30.0	40	100.0

Responses in Table 10 indicate that some female heads had some health problems which were related to stress. These were body pains (62.5%), headaches (60.0%), coughs (45.0%), low energy (42.5%), high blood pressure (40.0%) inability to sleep (35.0%) and occasional loss of voice (30.0%).

Body pains

Table 10 shows that the majority (62.5%) of respondents complained they had body weakness. They attributed it to the fact that heads had a heavy work load. The heads supervised teacher's lessons, counselled teachers and pupils, wrote responses to official letters and signed teachers qualification forms for promotion, attended official meetings and sometimes consulted with the district director for explanation and implementation of new GES policies. The heads at the same time did overtime or extra-duty hours after normal work to complete duties scheduled for the day.

All these activities were strenuous and painful and made then feel weak. These related directly to the problem of tiredness of school heads. The rest of the 37.5% respondents who did not have body pains said they rested when they felt tired and continued after 30 – 40 minutes rest.

Headaches

Table 10 shows that majority (60.0%) of respondents had headaches. Their reason was that administrators were at school early and sometimes without eating. This made them have irregular eating pattern. They took inappropriate meals which were mainly snacks. They also were home late and had no time to

cook and eat good meals. The bad eating pattern coupled with the heavy workload resulted in tiredness. All these related problems caused headaches.

Coughs

As seen in Table 10, 45.5% of the respondents experienced coughing. The reason they gave was that school administrators talked a lot and this caused coughing sometimes. They did a lot of talking to explain new methods of teaching, introduced instructional topics to teachers, and how to use teaching and learning materials. Heads also discussed with parents and guardians the academic work of their children. Most of the administrative work involved talking. After lengthy hours of talking school heads coughed due to the dryness in the throat

The 55.5% of respondents who did not cough said they worked hand in hand with their assistants and hard working teachers on the staff.

Low energy

Table 10 shows that 42.4% of the respondents complained of low energy. This, they explained was due to the fact that they went to school early and returned home late in the evening. They supervised the teaching and learning lessons of their subordinates in the classrooms. The overtime or the extra-duty hours and the number of movements done in a day increased their administrative workload. It strained them and caused them fatigue and made them have low energy. Low energy was one of the commonest sicknesses that affected people with heavy workload.

Majority 57.5% of the respondents did not suffer low energy, and they explained that the heads reduced their workload by delegation, because they could

not do everything. Those school heads left school sound and fit without low energy.

High blood pressure

Table 10 shows that 40% of respondents had high blood pressure. They said their work as school heads involved making decisions, planning and coordinating activities, and all these demanded a lot of thinking. They also said the behaviour of some recalcitrant teachers who gave them a hell of trouble also made them think. In the cause of work they developed anxiety and fear causing their blood pressure to fluctuate. The pressures from some teachers' behaviour affected the heart leading to high blood pressure.

In ability to sleep

Table 10 shows that 35.0% of respondents did not sleep well when they went to bed. They attributed it to the heavy schedule they went through in a day, thinking about their duties and making future plans. They also thought over their failures and inability to solve some administrative problems of the school. All these, coupled with menopausal symptoms, disturbed their sleep, because school heads in such administrative positions were 40 years and above.

The majority (65.0%) of respondents slept well without problems when they went to bed. Respondents said they and their subordinates did team work to have their workload reduced. This did not make them feel too tired or think when they went to bed.

Occasional loss of voice

Table 10 indicates that 30.0% of respondents lost their voices. They explained that their workload was very heavy. They interacted with teachers and pupils, gave instructional advice and guidelines, advised pupils, had discussions with parents about their pupils' behaviour in school, and did demonstration lessons for teachers to see. All these activities involved talking, and combined with some problems related to the way they used their voices that increased the level of the stress and tension which caused loss of voice.

For the researcher to have true information about female basic school administrators, their teachers were asked to answer questions on the attitudes and behaviour of their heads in performing their duties when they were stressed. Table 11 shows responses of the teachers.

Table 11

Attitudes and Behaviours of Heads

Attitudes and Behaviours of Heads	Never Freq	%	Sometimes Freq	%	Often Freq	%	Total Freq	%
Feel aggressive	54	44.3	27	23.0	41	32.7	122	100
Loss of interest in the work	91	76.6	18	14.8	13	10.6	122	100
Becomes impatient at all teachers/pupils misbehaves	33	27.0	34	27.9	55	45.1	122	100

Table 11 continued

Not empathetic	77	63.1	22	18.0	23	18.8	122	100
Fear of failure	77	63.1	17	12.9	28	23.0	122	100
Isolations and								

resentment	98	80.3	12	9.8	12	9.9	122	100
Uncertain about what to do	87	71.3	19	15.6	16	13.1	122	100
Does not accept excuses from subordinates	44	36.1	31	25.4	47	38.6	122	100
Late for school	43	35.2	32	26.2	47	38.6	122	100
Frequent absence from school	86	70.5	19	15.6	17	13.9	122	100
Branded incompetent	104	84.9	7	6.0	11	9.0	122	100
Fail to delegate	97	79.5	14	11.5	11	8.9	122	100
Poor communication	98	80.3	13	10.7	11	9.1	122	100
Blame teachers for the slightest mistakes	68	55.7	27	22.1	27	22.1	122	100
Adopt unsuitable leadership styles	102	83.6	8	6.6	12	10.0	122	100

Table 11 of teachers questionnaire reveals some attitude and behaviour that indicate the stress their school heads went through while performing their administrative duties. The significant attitudes and behaviour are: "impatient with teachers and pupils" (45.1%), "do not accept excuses" (38.6%), "late for school" (38.5%), "feel aggressive" (32.7%), "fear failure" (23.0%) and "blame teachers for the slightest mistake" (22.1%).

Impatient with teachers and pupils

Table 11 shows that 45.1% of school heads felt impatient when teachers or pupils did not do the right thing. The teachers explained that some teachers refused to do what was expected of them. They kept repeating or causing the

same problems that their school heads had warned them about. The repetition of those problems irritated the school heads and causes them to become impatient with teachers or pupils when dealing with them. Some school heads even lost their good relationship with teachers when they behaved that way.

Does not accept excuses from subordinates

Table 11 shows 38.6% of school heads did not accept excuses from subordinates. Teachers explained that some of their colleagues abused the permission or concessions granted them by their school heads. They either over stayed leave of absence or told lies to their school heads, or left school work undone. They at times argued with their school heads and were unappreciative of the permission or concessions granted them. They said that their school heads had learnt their lessons and for that matter they did examine reasons given by teachers to find out whether they were tangible before accepting their excuses. Heads of schools sometimes turned down excuses of some teachers which they did not consider tangible, to prevent pupils from losing lessons because of a teacher's absenteeism.

Late for school

Table 11 shows that 38.5% of school heads went to school late. The teachers explained that majority of the female school heads were married with children and grand children. They were the managers in their homes and took care of their families before they went to work. They cooked for their families, bathed and sent children and grand children to school. They performed other

resentment	98	80.3	12	9.8	12	9.9	122	100
Uncertain about what to do	87	71.3	19	15.6	16	13.1	122	100
Does not accept excuses from subordinates	44	36.1	31	25.4	47	38.6	122	100
Late for school	43	35.2	32	26.2	47	38.6	122	100
Frequent absence from school	86	70.5	19	15.6	17	13.9	122	100
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household chores which made them spend much time at home and left late in the morning for work.

The teachers also said that some of the female school heads went to school late due to transportation problems or were caught in traffic jams, especially those who stayed far away from school. This confirmed the findings of Brekke (1985) which state that married working women have double roles to perform, the administrative and the home roles, but consider the home role primary and the administrative role secondary.

Are aggressive

Table 11 shows 32.7% of teachers saying that their school heads were aggressive when performing their roles. They gave reasons that when school heads were under pressure and not able to beat deadlines, they became tensed up and did not want to be disturbed. Some female school heads carried problems from home to school. When approached by subordinates the school heads faced them with verbal aggressiveness. The heads become aggressive and uncooperative. Managers, when aggressive, dehumanize subordinates and do not respond to the feelings of subordinates (Selye, 1974). Aggressiveness is the most common work-related stress with women and it causes violence to subordinates at work.

