UNIVERSITY OF CAPE COAST

CHALLENGES FACING SENIOR HIGH SCHOOL ADMINISTRATORS IN

K.E.E.A. MUNICIPALITY

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K.E.E.A. MUNICIPALITY

BY

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

August, 2010

DECLARATION

Candidate's Declaration

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

Candidate's Signature……………. …….   Date…………………

Name: Isaac Mepenedo

Supervisor's Declaration

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

Supervisor's signature……………….   Date……………………

Supervisor's Name: Dr. George K. T. Oduro.

ABSTRACT

The study was aimed at unearthing the challenges facing Senior High School Administrators with particular reference to the schools in Komenda- Edina-Eguafo-Abrem (K.E.E.A.) municipality of Central Region of Ghana. It further sought to find out how the challenges are affecting the general progress of the schools and how the various key stakeholders are supporting the schools.

The views of 46 purposively sampled administrators were sought. The administrators here included; headmasters, assistant headmasters/mistresses, senior housemasters/mistresses, accountants and heads of department of programmes being run in the schools. The instrument used to collect the data was questionnaire.

The major findings indicate that the schools in question were under resourced in terms of physical facilities. This has resulted in poor teacher retention rate, students being indiscipline and consequently unsatisfactory academic performance.

Based on the above findings, it was recommended that the government and its immediate stakeholders like board of governors, school communities and teachers should expedite their actions towards the schools. Again, since the government alone cannot shoulder all the needs of the schools effectively and timely as expected, it was further recommended that other stakeholders like Non-Governmental Organisations (NGOs), cooperate bodies, donor agencies etc. should be robed in, in order to ease the burden on the government in general and the school administrators in particular.

ACKNOWLEDGEMENTS

DEDICATION

This piece of work is dedicated to my late Father, Mr. Joseph Kwesi Mensah, My Mother, Madam Mary Asirijoe, My Wife and Children.

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CHAPTER ONE

INTRODUCTION

Background to the Study

According to Musaazi (1982), organizations have to live with and meet the problems that arise when human beings work together to achieve a common goal. In view of this, it is very prudent for the provision of structural framework for communication, command and coordination of activities and people's efforts. In other words, for an organization to be successful there is the need to have an organizational structure which would provide for clear allocation of functions and responsibilities to various sessions and departments. Organisations like schools, colleges, and universities accomplish their objectives through a complex system involving policies and programmes, administrators, teachers, supporting services and staff, students, buildings and other physical structures, equipments and interaction with the community.

Musaazi (1982) identifies twelve (12) principles that guide the achievement of organizational goals. These are enumerated below.

1. There should be a clear line of authority from the top to the bottom of the organization so that it is clear who is responsible to whom.

2. Every worker should be immediately responsible to only one senior; not several executive concern, otherwise conflict may arise

3. Authority must always commensurate with responsibility.

4. There should be one executive responsible for the flow of information from the management body so that distortion of communication can be kept to a minimum.

5. There should be appropriate span of control. Thus, it is not advisable to assign to an administrator more persons than he/she can supervise.

6. Have the right degree of central but with minimum decentralization.

7. Make the best use of specialist and principles of specialization.

8. Ensure that the responsibilities and authorities of each executive are well defined.

9. Ensure that the administration include built- in ways of co-ordination of the work of concern so that the executive does not resort to reminders in normal times.

10. Ensure that the administration provides good lines of communication both upwards and across levels of management.

11. The number of management should not be unnecessarily excessive. This is because it makes the organization unwieldy and communication is likely to be distorted and slow down if not cut off.

12. Ensure that responsibility is allocated for the whole of the work concern; otherwise some activity might no be carried out simply because it is nobody's job to do it.

From the above principles, it could be observed that there should be agents or agencies to ensure that the principles are observed. With this what comes to mind is administration. It is an undisputable fact that the survival, expansion and effectiveness of every organisation like schools and colleges depend to a larger extent on the quality of administrative services put in place by administrators.

Administration influences the priorities to be made, the direction to be pursued and output to be realized. In an attempt to achieve the organizational goals, the administrators go through a number of activities. Penrose (1964) has identified some of these activities as follows:

1.   Implementation of decisions of the organization

2.   Determination to a larger extends the organizational climate and working relationship.

3.   Helping to assemble and to ensure the effective use of resources.

4.   Evaluation of quality and quantity of outcomes.

5.   Shaping the image and prestige of the organization etc.

In the course of pursuing his or her numerous duties and responsibilities, the administrator comes across a number of challenges .Here the administrator is expected to use a body of knowledge and experience to stand firmly against them and aim at the organizational goals.

In Ghana administration of schools began with the advent of formal education in the castle by the European merchants and missionaries. While the missionaries were administering schools through chaplains, the colonial governments administered education through the various ordinances and

education committees. This mode of administration got to its zenith during the reign of Governor Gordon Guggisberg who took over and expanded education. The mantle of the nation's administration was subsequently transferred to local administrators when the country had her political independence championed by Dr. Kwame Nkrumah and his Convention People's Party (C.P.P.) government. The Ghanaian rulers had to modify the educational system to meet the aspirations of the emerging generation and culture in the country. The first major educational review was made under the educational Act 1961.Since then, the educational system has undergone some periodic review with its corresponding administrative structures. All reviews were in an effort to unearth a system that would adequately serve the modern cultural, social, economic and political needs of Ghanaians.

The administrative structure of education indicates that heads of schools/colleges are the final implementing agents of educational policies made by the government. They are of course supported by teachers and other staff members; however, they are highly responsible for the general development of the schools' set up. Here, the headmasters like any other administrators perform a number of activities as listed earlier on in this chapter.

The Senior High School administrators encounter some challenges in the course of discharging their duties with humans and other material resources. When these challenges come about, the administrators are hereby expected to stand firm and handle them since they are part and parcel of the organization.

Statement of the Problem

An organization is a complex structural system with a common aim and aspiration. The complexity of an organization makes it very inevitable to administer without some related hindrances or obstacles. This is because; the administrators achieve the organizational goals through and with people. They also rely on other physical materials in the immediate and remote environment in getting things done. Here, the administration of our second cycle institutions is no exception of the above phenomenon.

The research is therefore geared towards unearthing the challenges being faced by the Senior High School administrators with particular reference to the Senior High Schools in the K.E.E.A. municipality.

Purpose of the Study

The general purpose of the study is to find out the challenges facing senior high school administrators with particular reference to schools in the K.E.E.A. municipality.

Specifically the study is aimed at:

1. identifying the administrative challenge areas of senior high schools in the municipality

2. finding out the extent of the challenges and how they are affecting the general development of the schools

3. finding out how the challenges are being coped with by the administrators

4.   identifying the roles being played by the various stakeholders of
       education in handling the challenges

5.   offering recommendations based on the findings on how to handle
       the challenges.

Research Questions

In an effort to look into the problem, the following research questions
were raised by the researcher to guide the research processes:

1.   What are the available and the state of physical facilities in the
       schools?

2.   How is the state of physical facilities affecting the development of
       the schools in the municipality?

3.   What is the state of teacher supply and retention in the schools

4.   To what extent do staff members support the administrators in decision
       making and discharge of their duties?

5.   To what extent do the community, board of governors, government
       and other stakeholders support the schools?

Delimitation

The study covered only the Senior High Schools in the K.E.E.A.
Municipality of Central Region of Ghana. The only three schools in the
municipality included; Edinaman Senior High School, Eguafo-Abrem Senior
High School and Komenda Senior High Technical School. It would have been

more beneficial to have carried out the study in a bigger area (country wide) but this was not possible because of the time frame given for the completion of the study. The findings here apply to only Senior High Schools in the K.E.E.A. Municipality selected for the study.

Limitation

The administration of schools does not lie on the shoulders of senior staff members alone. Therefore the limitation here is the fact that the students leadership, subordinate staff members and board of governors could have been allowed to lay bear their side of the challenges facing the schools. Again, the reluctant attitude of some people to complete the questionnaires for tangible information needed to complete the work was yet another limitation. Thus, some People felt that they were not so much associated with administrative issues as the headmasters and their assistants in the schools.

Significance of the Study

It is the hope of the researcher that the study would add to the existing knowledge concerning the challenges being faced by educational administrators. Again, it is going to provide the basis for further research in the same or similar topics. The study is also going to provide a clear picture of the challenges facing senior high school administrators to stakeholders of education and administrators as well. Thus, it is going to serve as a roadmap to strategize in order to prevent and handle challenges in our educational institutions even as they unfold.