Fear of failure

Table 11 shows 23.0% of school heads had fear of failure. The reason given by teachers was that some of their school heads did not delegate duties to

their teachers because they feared subordinate competitors. They feared that their subordinates would work better than them and make them lose their respect. When they delegated responsibility they tried as much as possible to openly and excessively criticize subordinates' work and played down their achievements so that others would not see their weaknesses and brand them failures. This related to school heads who felt reluctant to, or never delegated duties. .

Blame teachers on the slightest mistakes

Table 11 shows that 22.0% of heads blamed teachers for the slightest mistake that occurred. Teachers explained that some school heads failed to delegate their powers to subordinates to relieve them from the pressure and tension of their workload, because of the fear of, or lack of confidence in their subordinates. They chose to do everything by themselves because they felt they could do the job better than anyone else. When they felt emotionally tired and could go on, they make mistakes. Because they would not blame themselves and would want to get away with their failures they shifted blame on to teachers pretending that the teachers were responsible for such mistakes.

Research Question 2

Some workers face problems when they are at their work places. The questionnaire required respondents to indicate whether working time or periods cause them stress. Questions were asked on the different activities in school administration. Responses are shown in Table 12.

Table 12

Time of activities of respondents

At work - Activities	Never Freq	Never %	Sometimes Freq	Sometimes %	Often Freq	Often %	Total Freq	Total %
Working during weekends	18	45.0	13	32.5	9	22.5	40	100
Working after school hours	1	2.5	6	15.0	33	82.5	40	100
Traveling outside work place	-	-	7	17.5	33	82.5	40	100
Delegation of duty	-	-	10	25.0	30	75.0	40	100
Time to prepare before work	2	5.0	18	45.0	20	50.0	40	100

From Table 12 respondents spent time/periods on all their activities. The significant details were working after school hours (82.5%), delegation of duty (75.0%), time to prepare before work (50.0%), and to a lesser extent, travelling outside work place (47.5%), and working during weekends (30.0%).

Working after school hours

Table 12 shows that the majority (82.5%) of respondents worked after office hours during the week. This happened when school heads stayed in after official duty hours to organize staff meetings, vetted teachers lesson notes or discussed instructional guidelines with teachers, and completed assignments or wrote reports. According to Mullins (1982), administrators of school do extra hours which are unnoticed, and are not recognized. These activities compound their workload and strain them.

The 17.5% of respondents who did not work after official duty hours said they shared duties with subordinates and worked together as a team, so nothing or very little was left for the school heads to work on during official working hours.

Delegation of duty

Table 12 indicates that majority (75.0%) of the respondents delegated duties to subordinates. Their reason was that they could not do everything all alone, therefore, they delegated their duties to subordinates to reduce their workload, to help them to be able to concentrate, have more time for unplanned activities, supervise, and ascertain tasks and responsibilities. According to Musaazi (1982), "unless the headmaster or principal undertakes this deliberate and planned distribution of authority to house masters or mistresses, he discovers soon that his own tasks are becoming unmanageable and that he is losing effectiveness".

The most important benefit of delegation is that workload is reduced and tasks are performed quickly and efficiently. Heads who never or sometimes delegate, lack confidence in subordinates because they feel that they could do it better themselves. Administrators in basic schools cannot work effectively without delegation of duties to subordinates, since inefficiency may set in.

Time to prepare before work

Table 12 shows that 50.0% of the respondents indicated that they had time to prepare before going to work. Respondents explained that they planed their household activities and work in the night, so that they would have less work to

do the following morning. They also planed and did overtime or worked after school hours to clear some of the administrative workload.

Fifty percent of the respondents who never or sometimes prepared well before going to school indicated that they had to cook for their children or grand children, bathed and got them ready for school. Because majority of the respondents were married, some prepared their husbands' breakfast and serve them before they went to work. Caring for husbands and children is a prime traditional responsibility of Ghanaian wives whether they work outside the home or not.

Travelling outside school

Table 12 shows that majority (82.5%) of the respondents travelled outside their work places. Respondents said they went for seminars, workshops, meetings at the headquarters in Accra or the regional or district offices in Cape Coast or at any venue they were asked to go to.

Tasks which were not performed on the days they travelled were rescheduled and these increased their workload for the following day.

Working during weekends

Table 12 shows that 22.5% of the respondents went to work during weekends. Reasons given were that their heavy schedules during the week days prevented them from completing their work, such as filling in record books, doing important assignments requested by the GES, putting the office in order or having minor repairs done.

Working during the weekends increased their workload. It conflicted with their social activities, preventing school heads from sometimes attending funerals, wedding celebrations, or family gatherings.

Seventy seven point five of the respondents who did not or sometimes went to work during weekends explained that they delegated most of their work to their immediate assistants and hard working teachers, so most of their work was completed during official working hours.

Heads of basic schools have a variety of administrative roles to perform. The study sought to look at their workload. Answers to questions on the variety of roles performed by heads that made up their workload are shown in Table 13

Table 13

Administrative Work of Respondents

Administrative work	Never		Sometimes		Often		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Checking discipline	14	35.0	2	5.0	24	60.0	40	100
Administrative meetings	5	12.5	3	7.5	32	80.0	40	100
Complying with rules of G. E. S.	2	5.0	5	12.5	33	82.5	40	100
Conducting Staff meeting	8	20.0	10	25.0	22	55.0	40	100
Teachers assessment and report	2	5.0	3	7.5	35	87.5	40	100
Paper work	-	-	3	7.5	37	92.5	40	100
Taking lessons for absentee teachers	-	-	4	10.0	36	90.0	40	100

Admissions	4	10.0	2	5.0	34	85.0	40	100
Planning procedures	3	7.5	3	7.0	34	85.0	40	100
Supervision	5	12.5	1	2.5	34	85.0	40	100
Record keeping	-	-	-	-	40	100	40	100
Classification of teachers	5	12.5	5	12.5	30	75.0	40	100
Collection and payment of fees to the appropriate quarters	20	50.0	9	22.5	11	27.5	40	100

Checking discipline

Respondents were asked to indicate whether they checked discipline in their schools. Table 13 shows that 60% of respondents checked discipline in their schools. They indicated that heads in the basic schools checked discipline of both teachers and pupils to facilitate good teaching and learning processes. From the interview, respondents said pupils readily disobeyed school rules in those days. It took pupils some time to settle for serious academic work. Heads also kept reminding teachers about their code of ethics to help them behave and work well.

Most school heads stressed that they made internal rules and regulations to help achieve their academic goals. Some school heads also said they moved from class to class to check teaching, learning and class attendance, and advise pupils to do the right thing.

The interview revealed that checking discipline in schools was quite involving. There was too much talking, frequent movements and exertion of energy which increased their workload for the day.

Administrative meetings

Respondents were asked to indicate whether they attended administrative meetings to help them work well. Table 13 shows that majority (80.0%) of the respondents attended administrative meetings. During the interview, the respondents said that administrative meetings were organized by circuit supervisors and directors of GES. Such meetings were organized to discuss issues such as the introduction of a new educational policy by the government, sharing ideas on how to improve teaching and learning, finding solutions to common problems facing the basic schools, and discussing welfare issues.

The time heads squeeze to attend administrative meetings make them leave some of the scheduled work undone and it became necessary for them to do overtime to complete the day's work. This compounded their existing workload.

Complying with rules of Ghana Education Service (GES)

Respondents were asked to indicate whether they complied with the policies of GES. Table 13 shows that majority (82.5%) of the respondents complied with the rules of the GES. During the interview, reasons given included the fact that GES was their employer and, therefore, they had to implement the policies formulated by the Ministry of Education. They complied with the policies to guide them work towards achieving the set goals of teaching and learning in the country.

Sometimes, the heads had to visit the GES offices to see personnel to get explanations for issues they did not understand, which they were supposed to implement. This made their work involving.

Conducting Staff meetings

Respondents were asked to indicate whether they conducted staff meetings. Table 13 shows that all respondents (100%) conducted staff meetings. The school heads conducted staff meetings to deliberate on issues affecting the running of their schools. They also said that when they went for official duties outside the school the assistants chaired staff meetings. Before that, the school head met the assistant and discussed the agenda with him/her. The assistant reported the outcome of the meeting and handed over the minutes to the head when she came back.

Assessing and reporting on teachers performance

The questionnaire sought from the respondents to indicate whether they assessed and reported on teachers' performances as one of their administrative responsibilities. Table 13 shows that majority (87.5%) of the female school heads assessed and reported on teacher performances to determine the capabilities of teachers and their ability to perform their duties. This responsibility involved report writing, supervising teachers at work, examining pupils exercise books, assessing teachers involvement in co-curricula activities, vetting teachers' notes and others. Assessing and reporting on teacher performance was very tedious and time consuming.

Paper Work

Respondents were asked to indicate whether their work involved writing. Table 13 indicates that majority (92.5%) of the respondents did a lot of writing when performing their roles. In the interview they said that working with papers

was when they were writing reports, confidential letters, responding to mails, filling and signing forms, circulars, letters from the GES, or stakeholders, writing queries, and anything else that was to be documented.

Few (7.5%) of the respondents who said they sometimes wrote explained that they asked their assistants to write when they were occupied with very important school work.

Teaching lessons for absentee teachers

The questionnaire required the respondents to indicate whether they taught lessons for absentee teachers. Table 13 shows that majority (90.0%) of the respondents taught absentee teachers' lessons. Absentee teachers' reasons such as sickness, attending courses, and being on important assignments, made the school heads to teach. This became an added workload for the school heads. They often had to do this to prevent the pupils from lagging behind in their lessons as a result of teachers' absence..

Seven point five percent of the respondents who sometimes taught for absentee teachers explained that they were attached school heads who had lessons to teach and that they were always busy.

Admissions

Respondents were asked to indicate whether they admitted pupils in their schools. Table 13 shows that majority (85.0%) of the respondents who were in the public schools did the admissions. During the interview it came out that this was a responsibility particularly for the head. Admissions are done every year. Some heads when interviewed said admissions are done a few days before school

re-opens. Others said admissions are done on the first few days after school had reopened.

Heads squeezed time out of their busy schedules to send letters out for announcements to be made in the churches and on air to invite parents for registration. The 15.0% of respondents who never or sometimes admitted pupils into their schools were heads in the private schools and their proprietors or proprietresses did the admissions.

Planning procedures

Respondents were asked to indicate whether they planed procedures to achieve their set goals. Table 13 shows that 85.0% of respondents planned and drew procedures to help them achieve their set goals. During the interview they indicated that in every basic school, the head and the staff planned and set goals and drew procedures to achieve the goals for the term or the academic year.

The staff members were put into committees and each committee took an aspect of the plan and drew the procedures on how to achieve their goals. The chair-person of every committee reported the progress of work to the head. The head supervised the progress of work by giving advice, encouragement, finance and materials, where necessary.

Few (15.0%) of respondents who never or sometimes planned procedures to be used in the school. They explained that their proprietors or proprietresses planned the procedures and they supported them.

Supervision

Respondents were asked to indicate whether they supervised their subordinates and school activities. Table 13 indicates that the majority (85.0%) of respondents supervised teachers and pupils, as well as all activities in their schools. They said they supervised teaching and learning activities, such as the use of instructional time, the good use of teaching and learning materials, ensuring that enough class exercises were given to pupils marked and recorded in their continuous assessment forms. They stated that they supervised pupils examination marks, recorded and signed them. They also said they supervised whatever was going on at each particular time and gave encouragement, advice and support. Supervision is best done by the management walking around (Wise, 1956). The many movements and standing done by heads make them feel tired and weak and have body pains.

Fifteen percent of the respondents who never or sometimes supervised said supervision in their schools was done by their proprietresses or proprietors. This was because the owners of the schools wanted to take full charge of their schools.

Keeping records

For the researcher to know how heads kept information about their schools, respondents were asked to indicate whether they kept records. Table 13 shows that all the (100.0%) respondents kept records in their schools. They explained that keeping records was one of their administrative duties. They stored the information for future use in their schools. Records, they said, were

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books such as references and syllabuses, letters or circulars from the GES, parents and pupils, past examination questions, registers, time, movement, log books, and others.

They also said that records were of different kind and there were techniques for managing each one. Books, they said, were kept in cupboards and letters and circulars were filed. They added that any important visitor, especially from the Ghana Education Service, the Head of State and Ministers of State could ask for the log book or movement and time book or any of the records to sign or go through. They concluded that the only problem with keeping records was to store them very well because they could be misplaced or lost.

Apart from the administrative roles female heads performed in schools, they also performed household chores. As married women with children, they were responsible for their traditional roles. The study sought to find out the different types of roles female heads in basic schools performed and their workload when they combined the two. Answers to the questions are shown in Table 14.

Table 14

Roles performed at home

Heads roles performed at home	Never Freq	Never %	Sometimes Freq	Sometimes %	Often Freq	Often %	Total Freq	Total %
Caring for young children or grandchildren	19	47.5	-	-	21	52.5	40	100
Taking care of husbands	11	27.5	-	-	29	72.5	40	100
Sending stick children to the hospital	4	10.0	6	15.0	30	75.0	40	100
Cooking	4	10.0	6	15.0	30	75.0	40	100
Marketing	2	5.0	4	10.0	34	85.0	40	100
Washing	11	27.0	10	25.0	19	47.0	40	100
Cleaning	20	50.0	12	30.0	8	20.0	40	100

The home roles that feature prominently in Table 14 are marketing (85.0%) sending sick children to the hospital (75.0%), cooking (75.0%) taking care of husbands (72.5%) and the least are caring for children (52.5%), washing (47.0%) and cleaning (20.0%).

From the study, it was found that female administrators did cook at home. The majority (75.0%) of respondents cooked at home because they were married. From the interview, it was clear that in most Ghanaian homes, most of the time the wife would prefer to cook her husband's meals herself instead of leaving them for the house help even if there was one. As majority of respondents were married, this may be the main reason why most of them had to cook at home. The

20.0% of respondents who never or sometimes cooked had house help or grown-up children who cooked for the family.

The majority (72.5%) of respondents was married and it was their traditional responsibility to take care of their husbands. By marriage, they had come together with husbands and they were bound to help and take care of them. Before respondents left home for work in the morning, they prepared and served their husbands breakfast and got their lunch ready in the micro wave oven in case they were not back in time from work in the afternoon.

Respondents performed other duties for their husbands. They washed and ironed husbands' clothing, performed some menial jobs for them and took care of them when sick. The 37.0% of responds who did not take care of husbands were religious women (Sisters), and single women who said they have married before but were separated, divorced or widowed.

Since children fall sick frequently, the question of who takes time off work to take the child to the hospital becomes important. Mothers do take their sick children to the hospital. According to respondents, in the Ghanaian society, there is a very strong bond between mother and child, especially when the child is a toddler and even more so when the child is ill. There are older children who when sick are taken to the hospital by the mother. There are other people in the family who also take children to the hospital and they are the father, siblings or relatives. The sick person himself goes to the hospital when older.

This is confirmed by a report made by 9 members of the Swedish Committee of Trades Union and Employers. The report states that, since the

incidence of illness among children is high and children are cared for by their mothers, absenteeism among married women is very high. This is because the responsibility of the sick child mainly rests on the mother's shoulder.

It was found from the study that (52.5%) of the respondents took care of young children or grand children. This group included respondents who have young children or grandchildren and those who did not have young children but had older children and, therefore, did not need care facilities. Taking care of children was one of the basic problems women faced as they went out to work. This was because the sound development of the child requires the mother to devote the whole of herself to the child and give him as much love and care as possible.

Respondents who had young children get them ready for school. They bathed and got them ready for school in the morning and picked them up from school in the afternoon. This caused the respondents to go to school late. Other respondents (47.5%) did not take care of young children. They might have had older children who could take care of themselves.

On the issue of performance of the other household chores which included marketing, the washing of clothes and cleaning, the majority of respondents performed them when the need arose. Most respondents (85.0%) went out for marketing because they said they wanted to make sure that they got value for their money and also made good choices of what they bought.

In the same vein, 47.0% of respondents said they would want to wash their own clothes, especially fabrics which needed special attention.

Other respondents said grown up children washed theirs as well as the clothes of the younger ones.

The majority who did not perform these duties gave 2 main reasons.