Organization of the Study

The study was organised into five chapters. Chapter one comprises background of the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitations and organisation of the study. Chapter two deals with the review of related literature; it includes both published and unpublished documents such as books, journals and newspapers that have useful information on the topic. Chapter three deals with the methodology used for the study which includes: the population, sample size, sampling method, instrument, data collection procedure and data analysis plan. Chapter four discusses data presentation and analysis whiles chapter five finally focuses on summary of the study, major findings, conclusions, recommendations for practice and recommendation for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter seeks to talk about the various literature consulted to serve as a guide to the study. Thus, the related literature was organized under; the structure of senior High school administration in Ghana. Administrative functions of school administrators, this topic involves; school - community relationship, curriculum and instruction, students personnel service, staff personnel service, physical facilities and finance management.

Others include theoretical context of senior high school administration (leadership styles in schools, staff participation in school administration, student participation in school administration, conflict and conflict management, motivation and job satisfaction and delegation in schools.)

The Structure of Senior High School Administration in Ghana

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                        ┌─────────────────────┐
                        │  Board of Governors │
                        └──────────┬──────────┘
                                   │
                        ┌──────────▼──────────┐
              ┌─────────┤     Headmaster      ├──────────────┐
              │         └──────────┬──────────┘              │
              │                    │                          │
    ┌─────────▼────────┐  ┌────────▼─────────┐     ┌─────────▼────────┐
    │  Asst. Headmaster│  │ Asst. Headmaster │     │   Accountant     │
    │    (Academic)    │  │ (Administration) │     └─────────┬────────┘
    └─────────┬────────┘  └────────┬─────────┘         ┌─────┴─────┐
              │                    │                    │           │
    ┌─────────▼────────┐  ┌────────▼─────────┐  ┌───────▼──┐  ┌─────▼──────┐
    │    Heads of      │  │     Senior       │  │  Bursar  │  │  Domestic  │
    │   Department     │  │   Housemaster    │  └────┬─────┘  │   Bursar   │
    └─────────┬────────┘  └────────┬─────────┘       │        └─────┬──────┘
              │                    │            ┌─────▼────┐   ┌─────▼──────┐
    ┌─────────▼────────┐  ┌────────▼─────────┐  │ Accounts │   │   Supply   │
    │    Teachers      │  │   Housemasters   │  │  Clerk   │   │  Officer   │
    └──────────────────┘  └────────┬─────────┘  └──────────┘   └─────┬──────┘
                                   │                            ┌─────┴─────┐
                          ┌────────▼─────────┐                  │           │
                          │    Students      │         ┌────────▼───┐  ┌────▼─────┐
                          └──────────────────┘         │Maintenance │  │  Matron  │
                                                        │  Officer   │  └────┬─────┘
                                                        └────┬───────┘       │
                                                        ┌────▼─────┐   ┌──────▼────┐
                                                        │ Labourers│   │  Cooks    │
                                                        └──────────┘   └───────────┘
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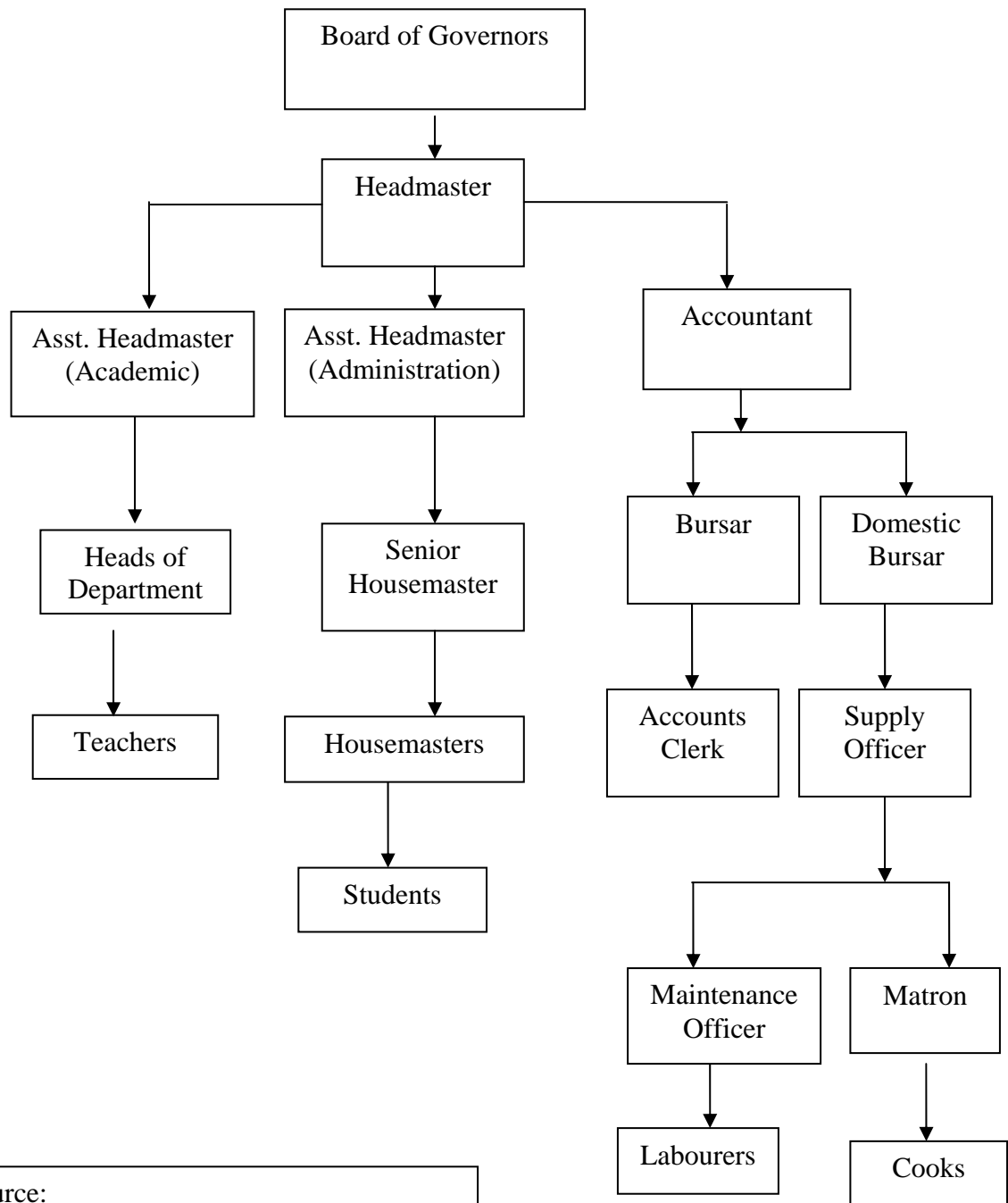
Source:
Assistant Headmaster (Administration)
Mfatsipim Senior High School

From the above diagram of the structure of senior High school administration, it could be observed that the headmaster is the over-all boss after the Board of Governors. Here, he/she is assisted by his/her assistants, accountants, senior housemasters, heads of department, bursar, maintenance officers and other junior staff members. It is very important to note that, all staff members, from the headmaster down to the labourers work in collaborative manner to ensure the success of the school.

Administrative Task Areas of School Heads

The head as an administrator of every school has a lot of tasks to perform for the achievement of school goals. These tasks cover all spheres of the school set up, its immediate and remote environment. Campbell, Bridges, and Nystrand (1977) have grouped these tasks areas into:

1   School- community relationship

2   Curriculum and instruction

3   Pupil personnel service

4   Staff personnel service

5   Physical Facilities and Educational Materials

6   Finance and Business Administration.

School - Community Relationship

The Concise Oxford Dictionary defines school as an institution for education or giving instructions, especially for children under 19 years of age or for any level of instructions. Thus it includes Colleges, Polytechnics and Universities. The same dictionary also describes community as all the people living in a specific locality and unified by a common interest. Asiedu- Akrofi (1978) defines school community as the region or area where a school obtains its students or pupils. This implies that a school community could be a single town, a district, a whole nation or even two or more countries.

Campbell et al (1977) observed that school community can be characterized as rural or urban, farm or non-farm, industrial or residential and as upper, middle or lower class. The type of community has a strong impact on the type of school that may be established as well as the kind of relationship that can exist. School- community relationship in this sense refers to what the school and the various agencies in the communities have to do with each other.

Hoy and Miskel (1987) describes the school's external environment as the school's district, which consist of parents, tax payers, unions, colleges, and universities, educational associations, accrediting agencies, legislature and regulatory agencies.