1.   Their grown up children, house helps or people they engaged performed those duties for pay, especially cleaning which the majority said they were too old and did not want to exhaust themselves.

2.   They lacked time to perform those duties, because they were always occupied with cooking and management of their homes.

Again, female administrators in the basic schools were asked to indicate whether they performed other roles within the larger community. Table 15 shows the various responses of respondents and the role they performed in their communities.

Table 15

Community roles

Heads roles in the community	Never		Sometimes		Often		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Counsellors	38	95.0	-	-	2	5.0	40	100
Church leaders	12	30.0	10	25.0	18	45.0	40	100
Leaders of women groups	15	37.0	5	12.5	20	50.0	40	100
Leaders of the youth in the community	33	82.5	4	10.0	3	7.5	40	100
Traditional/Chiefs	39	97.5	-	-	1	2.5	40	100
Members of community water and sanitation	38	95.0	-		-	5.0	40	100

With reference to Table 15 'the roles performed show that female basic school heads were leaders of women groups (50.0%) and church leaders (45.0%).

Table 15 shows that the majority (50.0%) of respondents were found to be leaders of women groups in their communities. Some respondents said they were leaders of women groups such as Presidents for Women Aglow and Virgin Clubs, Organizers of Ladies' football, and Secretaries to Queen Mothers' Associations. Others were Co-ordinators of Women's Association of Churches and Vice Presidents for Christian Mothers' Associations of Churches.

The majority (45.0%) of respondents said they held various leadership positions in their various churches. Some of them were secretaries, executive members of various societies and clubs or patronesses, presidents of the local churches, or chairpersons for marriage and counseling groups in their churches. Respondents explained that they were voted, for because the members said they were enlightened and had leadership qualities and could help solve more problems of women.

Research Question 3

Stress is found everywhere especially work places. The study sought to find out the circumstances that caused school administrators in the basic schools to exhibit stress in their job performances. Responses of respondents are shown in Table 16.

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Table 16

Causes of Administrative Stress

Exhibition of Stress on Heads Performance	Never		Sometimes		Often		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Responding negatively to criticism from educational/Stakeholders	25	62.5	5	12.5	10	25.0	40	100
Tackling problems before thinking about them	17	42.5	13	32.5	10	25.0	40	100
Dealing with tasks before prioritizing them	17	42.5	10	25.0	13	32.5	40	100
Treating trivial issue seriously or personally	12	30.0	4	10.0	24	60.0	40	100
Low trust for subordinates	20	50.0	11	27.5	9	22.5	40	100
Make mistakes	9	22.5	10	25.0	21	52.5	40	100
Too much co-curricula activities	-	-	-	-	40	100	40	100
Parents' high expectation of BECE results .	4	10.0	16	40.0	20	50.0	40	100
Low motivation	-	-	-	-	40	100	40	100
Lack of teaching materials	7	17.5	9	22.5	24	60.0	40	100
Administrative work and teaching	10	25.0	14	35.5	16	40.0	40	100
Work in an unpleasant environment	20	50.0	12	30.0	8	20.0	40	100
Lack of furniture and poor maintenance of buildings	15	37.5	14	35.0	11	27.5	40	100
Frequent interruptions	8	20.0	12	30.0	20	50.0	40	100
Problems of replacing text books	20	50.0	15	37.5	5	12.5	40	100

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With reference to Table 16 the study found out that the main causes of stress of the female basic school heads were due to too many co-curricula activities (100.0%), low motivation (100.0%), treating trivial issues seriously/personally (60.0%), lack of teaching materials (60.0%) and the minor causes were making mistakes (52.5%), parents high expectation of BECE results (50.0%) and frequent interruptions (50.0%).

Co-curricula Activities

Respondents were asked to indicate whether they did activities in addition to their administrative roles. Respondents' responses are analyzed in Table 16. All the 40 respondents (100.0%) said they had other responsibilities attached to their administrative duties. Respondents said some of them were in charge of the school choir from which pupils were selected for singing competitions and Tuesday worships. Others said they were responsible for preparing pupils to contest for library or spelling quizzes with pupils from different schools. Those heads who were interested in sports said they helped physical education teachers prepare and select pupils for inter – school athletic competitions.

Other co-curricula activities of the basic school heads were that they prepared pupils towards the celebration of independence anniversary on 6th March, they taught and rehearsed with the pupils to march well on that day for prizes. Some also visited parents to discuss with them the academic work of their pupils. They also visited sick pupils and teachers. All these extra duties increased the workload of the heads of basic schools.

The work involved team work but because of few or lack of incentives, such as recognition and status, some subordinates felt reluctant to help the heads. According to Dale (1955), accepting additional duties usually involves mental stress and emotional pressure. The heads of basic schools suffered a constant feeling of tiredness due to the combination of energy sapping effects of overwork.

Low Motivation

Respondents were asked to indicate whether they were motivated or not. All respondents (100.0%) said motivation from their employer, Ghana Education Service, was on the low side. Respondents gave their reasons that the GES had not instituted any award scheme for heads in the basic schools and salaries were also on the low side. The GES did not appreciate the work they did and always criticized them unfairly. They opined that the cost of living was very high and it was difficult to make ends meet. Lack or low motivation killed the morale of female heads of basic schools. Beach (1980) states that the provision of financial support serves as a base upon which motivators can be added to improve worker morale and job performance. Female heads in the basic schools had increased occurrence of unpleasant emotions such as frustration or being angry with subordinates because of lack of or low motivation.

Treat Trivial Issues Serious/Personal

To determine other problems the heads of basic schools went through, respondents were asked to indicate whether they treated trivial issues seriously/personally. Table 16 shows that 60% of respondents treat trivial issues seriously or personally. The respondents explained that people thought it was

only men who did well in administrative positions and that women could not match them and, therefore, subordinates did not obey and take their instructions seriously.

The other problem they mentioned was that women by nature could no stand people who challenged and criticized them unfairly. Female administrators thought they were undermined and they became hurt about what they heard. They became anxious to know the details of what went on around, them and in the act, treated trivial issues seriously or personally.

Lack of teaching learning materials

Table 16 shows that (60.0%) of respondents lacked or did not have enough teaching and learning materials for their teachers to work with. Respondents explained that the lack of or insufficient teaching and learning materials made some pupils not understand lessons taught. According to them, pupils understood the topics taught more easily by the use of teaching and learning materials.

From the interview the lack of supply of textbooks and other resources did not help pupils learn in our basic schools. Even the few textbooks that were sent to schools were supplied late in the academic year. Heads stressed that they helped their subordinates to improvise and make use of real objects.

Make mistakes

Table 16 shows that 52.5% of respondents often or sometimes made mistakes when working. It was realized from the interview that when a team of inspectors from the inspectorate or circuit supervisors from the GES visited them impromptu in their schools to familiarize themselves with what was going on

there, heads of basic schools became anxious with fear. To impress their visitors, they hurriedly stole time to put things in order. In the act of doing that they sweated and fumbled and even forgot to provide important information when questions were asked. They made mistakes in all that they do. According to Selye (1974) high stress levels impair our ability to remember information, make effective decisions and take appropriate action.

Parents' high expectation of BECE results

Table 16 shows that 50.0% of respondents said parents put pressure on them to put in place good strategies to help teaching and learning for their children to pass the BECE very well in order to gain admission to the senior high secondary schools.

Heads of basic schools planned and organized extra classes for pupils and pressured their teachers to give more assignments, mark and discuss pupils' mistakes, and insisted on pupils doing their corrections. The school heads stay in after school hours to supervise teachers' teaching, go through pupils' exercise books to see the number of assignments done and advise teachers to put in much more effort in their normal teaching and pupils to work very hard. The extra duty compounds the basic school heads' workload.

Frequent Interruptions with Phone Calls

Table 16 shows that 50.0% of respondents had their administrative work interrupted by phone calls. From the interview it was found that parents called on phone to discuss their children's academic problems, regional and district directors and circuit supervisors and personnel from the GES called to discuss

school administrative business with heads, colleague school heads in other schools called to discuss and find solutions to some pertinent issues, husbands and family members also called to discuss home problems with them. Friends also called to share ideas and for information about themselves. Other establishments or firms, societies or clubs or individuals who wanted to deal with the school called the head on phone.