Mescon, Albert and Chedouri (1988) also assert that the school's external environment consist of those things outside the school such as; customers, competitions, government units, suppliers, financial firms, labour

pools etc that are relevant to its successful operations. Richman and Farmer (1975) stated that any kind of organization is embedded in the external environment. And that various inputs such as manpower, services and information of any kind come from the external environment. They further opined that a school must therefore establish a close relationship with its community. This is because in the long run, a school cannot be better than the community is capable of making it.

Mescon, Albert and Khedouri (1988) point out that the need for organization to consider external force for their success was recognized in the late 1950s. In this period, the need for organizational managers to view their organization and their interrelated parts as being intertwined to the outside world was emphasized. Consequently, managers of societies' major organizations, education, business and government have been compelled to place an increasing focus on the rapidly changing environment and its effects on the internal operation of social organizations such as the school. An obvious reason for this focus is that an organization such as school depends on the outside world for supplies, energy, labour and customers. In view of this, school manager must be able to identify the important factors in their school's environment that have major impact on its operation so that they can make appropriate responds to the environmental inputs.

There are some principles that guide the effectiveness or success of every endeavour. As a result of this Asiedu-Akrofi (1978) has suggested eleven (11) principles that should guide the effective establishment of strong school -

community relations. That is, he asserted that people concerned with the establishment of school-community relations should:

1   Stress the aims and aspirations of the school

2   Give precise and correct information to help build public confidence in the school.

3   Encourage all members of staff to support the community relation programmes.

4   Determinate information that deals with all dimensions of schools activities.

5   Understand other educational agencies in the community and the community   service they provide.

6   Adopt good public relations to encourage school children to share fully in the community life of the people.

7   Educate the staff about the difficulties, aspirations and needs of the people in the attempt to mount successful educational programs.

8   Use common functional areas of the home, school and other community agencies as bases for public relation programmes.

9   Avoid all forms of personal business and patronage as much as possible.

10 Think out public relations programmes carefully so that the programmes can have both short and long term objectives.

11 Make use of simple, clear and concise reading materials on public relations and make good attempts to reach all classes of people in the

community.

Asiedu- Akrofi also described three types of school community relation which could be determined by different school community. These are; the school as a closed system, interpretation system and co-operative system relations.

1   The school as a closed system relationship.

In this type of relationship, the school and the community exist as separate entities. Thus, they have different functions and that it is not feasible for the school to interfere in the affairs of the community and vice versa. That is, the school officials run the school while the community members look on.

2   The interpretation system relationship.

In this type of relationship, the school head and members of staff communicate with members of the community on issues such as school activities, programmes and needs aspirations. However, the school officials do not know much about the community they serve. Here, members of the community have such reverence for staff and students that, they do not question practices that affect them.

3   The co-operative system relationship.

This is an open system of relationship where there is an active involvement of the community in the school's affairs. This system is characterized by the flow of information between the school and the community. Members of the community develop a sense of identity with the school and that they want to be influenced by it.

Whichever system of school – community relationships that exist between

the school and the community, the task of the school head is to ensure that there is cordial relationship between the school and the members of the community. This can be done through P.T.A. meetings, speech and prize giving days, occasional clean -up campaigns, visit to schools etc. Good relationship between the school and community will encourage the community to support the school in diverse ways. Again, it will make education of the children very functional since the relationship will urge the school to formulate educational policies, goals, strategies etc towards the values, aspirations and norms of the community.

Max Lener, cited in Asiedu-Akrofi (1978), asserts that the school is concerned in getting the society to confront and know itself, (its purpose, limitations, aims and ethics etc). And in that kind of confrontation, the school must dare to play a very important role.

From the above submissions and schools of thoughts, it could be concluded that the school is the community and the community is the school. That is the school depends on the community for its success and vice versa. In view of this and many other advantages obtained from good school –community relation, it is very worthwhile for school to relate very well with its community.

Curriculum and Instruction

Curriculum and instruction as categorized by Compbel et al (1977) as one of the administrative task areas of school administrators means; those activities in which school workers engage to plan, implement and evaluate an instructional programme. The aims of such activities according to them are to ensure all –round (cognitive, psychomotor and affective domains) development of individuals

through school education. Here the administrative task areas of the school heads are to secure the appropriate syllabuses for the teachers. He/she should also ensure that the expected teaching and learning materials like textbooks, notebooks, chalk etc are readily available for use. The head should also ensure that his/her teachers up-date their knowledge through in-service training, subject associations meetings and refresher courses.

Another major task that confronts the school administrator in his/her effort to develop the curriculum is appraisal of instructions. This entails organization and preparation of conducive grounds so that test, quizzes, class exercises and examinations are conducted, scored and proper records kept. Again appraisal involves systematic supervision of the work of teachers and other workers of the school. This could be done by visiting teachers in their classrooms intermittently and checking on regularity and punctuality of teachers.

The school administrators are therefore expected to satisfy the purpose of the institution by working to achieve direct result in examinations, morality, sporting and cultural activities among others.

Students Personnel Service

Students personnel service entails all the policies and mechanisms put in place to ensure mental, moral and physical fulfillment of individuals as far as they remain students of a learning institution. Thus, the major administrative tasks within the operational areas of pupils personnel service offered to pupils is aimed at encouraging and supplementing regular classroom instructions. These include keeping of school and class attendance registers, controlling pupil's behaviour and

providing guidance services to them.

Every educational institution should have admission register or files. Such a register should contain the admission number or the registered number of students, the date of admission, their personal records such as name, age, gender etc, name and address of parents or guardians etc. The class register should also help keep a daily attendance record of each student.

Students' guidance is also an important duty area of students' personnel service in schools. The term guidance according to Bellack et al cited in .Mankoe (2002), include all those services whether on an individual or group basis, that contribute to the individual's growing to understand him/herself, his/her developing self-concepts, attitudes, interest and abilities, physical, mental and social maturity, and his/her personal needs for optional development and achievement as a unique and a democratic citizen. They further added that guidance includes services that help each individual, not only to gain self understanding, but also to develop skills in self direction in:

1   establishing suitable personal and educational goals and

2   developing standards of values consistent with his/her life goals so that he/she will be provided with criteria for the choice of experience.

Cattingham, cited in Mankoe (2002), also opines that many things affect students' academic or intellectual performance in the spheres of emotional and attitudinal development. Apart from these, the students also have other kinds of problems such as Juvenal delinquency, school dropout and failures that may interfere with their intellectual development. Consequently, some sort of services

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must be available to work on these problems. Here, it is the duty of the headmaster and other administrators to promote guidance services in the school by providing material assistance and seeing to it that guidance coordinators work in collaboration with other teachers to achieve fruitful guidance service for students.

Again, the head has to organize the housemasters/housemistress, sports masters, entertainment officers, nurses etc to see to the welfare of students in terms of mental, physical social, health and other needs.

Campbell et al (1977) also argue that it is prudent for administrators to make conscious attempt to determine the cause of misbehaviour among pupils/students and treat the cause rather than looking for the symptoms of such actions. In regard, there is time when pupils should be disciplined and corrected before things get out of hand. In view of this, policies governing these matters should be made clear and responsibilities of teachers and other staff members in these areas of endeavor should be understood.

Staff Personnel Service

The execution of every educational programme depends heavily on its teachers and other staff members like guidance and counseling coordinators, accountants, librarians, storekeepers and others. Staff personnel service has to do with issues relating to the staff members and their responsibilities to ensure quality teaching and learning in particular and the development of the school in general.

Compbell et al (1977) have discussed staff personnel service under; securing personnel, supervising personnel and appraising personnel effectiveness. Securing personnel deals with acquisition and retention of staff members in the school, here, the administrator must determine the kind and number of people needed to man or handle the various programmes and departments of the school and must proceed to secure them. Having secured the teachers and other staff members, the next responsibility of the administrator is to establish employment, assignment, induction and supervision procedures which will attract and hold capable people in the institution. It has been noted that, teachers prefer to work in schools and school systems where they feel wanted, they think their contribution is important and where they feel their bosses are understanding and fair. In essence, the personnel policies of boards of education and personnel practices of administrators can do much to encourage teachers not to drop out of the school.

Musaazi (1982) suggests some principles that can be followed to retain teachers in schools.