The interruptions prevented school heads from completing their scheduled work for the day and they did not stay long in the office. The interruptions also made heads postponed their administrative work to the following day or hand it over to their assistants.

Even though basic school administrators went through stress they continued to work very hard through the strategies they adopted. Some of the strategies they adopted to make the work less stressful are shown in Table 17.

Table 17

Stress Management

Strategies adopted by heads	Never		Sometimes		Often		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Delegation of duty	-	-	10	25.0	30	75.0	40	100
Increasing the flow of information	2	5.0	9	22.5	29	72.5	40	100
Planning	-	-	5	12.5	35	87.5	40	100
Taking punitive measures-query	10	25.0	15	37.5	15	37.5	40	100
Establishing good relationship	-	-	11	27.5	29	72.5	40	100
Prayer, faith in the Lord	-	-	15	37.5	25	62.5	40	100

Counselling	10	25.0	10	25.0	20	50.0	40	100
Leading simple life styles	3	7.5	35	87.5	20	50.0	40	100

Table 17 reveals that the significant strategies heads of basic schools adopted to manage stress were planning (87.5%), delegation of duty (75.0%), increase in the flow of information (72.5%), establishing good relationships (72.5%), and prayer and faith in the Lord (62.5%). The least adopted was counseling (50.0%).

Planning

Table 17 indicates that (87.5%) of respondents planned the activities of their schools to help them run their schools smoothly. They said in their interview that on planning they established their policies and procedures for implementation to achieve the goals set. In doing that, the heads drew a term's school calendar and put in all that they wanted to do in the term. They also drew special time tables to guide them work towards what they wanted to achieve. The weekly duty roster for teachers and pupils (prefects) were also drawn to put teachers and pupils on their toes. In addition to that, heads planned their social activities in order for them not to conflict with their administrative work and to prevent pressurizing themselves.

Delegation of duty

Table 17 shows that (75.0%) of respondents delegated their duties to their subordinates. According to respondents, another effective strategy to manage their stress was that they delegated duties to their assistants, heads of departments and hard working teachers. According to them, the delegation of duty mades their

workload become light for them, so they could concentrate on other tasks such as planning, monitoring and controlling, and thus allocated more time for priority tasks.

Again, respondents said they delegated duties when they saw that they were tired and could not go on because they could not control everything or every activity in the school. They also said they delegated their duties to pupils by appointing them as prefects, sectional leaders, and by inviting them to serve on the school committees, such as sports, health, and disciplinary committees. They stressed there was a physical and mental limit to the amount of work the head could do in a day.

Heads said they even referred issues to subordinates for consideration, investigation or resolution, and gave them the chance to plan or handle some of the activities in the schools. According to Scalan (1973), where subordinates are brought to accept and welcome delegation, it will work and there will be a willingness to discharge their authority and responsibilities.

Increasing the flow of Information

Table 17 shows that 72.5% of the respondents managed their stress by increasing the flow of information amongst their subordinates. They explained that good communication was a vital ingredient that could help increase the flow of information amongst school heads and teachers in their schools. They said this was done through frequent staff and emergency meetings at which school heads informed subordinates about the news, messages, issues from the Ghana Education Service at the local, regional, or national levels, or any other important

information about their schools sent to pupils by parents and other educational stakeholders.

Information in the form of written notices were pasted on the various notice boards in the schools for teachers and pupils and visitors to read. Heads of schools met with heads of departments and discussed with them what concerned their subject teaching at the various levels and gave them the necessary information to help them achieve their goals. According to Scalan (1973), increasing the flow of information through organization might encourage employees to empathize with other people's problems and views. Respondents said, they opened their doors to teachers, pupils and visitors and welcomed anyone for discussion and resolution of issues or reports of incidents in the schools or personal issues.

Respondents stated again that they used persuasive communications such as "I am sorry", "Thank you" and "congratulations", "Can I help you?" and others to accept and solve problems and to compromise conflicting values and create excitement in their schools. Respondents also used non-verbal communications such as good facial expression, gestures, eye movements, postures and bodily movements to increase the flow of information which helped school heads to manage administrative stress.

Establishing Good relationships with subordinates

Table 17 shows that 72.5% of respondents established good relationships with their subordinates. Their answers showed that good relationship was achieved in schools by school heads using all kinds of communicative skills or

behaviour. They said they held staff meetings at which subordinates could talk about frustrations in the school and outside work and about specific work-related problems and issues. This helped to resolve conflicts in the schools between school heads and teachers, or teachers and other teachers, and teachers and pupils. Communication between fellow workers might function to provide emotional support or to offer actual help in competing for some job. The heads also said that the use of good communication behaviour and kinds of social support helped establish excellent relationships in the basic schools. Respondents revealed that an important component if the relationship that occurred at work was the good communication that existed. The more school heads or supervisors communicated effectively with workers, the less likely the workers experienced stress.

Respondents explained the various ways in which some particular behaviour or styles associated with effective managers' or school administrators' communication were adopted. First they said in their schools when they assigned responsibilities to teachers and expected them to work to achieve the goals set, they communicated with teachers in a special way to convey statements of goals, challenge, confidence and high expectations. Some of such communication they used was "I am sure you can do this job even though you are new on the staff", "I know you can do it well" Again, when teachers had performed assignments given them well, the school heads showed their appreciation and happy approval by praising teachers for their good performances. Examples of such communication

behaviour were "You've done a great job on this assignment", "You need a pat on your shoulder", "Bravo".

Again, school heads who assigned responsibilities to teachers informed them about the way they wanted it to be. Respondents said with their good communication skills they directed and guided teachers in what they wanted or when the circumstances warranted it. An example of such communicative behaviour used was "Here's how I want you to do it".

Other communicative behaviour showed by school heads in their schools indicated their support and concern for their teachers as human beings and not as instruments of production. They mentioned examples such as "Good morning, how was your weekend?", How do you feel today?". All these communicative attitudes, they said, went a long way to strengthen the relationships in their schools in the Cape Coast Metropolis.

Another method the respondents said they adopted to establish good relationships with teachers in the basic schools were that they offered their subordinates social support. They mentioned the six different ways the heads exercised their good relationships with subordinates through social support. The first kind of social support they said they adopted was offering their teachers the emotional support where the female school heads acted as their mothers who were reliable allies of teachers who assured them of their help, and teachers counted on them in times of difficulties for comfort.

The second group of social support respondents disclosed the method they adopted to establish good relationships was social integration. With this support

the school heads said they related cordially with teachers, recognized teachers as members of importance in the school where their interest and concerns were shared.

The third social support respondents mentioned they adopted to establish good relationships was they offered financial support to subordinates, especially newly appointed teachers who were not on payroll, to pay hospital bills and their children's school fees. The female school heads also said that they were always ready to provide any kind of help requested by their teachers and this helped them have peace of mind and work better.

The informational support, according to school heads was the fourth social support adopted to establish good relationships with subordinates. They said their teachers depended on them for information or advice concerning their schools and the problems they went through while performing their work. The heads engaged the services of the heads of departments or experienced teachers who were conversant with the topics to help teachers who did not know how to handle some topics. Respondents in collaboration with their heads of departments offered instructional information on instructional processes to teachers during internal supervision to improve their performances. Respondents added that they helped teachers who needed professional assistance on the choice of instructional materials, methods of instruction and text books, organization of contents into meaningful units, writing of lesson notes, among others.

The esteem support was the fifth social support the respondents said they adopted to establish good relationships with subordinates. The interview revealed

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that respondents served their subordinates to make them feel good about themselves, their skills, activities and capabilities. Heads gave teachers the chance to take part in decision-making, encourage subordinates to take up responsibilities from them bearing in mind, their abilities and skills. The delegation of duties by heads to teachers served as a motivating tool for teachers and made them feel they were recognized as people whose services were very important for the development of human resource.

The last social support respondents said made them establish good relationships with their subordinates was the opportunity for nature. Respondents said they gave teachers the opportunity to rely on them for their well-being, feeling that they were healthy, happy and interested in the work that they did. Support from a superior was a very important source of social support in buffering the effects of stress.

Prayer, Faith in the Lord

Table 17 shows that 67.5% of respondents managed their stresses by praying and reading their bibles. They said most of them took their inspiration from the bible by praying and reading it and having faith in the Lord when the going was tough. They explained that when they found it difficult to concentrate, they asked someone to read the passages that revealed the depth of God's tender concern for His faithfulness no matter how depressed or despairing they might felt. .

Counselling

Table 17 shows that 50.0% of respondents managed their stresses through counselling. The respondents said they went for counselling when they had problems with administrative performance of duty, or when they were confused and did not know what to do.

From the interview, it came out that respondents were relieved and saw solutions to their problems after attending counselling sessions. They said they saw that some of the problems were caused by them and blamed subordinates for having caused them. The problems included school heads' lacked good relationships with subordinates, which made them have no patience to listen to subordinates; their working with favourites, being reluctant to delegate, low motivation and not regarding subordinates as part of the school providing human resources.

Respondents said they became refreshed with new ideas and solutions to their problems and became friendly with subordinates. They changed and worked with hard working teachers, encourage teachers to take up responsibilities and used delegation as motivation and incentives to relieve them of their heavy workload.

As stated earlier, 40 female basic school heads and 122 teachers formed the sample of the study. For a successful investigation of the study, the researcher prepared a questionnaire for teachers to enable them give her more information about the true attitudes and behaviour of female school heads in the basic schools when they were stressed.

The study sought to know the biographical data of teachers. Teachers were asked to indicate their professional qualifications as teachers. Responses of teachers are shown in Table 18.

Table 18

Professional qualification

Professional qualification	Frequency	Percent
Certificate 'A'	61	50.0
First degree	28	23.0
Diploma	28	22.9
High diploma	5	4.1
Total	122	100.0

Table 18 indicates that 50.0% of teachers in the basic schools had upgraded themselves. Teachers from tertiary institutions took up appointments in the basic schools, which was a requirement for the new educational reforms.

Marital status

Teachers were asked to indicate whether they were married or not. The question was asked to determine the workload of teachers. Responses of teachers are shown in Table 19.

Table 19

Marital status

Marital status	Frequency	Percent
Married	66	54.1
Single	52	42.6
Separated	2	1.6
Divorced	1	0.8
Widowed	1	0.8
Total	122	100.0

Table 19 shows that the majority 54.1% of teachers were married. Teachers said that marriage was very important to both men and women, whether educated or not. Other teachers said they were once married but broke up. There were single men and women who said they were young and had not found their partners and that when they got partners they would also marry. There were few young female teachers who were religious. They answered that they had not married, because they had sworn an oath.

Rank in Ghana Education Service

Teachers were asked to indicate their ranks in the GES. Responses of teachers are found in Table 20.

Table 20

Rank in GES

Rank in GES	Frequency	Percent
Assistant superintendent	20	16.4
Superintendent	23	18.9
Senior superintendent	30	24.6
Principal superintendent	23	18.9
Assistant Director	6	4.8
No rank	20	16.4
Total	122	100.0

Table 20 shows the majority of teachers (79.0%) were in the superintendent group. They said some of them were Assistant, Senior, Principal Superintendents and superintendents. There were a few grown up teachers who said they were pensioners and were on contract and they were Assistant Directors. Those teachers without ranks explained they were newly-trained teachers posted to the schools.

School Level

Teachers were asked to indicate the level of schools in which they teach taught. Responses of teachers are found in Table 21.

Table 21

School Level

School Level	Frequency	Percent
Primary	66	54.1
Primary and J.H.S	52	42.6
Junior High School	4	3.3
Total	122	100.0

Table 21 shows that 54.1% of teachers taught at the primary level. From the interview the researcher learnt that there were graduate teachers in the JHS and they were expert in handling the various subjects. It was also learnt that in Ghana, basic school teachers are posted to their schools by the Ghana Education Service.

Types of School

Teachers were asked to indicate the type of school in which they taught. Responses of teachers' are shown in Table 22

Table 22

Type of School

Type of School	Frequency	Percent
Co-educational	93	76.2
Boys,	23	18.9
Girls'	6	4.9
Total	122	100.0

Table 22 indicates that the majority (76.2%) of teachers' taught in the co-educational schools. More teachers are found in co-educational schools because in Ghana all public schools are co-educational. Again, the schools are situated in the communities to which the pupils belong. Because more pupils are enrolled in these schools more teachers are posted to the co-educational schools.

Number of pupils in a class

Teachers were asked to indicate the number of pupils in their class. Responses of teachers' are shown in Table 23

Table 23

Number of pupils in a class

Number of pupils in a class	Frequency	Percent
30 – 40	22	18.0
40 – 45	57	45.9
45 – 50	12	9.7
Over 50	32	26.3
Total	122	100

The highest class size indicated in Table 23 was 45.9% in the range of 45 – 50. This shows that the class size of pupils in the basic schools had risen due to the introduction of the capitation grant. A class size of 45-50 in the basic schools

was manageable by teachers, and individual attention which was vital in teaching was given to pupils.

The researcher sought to find out responsibilities of teachers in their various schools, apart from teaching. This was intended to determine the various responsibilities that existed in the basic schools. Responses of teachers are shown in Table 24.

Table 24

Responsibilities of teachers held in the basic schools

Responsibilities of teachers	Never		Sometimes		Often		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Assistant Head	52	42.1	10	8.3	60	49.1	122	100
Staff Secretary	77	63.1	5	4.0	40	33.1	122	100
Examination co-ordinator	47	38.5	11	9.0	64	52.0	122	100
Sanitation and health	34	28.0	33	27.0	55	45.0	122	100
GNAT representatives	31	25.4	41	33.0	50	42.0	122	100
Sport Secretary	17	13.9	19	15.6	86	70.5	122	100
Staff Welfare	22	18.0	10	8.5	90	72.5	122	100
Subject Clubs	108	87.0	4	3.2	10	9.2	122	100
School Chaplain	57	46.0	14	11.2	51	42.5	122	100
Music and Culture	78	64.0	16	13.5	28	22.4	122	100

From Table 27 it is found that a large number of teachers took up responsibilities such as staff welfare officer (72.5%) sports secretary (70.5%) and examination co-ordinator (52.0%), and to a lesser extent – assistant head (49.1%) sanitation and health officer (45.1%), and school chaplain (42.5%).

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Staff welfare

Table 24 indicates that 72.5% of teachers were representatives of welfare societies in their schools. The welfare representatives said they saw to the well-being of the staff members and satisfied their needs. They explained that they organized meetings and discussed the needs and problems of their schools to help them work well. They said again that they were the mouth-pieces of the members of staff, because they discussed teachers' problems with the headteacher of the school. They stressed that the welfare society was guided by a constitution which helped them to work well. The staff members contributed a few cedis every month with which officers planned to help teachers who were bereaved, or gave birth to children, needed loans, or offered any other kind of financial help to its members.

Sport Secretary

Table 24 shows that 70.5% of teachers were sports secretaries. Teachers in charge of sports explained that they were in charge of sports and games in their schools. They said sports and games were important programmes of the school that helped pupils exercise their bodies in order to live healthy lives. From the interview it came out that sports teachers brought the pupils together and taught them the various disciplines to enable them compete with other schools during inter-school athletic competitions.

In conclusion, they said that through games and sports pupils built up healthy relationships with other pupils in other schools and learned to respect people, accept defeat, and obey the rules of the various games

Examination Co-ordinator

Table 24 shows that 52.0% of respondents were examination co-ordinators. The teachers responsible for examinations explained that examination in schools was the only tool used by school authorities for the assessment of pupils' academic strength and for promotion. From the interview, it was learnt that the coordinators planned and drew a time table for the writing of the terminal examination without clashes. Invigilation was done to prevent examination malpractices. They planned series of examinations to prepare the form 3 pupils for the BECE in April.

According to them, they got all materials needed for the examination ready before the pupils started to write. They saw to the arrangement of tables and chairs in the class rooms and made answer sheets, question papers and other items ready. The examination coordinators said they informed teachers about the date to submit questions, marked scripts, marks recorded in the cumulative record books, marks to be transferred into pupils record or report books for the school head to sign and write her comments. The combination of internal and the external examination scores for the examination and selection of Junior High Secondary School graduates has gained currency in some countries including Ghana and Nigeria (Amedahe, 2000).