1 Encourage teacher participation in decision making processes.

2 Welcome and encourage teachers' initiatives.

3 Provide the facilities and equipment needed by teachers.

4 Avoid dictatorship and unnecessary hostility and antagonism

5 Assign reasonable duties and teaching loads to teachers

After the personnel have been employed and assigned duty to various positions of responsibilities within the school system, there is still the need for administrator to supervise the work being done by these personnel. Burton and

Brueckner (1955), assert that activities related to the supervision of the personnel ordinarily focus on the educational programmes and incidentally upon teachers and others who implement such a programme. This supervision of personnel includes activities like;

1 Appraisal of the educational product.

2 A study of the learner and diagnoses of learning difficulties.

3 A study of instructions

4 A study of curriculum in operation

5 A study of instructional materials including the socio-physical environment.

Physical Facilities and Educational Materials

Every organization is basically represented by its name and the physical structures (buildings etc) before its outputs and achievements. With this phenomenon schools are no exception. However, schools are represented by either physical facility, educational or instructional materials. These include school buildings (class rooms, entertainment and dinning halls, staff bungalows, administration blocks etc) school grounds, buses and other transportation equipment, teaching and learning materials like models, chalk boards etc.

According to Campbell et al (1977), the role of the school administrators in connection with physical facilities is to expand or develop them, operate and maintain them. The expansion or development of such facilities should be based on increase in school population, expansion of school programs or curriculum and modification of school programmes or curriculum.

In addition to expansion and development of facilities, school administrators are also confronted with the operation and maintenance of the existing school facilities. The word operation used here implies the day to day running of the school facilities.

Campbell et al (1977) further added that the major objectives of operation are to keep the facilities and materials safe, neat, attractive and in readiness for use when needed to promote teaching and learning processes.

Financial and Business Management

In Ghana, the main source of funds for the running of schools and colleges is grants from the central government. Other source of funds includes P.T.A funds, Non Governmental Organizations (NGOs), donor agencies, Internally Generated Funds (IGF) etc. Here the head of the school is entrusted as one of his/her responsibilities to provide, disburse and manage the funds for attainment of the educational goals in the schools. In view of this school administration has design various procedures for administering funds in schools. These includes; budgeting; procedures for handling funds; payroll procedures; purchasing procedures; record keeping; accounting; reporting; auditing among other safeguards.

All the above mentioned procedures are carried out by the headmaster/mistress with the help of financial professionals like the accountants, bursars and other accounting clerks. According to Mankoe (2002), one of the principles underlining school financial administration is that; financial

management is a responsibility of the executive (headmaster) and that persons in charge of business affairs (finance officers) should be responsible to him/her and not directly to the board.

From the above procedures and principles, it could be inferred that heads of schools, should work in collaborative manner with accountants, and other finance professionals. However, they should not allow themselves to be overridden by any of them. This is because they (the head) are the fiduciaries of all funds and transactions that take place in the school.

Leadership in Schools

The word leadership has received a lot of definitions and attention as long as researchers and administrators made an attempt to understand it. Musaazi (1982) defines leadership as the process of influencing the activities and behaviour of an individual or a group in effort towards goal achievement in a given situation. Mescon et al (1988), define leadership as simply the ability to influence individuals to work towards attaining organizational goals. They explained influence as any behaviour on the part of the leader which alters the behaviour, attitudes, feelings etc of another. Cohen, Fink, Gadon, Willits and Josefowiz (1976), also define leadership as the act of inducing employees to do what they do not want and like to do. They further assert that leadership is about filling the gap between subordinate desires and abilities on one hand and organizational goals and requirements on the other.

Musaazi (1982) is of the view that the nature of leadership is highly

determined by the nature of the followers, the society and the situation in which the leader is operating. That is to say that the characteristics of the group, followers or workers (size, homogeneity, flexibility, polarity, intimacy etc) determines to a larger extent how effective the leader is or would be. For example the number of staff members can be of a good indicator of the number of students the new head of a school would expect to have in the school, thereby informing him/her to know the kind of students and staff he/she is going to lead.

Generally, small size group work as a team than a large size group. Again, it is naturally easy to lead a small size group than a large size group. Another characteristic of a group that determines the effectiveness of a leader is homogeneity. This simply means the degree to which the group members are similar in age, sex, culture and socio-economic background. With this the leader can better guide his staff members more effectively towards the achievement of the school goals. For instance, it is likely to find young teachers in one group and the older teachers in another group. This informal grouping can be helpful or detrimental to the proper management of the school.

Flexibility as another determinant of a good leadership means the degree to which the group has established rules, regulations and procedures. These form part of the culture of the school and that; it is worth understanding for quality leadership in the school set up. Again the group should be studied for its stability to ensure effective leadership. Stability here means the frequency with which the group undergoes major changes in the organization. Situations where a particular school has not undergone major changes for quite a long time for instance,

introducing drastic changes in the school should be done with stream caution or else, the leader will meet serious resistance from both staff and students.

The situation or environment within which the leader works also determines his/her success or failure. That is to say that a leader at a village school for example may not be successful as an urban school leader, vise versa. This goes to suggest that the best leader is the one who knows the group best or fit into the group best. A leader is someone who has characteristics similar to those of the members of the group he/she is leading.

A leader is someone who understands and appreciates the culture, tradition and socio-political patterns of the people he/she is leading. Thus, he/she must be part and parcel of the situation. A leader can be described as one who knows the way, shows the way and goes the way.

Apart from the nature of the group and the situation or the environment, the leadership style can also determine the success or otherwise of the organization or the school. Kossen (1991) describes leadership styles as the general ways in which a leader behaves towards his/her subordinates in order to attain the organizational objectives. Thus, the philosophy of the leader towards work, workers and the organizational goals could either draw his/her subordinates closer to him/her or scare them. When any of the cases occur, it will automatically affect the development of the organization either positively or negatively.

There are three main types of leadership styles. These are; autocratic, democratic and laissez-faire. Autocratic managerial leader is authoritarian. He/she

asserts authority over subordinates (Mescon et al, 1988). Democratic style of leadership is also characterized by power sharing and participative approach of decision making. He avoids imposing his/her will on subordinates. Laissez-faire style of leadership is based on approach where the leader gives the subordinates virtually total freedom to select their objectives and monitor their own work. Here the leader presents a task to the group members who ordinarily work out their own techniques for accomplishing those goals within the framework of organizational objectives and policies. Kossen (1991) observes that the leader acts principally as a liaison between outside source and the group and ascertains what necessary resources are available to them.

Getzel and Guba, cited in Musaazi (1982), have developed three dimensions of leadership styles. These are Nomathetic, idiographic and transactional leadership. According to them, the nomathetic leader stresses the requirements of the establishment. That is to say that, the leader always emphasizes that the behaviour of the individual members of the institution reflects what is expected of the institution. He/she has virtually no respect for individual personality and needs. In the school setting for instance, a head of such nature always emphasizes the needs of the school. He/she wants to see his/her school perform best in the final examinations. To achieve this, the head ensures that the teachers prepare and teach while students study and obey school rules and regulations.

The idiographic leader has characteristics which are directly opposite to the nomothetic leader. The idiographic leader is much concerned about his/her

own personal needs and those of his followers. Thus, he/she spends almost all his/her time and energy in trying to meet his personal needs and those of the staff. This leader is less concerned about the institutional demands. He does not place much importance on school rules and regulations.

The transactional leaders amalgamate the characteristics of the two styles (nomathetic and idiographic) in his operations. That is, he appreciates the need to achieve the organizational goals and at the same time makes sure that individual member's needs are not neglected as they work towards the organizational goals. In this case, the leader recognizes the importance of institutional goals and expectations, but he also accepts the fact that pursuing those goals can result in the fulfillment of individual members' aspirations. This leader stresses the nomothetic dimension at one time and the idiographic dimension at another time. Musaazi (1982) argues that where leadership is ineffective then one or both of these dimensions must be lacking.

In conclusion, it could be observed from the above submissions that the objectives of any organization would be very difficult to be realized without a good leader. That is, a good leader is the one who knows the way, shows the way and goes the way with his/her subordinates. Again, the ability of the leader and the organization to be successful depends largely on the nature of followers, the situation or environment and the leadership style or dimensions adopted.

Staff Participation in School Administration

In spite of the perceived problems that may arise from staff participation

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in the school affairs, it is very important that every individual member of staff participate in all school activities and decision making processes. According to Mankoe (2002), staff participation in school administration should start at staff meetings to give staff members the chance to express their views freely. That is to say, decision must be taken by consensus compromise or by majority. When this is done, private complaints after a meeting will have no justification.

A common procedure for staff participation is the committee system. It is usually not appropriate for the entire staff to deliberate on every single issue that concern the school. In view of this, it is very prudent for every school to develop standing and adhoc committees to serve permanently or temporally on issues as they unfold. Here every member of the staff should serve on one or two of the committees set up in the school. This will enable all staff members to take part in the school administrative processes.

The level of participation adopted in a school depends on the matter and situation being dealt with. Richman and Farmer (1975) observed that participation can usually be achieved at all levels if higher managerial levels really want it. Such participation, however, requires openness, mutual trust, honest information and the opportunity for self – expression. They added that small group meeting, effective use of committees, more interaction and more use of management by objective are some of the ways by which participation might be achieved.

Vroom and Yetto, cited in Hoy and Miskel (1987), also describe some decision making methods along continuum from unilateral to shared.

1. **Unilateral**: Here the administrator uses existing information to make

decision alone.

2. The administrator seeks information from subordinates and then makes decision alone.

3. The administrator consults with relevant subordinates individually, solicits their ideas and suggestions and makes the decision.

4. The administrator consult with group to obtain their collective ideas through discussion, then makes the decision, which may or may not reflect the subordinates influence.

5. **Shared**: Here too the administrator shares the situation and problem with the group and the group decides. Thus all the group members share equally as they generates, evaluate and attempt to reach consensus in a decision.

Participative management is yet another approach which can be adopted to ensure full involvement of staff in school administration. Participative management in an organization such as a school means that the head shares decision making, goal setting and problem solving activities with employees (teachers).

It is very beneficial for every school to set up an organizational culture that can foster higher performance or commitment with high levels of teacher involvement. That is, there is the need for the school to establish high performance or commitment culture. Hellriegel, slocum, and woodman (1992) have defined the characteristics of high performance or commitment culture as; delegation, teamwork across boundaries, empowerment, integration of people/

technology and a shared sense of purpose.

Hellriegel et al, further explained delegation as a characteristic of high performance or commitment culture as giving a responsibility for an action and decision to the employees who have the most relevant information and the most appropriate work skills. Teamwork across boundaries means that employees (teachers) focus on the product and customer (learning and learners in a school) instead of focusing on primarily on their own functions or departments. Empowerment means that every employee accepts responsibility for getting his/her job done as well as helping others accomplish their work. Thus, no one in the organization has the chance to say that it is my job or it is not my job.

Integrating people and technology means employees are allowed to control the technology rather than being controlled by it. Finally, shared sense of purpose means that employees share a vision of the organization and the methods for accomplishing that purpose.

Not withstanding the apparent benefits for everyone in an organization to be involved in decision-making and its implementation, it is worth acknowledging the fact that, it is not always appropriate for every employee to participate in making every single decision that affect the organization. It is therefore worthwhile for the administrator to decide who should be involved in some decision making processes. Owen (1987) has defined three rules or guidelines for identifying decisions in which it is appropriate for teachers to participate in decision making processes.

1. The test of relevance: This rule states that when teachers' personal stakes

in a decision is high; their interest in participation should also be high. Examples of issues that need this test or rule include teaching methods and materials, discipline, curriculum and organization of instruction etc.

2. The test of Expertise: This also states that, if a teacher's participation in a given decision is to be significant, he/she must have the competency to contribute effectively. For instance, in taking decision about organization of science fair for a school, teachers of English or Economics may not be competent enough to make effective contributions. Thus, their participation in making decision of this nature is therefore not appropriate.

3. The test of Jurisdiction: This also states that schools are hierarchical in structure which includes, the headmaster, assistant headmasters, heads of department, subject masters etc. and that each hierarchy has jurisdiction on some matters and not all matters by law. The teachers may have the jurisdiction over student's discipline for instance to suspend a student. They cannot, however, decide to suspend or punish a colleague.

Owen (1987) further argues that, apart from determining who should participate in various levels of decision making processes, it is important to consider whether individuals themselves are willing to participate or not. For the purpose of determining individual preparedness, Owen, has put decisional matters into four zones. These are zone of indifference, zone of acceptance, zone of sensitivity and zone of ambivalence. Administrators are hereby cautioned in the consideration of these zones of decisions in the issues of participation.

In summary, the fact that staff participation in school administration is

necessary cannot be overstressed. There are generalizations worth considering for some guidelines in issues pertaining to teacher participation, but they do not perfectly work in all situations. Thus, each situation needs to be critically diagnosed for the appropriate level of participation.

Students' Participation in School Administration

The need for students' participation in school governance particularly at the secondary and tertiary levels cannot be overemphasized. According to Assiedu-Akrofi (1978), students' participation in school governance or administration today represents a period of great promise in our society with strong democratic aspirations. That is to say that, involvement of students in school administration would go a long way to prepare students (young citizens) to be better leaders in future.

Dewey (1916) writes that, the responsibility of good governance under any democratic form of organization rest upon all. And that the school should give preparation for the political life of tomorrow by training its pupils to meet responsibilities, developing initiative, awakening social insight and causing each to shoulder a fair share of the government of the school. Cubberley (1925) also asserted that, the philosophy of students' participation in school administration embraces the ''embryonic community'' idea; providing for common interest and activities and motivated cooperation through national settings and opportunities. He further added that the main objectives of students' participation are to train for citizenship, and to give functioning training in self-governance.

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Students get involve directly or indirectly in school administration through committee system, durbars, suggestion box and students reprehensive council (S.R.C). Among the above mentioned ways, the main opportunity that enables students to directly participation in the school administrative processes is S.R.C. Here the students work through committees to ensure that students understand issues that fall within their competence, to promote the well-being of the school in general.

Also to act as intermediary by conveying students position on matters of their concern to the school authority and vice versa .To act as moral guard of the school through the enforcement of school rules and maintenance of school discipline and to provide leadership in the organization of school functions.

As much as student's participation is very crucial in school administration, there are equally some very important principles underlying students' participation which are worth considering. Mckown (1944) has identified twenty six principles underlying the operation of students Representative Council (S.R.C). These are:

1 The school should have a continuous need for the council.

2 The entire school should be represented in the council.

3 The faculties or departments should be fairly represented.

4 The average student should feel his/her own representation.

5 The average student should feel his/her own responsibility.

6 In general, there should be no restriction on council membership.

7 Each member of the council should assume some definite

responsibility.

8   Each committee or subgroup should be held strictly accountable for its particular responsibility.

9   The council should be neither too large nor too small.

10 The duties and responsibilities of the council should be specifically defined.

11 The principal should retain veto power.

12 The council should not be considered a trouble-shooting body.

13 The council should be considered a disciplinary body.

14 The cooperation aspect of participation should be continually emphasized.

15 The council should not attempt to carry on all the activities itself.

16 The council's financial policy should be well organized and closing supervised.

17 The machinery of the plan of actions should be simple.

18 Council's meeting should be held regularly and should be on time.

19 Council's meeting should be open to all who care to attend.

20 The necessary facilities and equipment should be provided.

21 Continual study and adaptation of the council's policies should be made.

22 The reasons for success and failure should be analyzed.

23 No other organization should be allowed to usurp the council's rightful place in the school.

24 The local council should affiliate with council associations.

25 Too much should not be expected of the council.

26 The council should give continuous publicity to it ideals, activities and problems.

In conclusion, it could be noted that, as much as the school has something to offer students as far as democracy in the Youth is concerned; the student body also has something to offer the school. That is why there is the need for student participation in school administration. This is not to say that student participation offers the only medium through which good citizenship can be developed. Other institutions and personalities outside the school setting also contribute to this development.

However, SRC when preparedly organized and supervised offers the best of   these chances. This is because its objectives and principles are educationally justifiable and its methods and procedures are psychologically sound. As was put in the wards of Mckown (1944), SRC is a motivated and functional miniature democracy, one which represents student interest and the general student.

Conflict and Conflict Management

The word conflict has received a number of definitions and descriptions over the years. This is because of the fact that different people perceive it from different angles at different situations and times. Owen (1987) sees conflict to exist whenever incompatible activities occur. John (1988) also defines conflict as process of antagonisms that occurs when one person or organizational submission

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frustrate the goal attainment of another. He explained that, conflict involves both attitudes and behaviours.

With regards to attitudes, the conflicting parties may develop a dislike for each other, see each other as unreasonable and even develop negative stereotype of their opponent. In the light of behaviours, the opposing parties may resort to name calling, sabotage or even physical aggression. Frustrated or blocked goals often mean that mutual assistance between the conflicting parties is very low. Instead of aiding each other in goal attainment, each party views a loss as the others gain. Thus, conflict is characterized by high antagonism and low mutual assistance.

Hellriegel et al (1992) explain conflict as any situation in which there are incompatible goals, thought or emotions within or between individuals or groups that lead to opposition. Costly and Todd (1987) refer to conflict simply as the inability to choose between two or more alternatives. Bittel (1985) also defines conflict as a disruptive clash of interest, objectives, or personalities between individuals and groups or between groups. Conflict can be explained as an outward/inward expression of individuals or groups discord or opposition to an idea, behaviour, attitudes or decisions of a person, groups or an organization.