Sanitation and Health

Table 24 indicates that 45.1% of teachers in the basic schools held the post for sanitation and health in their schools. The teachers gave reasons that the health and sanitation teachers were responsible for the environmental cleanness of

the school. They supervised the cleaning of the schools and the work of the sanitation and health prefects to keep the compound and the classrooms clean. They supervised pupils' work every morning and their leaving school in the afternoon or evening. They supervise sweeping, the dusting of windows and doors, tables and chairs, the picking of pieces of paper on the compound the emptying of dustbins as well as the cleaning and burning of refuse dumps by pupils in their schools.

From the interview, the researcher found that sanitation and health teachers taught pupils personal hygiene, that is, how to wash their hands with soap before eating, cut finger nails and trim their hair. They talked to their pupils to protect themselves from the HIV and AIDS and other sexually transmitted diseases. They also ensured that the Assembly in their communities built toilets and urinals for teaches and pupils to use when in school.

Assistant Head

Table 24 shows that 49.1% of teachers were assistant heads in their schools. The assistant heads explained that they were the second in command and the immediate people the heads delegated work to. According to them, they reduced the workload of the heads so that they could perform other important duties assigned by the Ghana Education Service (GES), which their school heads had not planned for as well as performing other duties assigned by school heads.

The assistant school heads said they represented their heads at various functions, workshops, seminars and on programmes when they were absent. They were responsible for conducting inspection for pupils to keep themselves clean

and neat and also ensuring that the staff and pupils regularly and punctually attended classes. It was also made known by assistants that they served as mediators between the school heads and staff members. According to Campbell et al, (1970), the assistant head takes some of the routine responsibilities for the head to concentrate on other tasks such as planning, monitoring, coordinating and controlling.

School Chaplain

Table 24 indicates that 42.5% of teachers were school chaplains in their schools. The chaplains explained that they were the spiritual fathers or mothers in their schools. They taught pupils to lead good and simple lives, read the Bible and pray always. It was also learnt from them that they taught pupils good morals and virtues, to respect and obey their teachers and parents, tell the truth, and do the right thing.

The school chaplains said they were responsible for conducting worship, during which some pupils were invited to read lessons from the Bible and were encouraged to say two or more sentences about what they learnt from the lesson read. It was learned that the chaplains led exemplary lives for pupils to emulate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This section of the write-up highlights the major findings that emanated from the study and the conclusions drawn. The section also covers the recommendations put forward to help female basic school heads to carry out their responsibilities efficiently and effectively, as well as suggested areas for further research.

Female administrators, as mothers, are faced with challenges of combining administrative and household roles. The main aim of the study was to identify sources and causes of stress and the strategies to adopt to help cope with stress and work effectively and successfully in order to achieve the academic goals of basic schools. Specifically, the study sought to examine the issues below.

a)   The sources of administrative stress.

b)   The causes of administrative stress.

c)   How school stress affected administrative performance.

d)   How administrative stress affected home responsibilities.

e)   How administrators in the basic schools managed administrative
       stress.

The whole population was used for the study and this was made up of basic school female administrators and their teachers in the Cape Coast Metropolis in the Central Region of Ghana. The same number of forty (40) female

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heads in the basic schools and one hundred and twenty-two (122) teachers who were males and females were used. Four research questions were formulated to direct the study.

The research design adopted for the study was the descriptive survey. It was the most appropriate design for such studies. The main instrument used was the questionnaire which was also used as an interview guide in some instances. Two sets of questionnaire were prepared and used for the study. The first set was a questionnaire for forty (40) female school administrators and was made up of three sections of both open and close-ended questions. The sections of the questionnaire were on the biographical data, identification of attitudes and health of female administrators as indicators of stress, stress resulting from workload, the extent to which stress influenced job performance and strategies female administrators adopted to overcome them.

The second set of questionnaire was for teachers and was made up of sections A and B. Section A dealt with biographical data of teachers while Section B was on the general attitudes of their heads toward work. To ensure high validity and reliability, the research instrument was thoroughly scrutinized by some colleagues and the researcher's supervisor and also pre-tested. The pilot testing was done to refine the questions and correct mistakes made. The distribution and collection of the questionnaire were done within two months from May to July in year 2006.

An introductory letter from the Institute for Educational Planning and Administration (IEPA) was obtained for identification. Respondents co-operated and the procedure for distribution and collection was made easier.

The Statistical Package of Social Sciences (SPSS) was used to process the data were collected. The data were analysed using frequencies and percentages.

Research Main findings

The study revealed the following findings or important information concerning indicators of stress, causes of stress and strategies female basic school heads adopt to cope with stress:

1.   There was evidence of the existence of the sources of administrative stress from the findings. It was observed that majority of the respondents experienced stress when performing their administrative roles because they found it difficult to combine home and school roles. It put them into divided positions where they had to choose between home role and administrative role. The conflict is compounded when one role takes precedence over the other. This situation affected school heads psychologically and made them experienced fear of failure, headache, and frustration.

2.   It was also realized that administrative stress affected female heads. Some of the affects were (i) Feeling of depression- some school heads felt depressed performing their duties. Heads were expected to enforce the policies of the GES and made sure that teachers worked to achieve the set objectives, This affected the

heads mentally and lowers their ego and their job performance hence felt depressed.

(ii)   Feeling of fatigue- it was evident that female administrators in combining their two roles had the feeling of fatigue.

(iii)   Feeling of headache-they had headache due to the numerous movement they make, supervision, guidance and assigning duties

(iv)   Feeling of tiredness and weakness- it was evident that female heads felt tired and weak. The female heads' administrative load was very heavy and they did a lot in a day including teaching for their absentee teachers, writing letters to the offices, attending meetings and many others. All these activities compound their workload. .

(iv)   Emotional and cognitive problems- most female administrators faced emotional and cognitive problems because of their dual responsibilities. This increased the workload and compounded their mental stress.

(vi)   The feeling of aggression- it was found that some of the female heads became aggressive toward subordinates. They thus became disappointed, sad, frustrated, and showed negative attitudes and impressions toward their subordinates.

3.   It was found that administrative stress affected administrative performance of female heads. The following points summarise how stress affected their effectiveness:

   (a)   Treating trivial issues seriously/personally.

   (b)   Interruption of work by phone calls.

(c)   Making mistakes when performing some duties

(d)   Lateness to and absence from school.

(e)   Excessive tiredness and postponement of responsibilities.

(f)   Leaving administrative work to take up pressing issues at home

(g)   Strained relationship with subordinates

(h)   Unwillingness to listen to subordinates

4   It was clear from the study that administrative stress did not only affect administrative performance, but also the home duties of the female head. The following points were examples of the negative effects on their home duties.

(a)   Lack of time to care for children and husbands, or family.

(b)   Leaving household chores for children to do or leaving them undone.

(c)   Lack of time to attend family gatherings.

(d)   Leaving sick child or children, husbands, relatives in the home and attending to administrative work, and

(e)   Making the quality of marriage suffer.

5   It was found that female administrators in the basic schools found various ways and strategies to manage their stress even though they had not been able to get rid of administrative stress entirely. Majority of the female administrators delegated their powers to their immediate assistants and hardworking subordinates. Others adopted the teamwork system, good communication, establishing good relationships with subordinates, and educational stakeholders. The rest also adopted the use of social support. Reading the Bible and having

faith in the Lord were some of the ways female administrators managed stress in the basic schools.

Conclusions

The followings conclusions could be drawn from the findings of the study:

1.   Administrative stress existed as far as female administrators were concerned. The conflict of administrative role and the home role was a problem caused by the dual role these women play. This had negative effects on the administrators.

2.   The feeling of depression, fatigue, headache, tiredness, and weakness resulted in emotional and cognitive problems, feeling of aggression, lateness to work, and absenteeism on the part of the school heads. This impacted negatively on effectiveness and work output of the school heads.

3.   The multiple duties of the female school also had negative effects on the female administrator home roles leaving them in dilemma.

4.   The female administrator will abandon administrative role for home roles to make her family happy to ensure quality marriage.

5.   If subordinates of female school heads give adequate support to their heads, the problems that these female administrator face could be minimized to the bearest minimum if they would not be eradicated.

Recommendations

The findings from the study and the conclusions provided a basis for a number of recommendations for consideration.