Hellriegal et al (1992) have categorized conflict into goal conflict, cognitive, affective and procedural conflict. Again, conflict could be interpersonal, intrapersonal, inter-group or intra-group.

As far as two or more people agree to form an organization, there is bound to be disagreement, incompatibility or opposition in their day to day operations,

thereby making conflict in organizations inevitable. Bittel (1985) argues that, it is actually human to quarrel and complain and that when many people must work together, conflict is inevitable. Kossen (1991) also emphasizes that, wherever two or more persons have some mutual interest, an organization exists. And whenever an organization exists, there is the potential for conflict resulting from myriad causes.

Conflict in an organization could be caused by different factors. This is because different circumstances and times bring their own causes of conflict. Bittel (1985) is of the view that conflicts in organizations are caused by the following factors: A growing sense of mistrust among staff members, lack of stability in departmental operations, changes in work-flow or conditions or positions, expression of disagreement about what is important and what is not important, unfair allocation of resources and different ideas from people.

John (1988) also identifies some causes of conflict as interdependence, difference in power status and culture, the nature of the organizational culture and ambiguity in goals setting, jurisdiction or performance.

Louis-Poudy, cited in Owens (1987), has also identified three causes of conflict in organizations.

1 Competition for scarce resources. That is to say that when an organization's resources are insufficient to meet the requirement of the sub-units to do their work, there is a struggle for the few resources thereby resulting in conflict.

2 Autonomy: The autonomy here implies when one party seeks to control activities belonging to another unit and the second unit try to fend off such

interference. In this circumstance, when the second unit attempts to protect its autonomy, conflict escalates automatically.

3 Goal divergence: This can also bring about conflict when two or more parties in an organization must work together but cannot agree on how to do so. That is when each party has its own method or procedure of attaining a common goal and that they all feel their individual procedure is the best.

In everyday life, there has traditionally been emphasis on the negative and dysfunctional aspect of conflict. This can be observed in the various definitions and explanations given to it. However, it is worth knowing that, it is not all conflict that leads to individual or organizational ineffectiveness. Johns (1988) observes that conflict in an organization promotes necessary organizational changes for its survival. He further explained that, for an organization to survive, it must adopt to its environment. This adaptation requires changes that may be stimulated through conflict. Owens (1987) also points out that conflict in organizations is now seen as inevitable, endemic and often legitimate. Thus, conflict when effectively managed, can lead to outcomes that are productive and enhance the health of the organization.

Thomas (1976) also asserts that the confrontation of divergent views often produces ideas of superior quality. He added that there is a growing reason to believe that conflict causes people to seek effective ways of dealing with issues. Thus, it results in improved organizational functioning like cohesiveness, clarified relationship and clearer problem-solving procedures.

In as much as conflict has something good to offer the individual and the

organization as a whole, it has some negative effects. Owens (1987) has observed that frequent and powerful conflicts can have a devastating impact on the behaviuor of people in an organization. Conflict often develops into hostility which also causes people to withdraw physically and psychologically. In the school situation, physical withdrawal takes the form of absence, tardiness and turnover on the part of teachers. Psychologically, teachers withdraw in the form of alienation, apathy and indifferences. Conflict can lead to outright hostile or aggressive behaviuor such as job actions, property damage and minor theft of property.

Costley and Todd (1987) also stressed that when frustrations and effects of conflict persist and an individual's tolerance level is exceeded, he/she responds through aggression and withdrawal. Aggression involves a direct attack upon the perceived barrier to achieving the goal. In some instances, the frustrated individual will direct aggression against the person or the object that is perceived as the cause of the frustration. Aggression can take many forms like antagonistic behaviuor, theft, disobedience, sabotage, absenteeism and inference with the work of others.

The fact that conflict has something positive to offer organizations does not mean, they should be entertained or left unattended to. This is because, it is after the conflict has been resolved that its good or bad side can be realized. In view of this, there is the need to manage conflict in organizations. Managing conflict means finding appropriate strategies to resolve it. Effective conflict management involves more than one technique. The ability to understand and

correctly diagnose conflict is the first step in conflict management.

Hellriegel et al (1992) assert that conflict management consists of diagnostic process, interpersonal styles, negotiating strategies, and structural interventions. They further propounded five styles of resolving conflict. And these are:

1   Avoiding style: This style involves behaviour that is unassertive and uncooperative. An individual with this style chooses to stay out of conflict, ignore disagreement or remain neutral. This approach might reflect a decision to allow a conflict to work itself out.

2   Accommodating style: This style involves a behavior that is cooperative but not assertive. Accommodating may also mean an unselfish act, a long term strategy to encourage others to cooperate or submit to the wishes of others.

3   Collaborating style: The collaborative style entails behaviours that are strongly cooperative and assertive. It reflects a win-win approach to resolving a conflict. Here conflicts are recognized and evaluated by all concerned. This style represents a desire to maximize joints outcomes.

4   Comprising style: This style also involves a behaviour that is at an intermediate level in terms of cooperation and assertiveness. It is based on give and take affair and typically involves a series of concession.

5   Forcing style: This style dwells more on assertive and uncooperative behaviours. It reflects a win-lose approach to interpersonal conflict. This style often involves aspect of coercive power and goals without concern for others.

Another approach to managing conflict is negotiation. Hellriegel et al

(1992) again defined negotiation as a process in which two or more parties, having both common and conflicting goals state and discuss proposals concerning specific terms of a possible agreement. Negotiation usually include a combination of compromise, collaboration and possibly some forcing on particular issues that are vital to one or more of the parties.

In conclusion, conflict in organizations which are made of persons with different background and mindset cannot be ruled out. This implies that, conflict has now been accepted to be part and parcel of human organizations. Conflict could be both constructive and destructive. All depends on the situations surrounding it and how it is handled by the entire organization. The fact that conflict is based on antagonistic characteristics suggests that, it need to be managed carefully as it unearths itself in an organization or else it would be more destructive than constructive.

Motivation and Job Satisfaction

Motivation has been explained by Owens (1988) as the inner states that activate or move individuals. Johns (1987) also observes that we speak of a person as being motivated when the person works "hard", "keeps at" his/her work and direct his/her behaviour towards appropriate goals. Mankoe (2002) views motivation as a causative factor, an incentive or a drive for job performance. Motivation may be explained as the process of moving oneself and others to work towards the achievement of personal and/or organizational goals.

Behaviour, as Owens explains is an attempt to satisfy needs that motivate the individual. Behaviour is the means by which the individual seeks to satisfy

needs. By observing people's behaviour, psychologists have determined that, needs motivate. That is, needs cause people to act in the way they do. From this, it could be inferred from Owens' assertion that, motivation is an intervening variable between human needs and behaviour.

Mankoe (2002) has identified three characteristics of motivation as effort, persistent and direction. Effort in this sense refers to the strength of a person's work-related behaviour or the amount of exertion a person exhibits on the job. Persistence also refers to the endurance or perseverance that individual's exhibit in applying effort to their work task. Here both effort and persistence determine the quality of work done by an individual. Direction also refers to the trend of a person's work-related behaviour. That is, does a worker channels his/her persistence effort in a direction that will benefit the organization? From the afore' it could be said that motivation is the extent to which a person's persistent effort is directed towards organizationally relevant outcomes. Such outcomes might include productivity, attendance or creative job behaviours.

Psychologists have identified two main types of motivation as intrinsic and extrinsic motivations. Intrinsic motivation is derived from within the person or the worker. It refers to the direct relationship between a worker and the task, and it is usually self-applied. Intrinsic motivation could be derived from achievement, challenges, competence obtained from performing one's job well. Extrinsic motivation on the other hand is derived from the work environment external to the person and his/her work. It is usually applied by a different person. Good salaries, fringe benefits, enabling policies, various forms of supervision are

examples of extrinsic motivation.

Mescon et al (1988) pointed out that in the scientific management school from the late 18th to 20th century; motivation was thought to be a simple matter of offering suitable monetary rewards in an exchange for effort. The behavioural science, however, demonstrated the inadequacy of purely economic approach. All workers expect to derive maximum satisfactory from the job that they decide to do for a living.

Related to motivation is job satisfaction. Job satisfaction could be described as a collection of attitudes which workers have about their jobs. It could also be explained as a highly positive inner feeling which a person derives from the job he/she undertake on daily basis (Bittel, 1985).

Johns (1988) has differentiated two types of job satisfaction. These are facet satisfaction and overall satisfaction. Facet satisfaction is the tendency for an employee to be more or less satisfied with various aspects of the job. Examples of sources of these facets are the work itself, pay promotions, recognition, benefits, working conditions, supervision, co-workers and the organizational policies. Overall satisfaction on the other hand is the overall indicators of job that cut across the various facets. Examples of such satisfaction are remuneration in relation to the amount of work done, competence of the workers supervisor in making decisions and the extent to which the worker enjoys steady employment.

From the above analysis of literature on motivation and job satisfaction, it could be observed that leaders' expectation of their subordinates to perform depends on motivation (incentives or drive for job performance). Motivation can

be either intrinsic or extrinsic. It is very important for a leader to understand which type can induce subordinates to perform to the maximum. Motivation and job satisfaction when adequately paid attention to increase productivity in an organization.

Instructional Supervision

Supervision as an administrative act is what school personnel do with adult and things for the purpose of maintaining or changing the operation of the school in order to directly influence major instructional goals of the school (Haris and Bessent, 1985). Wiles and Bondi (1986) also opines that supervision is a function of the person who either through working with other supervisors, school heads or others at the central office level, contribute to the improvement of teaching and learning or implementation of curriculum.

Instructional supervision is related to an educational enterprise which is a learning- producing establishment with instruction (teaching) as the basic set of production techniques. There are two critical dimensions in educational enterprise. These are pupil-related and instructional-related dimensions. The pupil –related dimension includes distribution of instructional materials, conferences with parents and rescheduling of classes. The instructional-related dimension also includes classroom presentations, educational counseling, assisting students in selecting library books, conducting achievement test, completing continuous assessment forms, preparing terminal reports, selecting appropriate instructional materials and conducting in - service sessions.

Harris (1985) argues that supervision is highly instructional related rather than being highly pupil related. This is because supervision is a major function of the school operation, but not a specific job or set of techniques. That is to say that it is directed towards both maintaining and improving the teaching/learning processes of the school. He added that; supervision in a broader sense focuses on six areas of operation. These are administration, curriculum, instruction, human relations, management and leadership.

In an attempt to identify the purpose for instructional supervision, Sergiovanni and Starratt (1988) asserted that instructional supervision is to ensure that minimum standards are being met and that teachers are being faithful to the school's overall purpose. Again, it is aimed at helping educational platform as well as helping teachers to grow as persons and professionals. Thus, the purpose of supervision is for quality control, professional development and for teacher motivation.

They added that supervision is to supply leadership in securing continuity and constant readaptation in the educational programme over a period of years from level to level within experience to another. The immediate purpose of supervision is co-operatively to develop favourable settings for teaching and learning.

That is, Supervision through all means available, seeks improvement of methods of teaching and learning. Supervision seeks to create physical, social and psychological climate or environment favourable for teaching and learning. Supervision seeks to co-ordinate and integrates all educational efforts and

materials in order to supply continuity.

Sergioranni and Staratt (1988) suggested some principles which supervisors need to bear in mind for the purposes of effective instructional supervision;

1   Supervision and administration are coordinative, collective and complementary. Thus, while administration is concerned with providing material facilities for general operations, supervision is concerned with improving the setting for learning.

2   Supervision should be democratic. They explained this principle as; supervision should respect personality and individuals differences and seek to provide opportunity for the expression of each unique personality. Supervision should also be based on the assumption that, educational workers are capable of growth. It should accept idiosyncrasies reluctance to co-operate and antagonism as human characteristics, just as it accept reasonableness, co-operation and energetic activities. Again, it should stimulate initiative, self –reliance and individual responsibility on the part of all persons in the discharge of their duties.

3   Good supervision should employ scientific methods and attitudes so far as those methods and attitudes are applicable to the dynamic social process of education. That is to say that it should utilize and adapt to specific situations and scientific findings concerning the leaner, the learning processes, the nature and development of personality and co-operative from time to time in pure research.

4   Finally, they asserted that good supervision should employ processes of problem solving in studying, improving and evaluating its products and processes. Thus supervision either by scientific methods or through orderly processes should

constantly derive or use data and conclusions which are more objective, precise, sufficient, impartial, expertly secured and systematically organized.

In conclusion, it could be noted that instruction supervision cannot be ruled out as far as proper teaching and learning processes are concerned. However, it is an undisputable fact that it is more of instructional related than students related. This is because supervision is aimed at ensuring quality control, professional development and for teacher motivation. Again it is worth observing that supervision and administration are coordinative, collective and complementary and that it should be democratic and scientific.

CHAPTER THREE

METHODOLOGY

This chapter seeks to discuss the research design, study population, sample and sampling technique and data collection procedure used for the research work. Again, the method of data collection and how the data were analyzed are also treated in this chapter.

Research Design

The research was on the challenges facing Senior High School administrators in the Komenda-Edina-Eguafo-Abrem (K.E.E.A.) Municipality of the Central Region. The research design for the study was descriptive rather than interventional. This is because the study involved systematic collection and presentation of data on the challenges facing the various Senior High Schools in the K.E.E.A municipality to give a clear picture of the situation on the ground. Descriptive survey is the survey that seeks to collect data in order to test hypothesis or answer research questions concerning the status of a study (Gay, 1987). Thus, the survey was non-interventional since no measure or manipulation was put in place in the cause of the study

Best & Kahn (1998) observed that descriptive survey provides information upon which sound decision can be made. Again, it points to implications and interrelationships of data for meaningful inferences to be drawn. Notwithstanding the above stated advantages, there is the difficulty of ensuring that the questions or statements to be responded to using descriptive survey design are clear and not

misleading. This is because survey results can vary significantly depending on the exact wording of questions or statements. It may also produce untrustworthy results since they delve into personal issues that people may not be truthful about.

The Study Population

The target study population was made up of all the staff members (teaching and non-teaching staff) of all the three senior High Schools in the K.E.E.A municipality. The staff was made up of 118 males and 62 females totaling 180 as shown in Table 1 below.

Table 1: List of Schools and their Staff Enrolment (Teaching and Non-Teaching Staff)

School	Number of staff members	Number of males	Number of females
Edinaman Senior High	69	39	30
Eguafo-Abrem Senior High	61	40	21
Komenda Senior High	50	39	11
Total	180	118	62

Source: Headmasters of respective schools

Table 2: Gender of the Population in Percentage

School	Number of male staff members	(%)	Number of female staff members	(%)	Total number of staff members
Edinaman Senior High	39	57	30	43	69
Eguafo-Abrem Senior High	40	66	21	44	61
Komenda Senior High-Technical	39	78	11	22	50
Total	118	66	62	34	180

The target population was chosen because the administration and the general wellbeing of the schools depend on all the staff members of the schools. Thus, they are all administrators in one way or the other and eventually share the challenges facing their respective schools together.

Table 3: List of Schools and their Students' Enrolment

School	Number of Students	Number of Boys	Number of Girls
Edinaman Senior High	971	524	447
Eguafo-Abrem Senior High	450	226	184
Komenda Senior High	295	189	109
Total	1719	979	740

Source: Headmasters of respective schools

Sample and Sampling Technique

A sample of 46 staff members with specific administrative positions in the various schools was purposively selected. The purposefully selected staff members were; the Headmasters, Assistant Headmasters/Mistresses, Senior House Masters/Mistresses, Accountants, Heads of Arts Department, Heads of Home Economics Department, Heads of Agriculture Department, Heads of Technical Department, Heads of Science Department, Heads of English and Mathematics Departments.

All these respondents were purposively selected because the researcher found them to be the fore-runners and the trustees of the schools thereby putting them in a better position to provide the relevant and adequate information for the study.

Data Collection Technique

The data collection technique or instrument used by the researcher for the study was questionnaire. The choice of this technique was based on the fact that it is considered less expensive and an easy way of collecting information. Again, it gives the researcher the opportunity to gather uniform, valid and reliable data by using uniform and well constructed questions (Amedahe, 2000). The questionnaire was constructed by the researcher under the supervision of his supervisor and other experienced lecturers.

There was one main set of questionnaire for the respondents since they all perform similar and related administrative roles in their respective schools. The questionnaire was made up of ten (10) sections. (A to J).

Sections A and B comprise eleven (11) items dealing with the demographical data of the schools and the respondents respectively. Section C contains eleven (11) items purposed to find out the availability and the state of physical facilities of the schools in the municipality. Section D also consists of five (5) items designed to look at the rate of teacher supply and retention in the schools. Section E deals with how administrators delegate some of their responsibilities and powers as against how subordinates react to them. The state of student and teacher discipline was catered for in section E. Additionally, a number of questions were posed to ascertain the community, P.T.A., Board of Governors and Government support to the schools in sections G, H and I respectively.