Firstly, since performing multiple roles by female heads, to a large extent, has serious repercussions on their performances, it is recommended that female basic school heads delegate part of their administrative duties to their subordinate who are well versed with the job. The supervising authority of the schools should adequately educate both teachers and school administrators on the need for empowerment and teamwork in school.

Secondly, it is recommended to subordinates of female heads of basic schools to willingly accept responsibilities assigned to them by their heads and appreciate the dual positions female administrators find themselves in. They should also appreciate the dual roles that female administrators execute and learn to give them a helping hand where feasible.

Thirdly it is recommended to immediate families, husbands, children, house helps and other close relatives of basic school administrators to support the latter in the house. This would reduce the home roles so that they could use greater part of their time on administrative functions.

Fourthly, it is recommended to female heads of basic schools to manage their time efficiently so that they could perform most of the role, and also prioritization their activities well. Female administrators should take courses in time management in order to utilize their time well. It is recommended that the GES, Metropolitan and Regional Directors organize training in the form of

workshop programmes for female administrators on effective time management and prioritization.

Recommendation for Further Research

1. This study should be conducted in other Districts/Municipalities/Metropolis to find out stress management strategies of their female basic school heads.

2. A comparative study of stress management strategies among female administrators in basic and secondary schools in Central region should be conducted.

3. A study should be conducted to find out stress management strategies among female teachers in basic schools in the region.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR BASIC SCHOOL ADMINISTRATOR

The study seeks to investigate the stress management strategies of female administrators in the basic schools in the Cape Coast Metropolis. The questions are close ended ones in the form of Likert scale types. This implies that the respondent will have to select any option appropriate to her opinion on the issue by ticking [√] the right responses.

Respondents are hereby assured that every information given will be treated as strictly confidential and they should therefore feel free and be sincere in the answers they provide. For this reason, there will be no need to discloses their names.

QUESTIONNAIRE – A STRUCTURED INTERVIEW GUIDE

SECTION A

BIO-DATA

Please tick [√] where applicable

1.   Professional qualification

      Certificate 'A'   [   ]

      Diploma   [   ]

      Higher Diploma   [   ]

      1st Degree   [   ]

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2nd Degree   [   ]

Others...(Please specify)

2.   Marital status

Married   [   ]

Singled   [   ]

Separated   [   ]

Divorced   [   ]

3   Rank in Ghana Education Service

Assistant Director   [   ]

Principal Superintendent   [   ]

Senior Superintendent   [   ]

4   Number of years as head

7 years and above   [   ]

5 – 6 years   [   ]

3 – 4 years   [   ]

1 – 2 years   [   ]

Less than 1 year   [   ]

5   Type of school

Co-educational   [   ]

Boys   [   ]

Girls   [   ]

6   Enrolment of pupils

01 – 150   [   ]

151 – 300   .   [   ]

301 – 450   [   ]

451 – 600   [   ]

601 and above   [   ]

RESEARCH QUESTION 1

This section seeks to identify the attitudes and the health of female administrators which are indicators of stress.

Tick [√] appropriately to indicate the general attitudes of heads.

Attitudes of heads

No	Attitude	Never (1)	Sometimes (2)	Often (3)
7	Feeling of depression			
8	Feeling of hopelessness			
9	Feeling of tiredness			
10	Feeling of boredom			
11	Feel sad and disappointment			
12	Lack of anthusiasm			
13	Intense worries			

Tick [√] the appropriate option to indicate the effect of work on the health of heads.

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Health of heads

No	Health	Never (1)	Sometimes (2)	Often (3)
14	Feeling of body weakness			
15	Lost of appetite			
16	Cardiovascular disease- High blood pressure			
17	Cough			
18	Ulcers			
19	Allergies			
20	Rashes			
21	Low energy			
22	Headaches			
23	Inability to sleep			
24	Occasional lost of voice			

SECTION C

RESEARCH QUESTION 2

This section seeks to assess the administrators' workload

Part I – This part considers the use of time by heads

Tick [√] the appropriate option

Heads' use of time at work

No	At work-time	Never (1)	Sometimes (2)	Often (3)
25	Working during weekends			
26	Working after school hours			
27	Travelling outside work place			
28	Delegation of duty			
29	Time to prepare before going to work			

Part 2 – This part considers the administrative workload of the head.

Tick [√] the appropriate option.

No	Heads' workload – At work	Never (1)	Sometimes (2)	Often (3)
30	Checking discipline			
31	Attending administrative meetings			
32	Complying with rules of the Ghana Education Service			

33	Condcuting staff meetings			
34	Teacher assessemnt and report			
35	Too much paper work			
36	Taking lessons for absentee teachers			
37	Admissions			
38	Planning procedures			
39	Supervision			
40	Record keeping			
41	Classification of teachers			
42	Collection and payment of fees to the appropriate quarters			

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(a)   Heads roles at home

    (i)   Cooking

    (ii)   Cleaning

    (iii)   Washing

    (iv)   Taking care of children/grandchildren

    (v)   Taking care of husbands

    (vi)   Sending sick children to the hospital

(b)   Indicate other roles performed in the

home...

....

....

....

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(a)   Heads roles within the community

(i)   An assemblywoman

(ii)   Teacher of the youth within the community

(iii)   A counsellor

(b)   Indicate heads other roles within the community

....

....

RESEARCH QUESTION 3

This section seeks to look at the extent to which stress influence job performance.

Causes of Administrative Stress

No	Exhibition of stress on heads performance	Never (1)	Sometimes (2)	Often (3)
45	Responding negatively to critiscisms from educational stakeholders			
46	Tackling problems before thinking about them			
47	Dealing with tasks before prioritizing them			
48	Treating trivial issues seriously or personally			
49	Low trust for subordinates			
50	Make mistakes			
51	Too much co-curricula activities			
52	Parets' high expectation of BECE results			
53	Low motivation			
54	Lack of teaching materials			
55	Administrative work and teaching			
56	Work in an unpleasant environment			
57	Lack of furniture and poor maintenance			

	of buildings			
58	Frequent interruptions			
59	Problems of replacing text books			

60   Indicate any other influence of stress on job performance

....

61   What strategies have you adopted as a head to help work less stressful?

....

....

APPENDIX B

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR TEACHERS

The study seeks to investigate the stress management strategies of female administrators in the Basic Schools in Cape Coast Metropolis. The questions are open-ended and teachers are to tick [√] appropritely.

Respondents are hereby assured that every information given will be treated as strictly confidential and they should, therefore, feel free and be sincere in the answers they provide. For this reason, there will be no need to disclose your names.

QUESTIONNAIRE

SECTION A

BIO-DATA

Please tick [√] where applicable

1.   Professional qualification

    Certificate 'A'   [   ]

    Diploma   [   ]

    1st Degree   [   ]

    Others...(Please specify)

2.   Marital status

    Married   [   ]

    Singled   [   ]

Separated   [   ]

Divorced   [   ]

3   Rank in Ghana Education Service

Assistant Director   [   ]

Principal Superintendent   [   ]

Senior Superintendent   [   ]

Superintendent   [   ]

Assistant Superintendent   [   ]

4   School level

Primary   [   ]

Junior Secondary School   [   ]

5   Type of school

Co-educational   [   ]

Boys   [   ]

Girls   [   ]

6   Number of pupils in a class

25 – 30   [   ]

35 – 40   [   ]

45 – 50   [   ]

55 – 60   [   ]

60 and above   [   ]

7   Indicate responsibility held in the school

....

SECTION B

RESEARCH QUESTION

Tick [√] appropriately to indicate the general attitudes of head.

Attitudes of heads

No	Attitude	Never (1)	Sometimes (2)	Often (3)
8	Feel aggressive			
9	Lost of interest in the work			
10	Becomes impatient if any teacher/pupil misbehaves			
11	Not emphtic			
12	Fear of failure			
13	Isolation and resentment			
14	Uncertain about what to do			

SECTION C

This part considers the general attitude of heads toward work.

Tick [√] appropriately

No	Heads' attitudes – At work	Never (1)	Sometimes (2)	Often (3)
15	Do not accept excuses from subordinates			
16	Late for school			
17	Frequently absent from school			
18	People brand them incompetent			
19	Fail to delegate			
20	Blame teachers on the slightest mistake			
21	Adopt unsuitable leadership styles			