Finally, in section J, the respondents were given the chance to indicate the most pressing challenge areas and how they were affecting the general development of the schools. Again, the respondents were provided with space to offer suggestions to save the situations.

A number of items on the questionnaire were closed ended forms of questions. However, room was provided for them to react to some of the items in their own words with the aid of opened-ended type of questions. This was intended to enable the administrators to provide a greater dept of information as far as the real situation in the schools are concerned.

Validity and Reliability of the Instrument

According to Best & Kahn (1998), validity and reliability of an instrument is essential to the effectiveness of any data gathering procedure. In view of this, the researcher considered it worthwhile to pre-test the instrument to ascertain the validity and reliability of the instrument before embarking on the actual fieldwork.

The instrument was pre-tested at Efutu Senior High and Jukwa Senior High Technical schools of Cape Coast and Twifo Heman Districts respectively in the Central Region. These schools were selected for the pilot-study because, they all share boundary with K.E.E.A. municipality. Looking at the geographical location of the two districts for the pilot- study, it could be observed that they find themselves in much more similar conditions in relation to the challenges facing senior high schools in the region and in Ghana as a whole.

The survey was piloted with all the headmasters/headmistress, assistant headmasters/headmistress, accountants, senior housemasters/housemistress and heads of all departments of the two schools. The participants in this case were not part of the three schools selected for the actual study since it took place in K.E.E.A. municipality.

Again, the validity and reliability of the instrument of this study was further established by making it available to experienced lecturers in the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast.

The lecturers assessed the language construction as well as the clarity of direction. They further considered and determined whether the administration of the instrument to the target respondents would permit accurate inferences about the expectations.

The pre-test revealed that most of the items on the questionnaire were valid; since they gave expected answers. However, the few weaknesses identified coupled with the suggestions and guidelines offered by the experienced lecturers enabled the researcher to come out with a valid and reliable instrument for the actual research work.

Method of Data Collection

The collection of data was done through hand-delivery method. This method was adopted by the researcher because all the three Senior High Schools were in the same municipality and easily accessible.

As a first step, the researcher went and met the headmasters of the various schools and informed them of his intention. Here, permission was sought from the headmaster where dates were set to meet the various respondents. On the first day of questionnaire delivery, all the respondents in each school were met where the items on the questionnaire were explained to them. They were given the opportunity to ask questions for clarifications when the need be.

Having given out the questionnaire, another date was set for the collection of the questionnaires. Each school was given a period of one (1) week to respond to the questionnaires. This was to give them enough time to respond to the items on the questionnaire at their convenient time. The entire questionnaires were, however, administered within a period of three months. This was because some respondents showed some form of reluctance in responding to the questionnaires. There were some instances where the researcher had to issue another set of questionnaire to some respondents to replace lost questionnaires. The use of hand-delivery method, however, ensured a hundred percent return rate.

Data Analysis

The data for the study were collected through construction and administration of questionnaire. A common questionnaire was constructed for all the respondents since they all go through similar and inter-related procedures to achieve their common goals.

The data gathered were coded and edited before analyzing them. The analysis of the responses on the questionnaires was done on item by item.

However, those responses that were found to be closely related were merged and analyzed. Here, the data were tabulated and converted into percentages for easy and smooth analysis.

Again, the data collected was aimed at explaining the actual situations on the ground as far as the challenges are concerned. The analyzed data in tables formed the basis for answering the research questions and drawing of conclusions for the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

This is the report on the data gathered with the help of questionnaire. The data are analysed on item by item bases. However, those items found to be closely related are merged for easy analyses. Again, the data collected are edited and tabulated in percentages for easy analyses in accordance with the research questions.

Demographical Background Information

Table 4: Age Group of Respondents

Age Group in Years	20 - 30	31 - 40	41 - 50	50+	Total
Number of Respondents	4	10	17	15	46
(%)	9	22	37	32	100.0

Majority of the staff members with administrative positions were above the age of 40 years. This could be compensation to the long serving members of staff (seniors) as propounded by Rebore. According to Rebore (2007), seniority as one of the variables affecting compensation in educational organizations is aimed at attracting and retaining qualified teachers. Again, it directs the carriers of teachers along a path that will lead to refined skills and higher level of responsibilities.

However, quite a reasonable number of them were between the ages of 20 and 40 years. This implies that, most of the administrators have served for a number of years in the service and might have run through the positions thereby giving them the required experience. It can also be inferred that those between the ages of 20 and 40 years in position are being mentored or prepared to assume higher positions in the service in the near future.

Table 5: Academic Qualification of Respondents

Qualifications	Number of Respondents	(%)
Diploma/H.N.D.	4	8.6
Degree	34	73.9
Post Graduate Certificate	3	6.5
Post Graduate Diploma	1	2.2
Masters Degree	4	8.7
Total	46	100.0

From Table 5 above, it could be observed in terms of academic qualification that most of the administrators have attained the required level (First Degree) and even higher. However, none of them have acquired Doctorate Degree as an academic qualification. Thus, 42 out of the 46 respondents, representing about 91% have a first degree or higher degree.

Table 6: Professional Qualification of Respondents

Qualification	Number of Respondents	(%)
Diploma	4	8.7
Degree	34	73.9
Post Graduate Certificate	3	6.5
Post Graduate Diploma	1	2.2
Masters Degree	4	8.7
Total	46	100.0

Professionally, all the respondents have acquired one educational certificate or the other. These   Certificates ranges from Diploma to first Degree level. However, the issue of whether or not these certificates are in the sphere of educational administration is researchable. This is clearly indicated in Table 6 above.

Table 7: Rank of Respondents

Rank	Number of Respondents	(%)
Senior Superintendent II	-	-
Senior Superintendent I	-	-
Principal Superintendent	14	30.4
Assistant Director II	21	45.6
Assistant Director I	9	19.5
Deputy Director	2	4.3
Director	-	-
Total	46	100.0

Table 7 above also shows the rank distribution of the respondents in the three Senior High Schools under study. The table shows that 30.4% of the respondents were on the rank of Principal Superintendent, 45.6% on the rank of assistant Director II, 19.5% on Assistant Director I rank while 4 % were on Deputy Director rank.

From Tables 5 and 6, it could be deduced that the administrative roles are evenly and appropriately distributed in terms of professional and academic qualifications. Table 7 also indicates that most of the administrators have run through the ranks and are therefore experience in their field of work. This is to say that the positions are not reserved for a particular rank of teachers. This goes to affirm the definition of high performance or commitment culture by Hellriegel et

al (1987) as; delegation, teamwork across boundaries, empowerment, integration of people/technology and a shared sense of purpose.

Research Questions One/Two

What are the available and the state of physical facilities in the schools?

How is the state of physical facilities affecting the general development of the schools in the municipality?

The various tables that go to analyze and answer research questions one and two are organized under Physical Facilities as a major heading; with sub-headings as: Description of Students Housing Facilities, Description of Staff Housing Facilities, Classroom Furniture, Availability of teaching/Learning Materials and Transportation Facilities

Physical Facilities

Table 8: Description of Students Housing Facilities

Description	Number of Respondents	(%)
Highly Adequate	-	-
Adequate	2	4.3
Inadequate	40	86.9
Woefully Inadequate	4	8.6
Total	46	100.0

The housing system that was being used at the time of the research included boarding, hostel and day. Among these three housing system, most of

the students population fell under day category. This was due to the fact that the boarding and hostel facilities on the campuses were inadequate. This could be substantiated by Table 8 above which indicates that 86.9 % of the purposefully sampled population was of the view that students housing facilities on campus were inadequate. It is therefore worthwhile to note that most of the day students stay about 2 -10km away from the school premises.

Table 9: Description of Staff Housing Facilities

Description	Number of Respondents	(%)
Highly Adequate	0	0.0
Adequate	6	13.0
Inadequate	2	4.3
Woefully Inadequate	38	82.6
Total	46	100.0

Table 9 on the other hand describes the housing facilities for staff members. The table clearly shows that the availability of staff bungalows in the schools were woefully inadequate. Thus, 82.6 % of the respondents indicated that the availability of staff accommodation on campus was woefully inadequate. They further indicated that, some staff members stay in their private homes in town which are about 2-10km away from the school premises. In a particular school, there was no single bungalow for the staff members on campus.

Table 10: Classroom Furniture

Description	Number of Respondents	(%)
Highly Adequate	0	0.0
Adequate	4	8.7
Inadequate	28	60.9
Woefully Inadequate	14	30.4
Total	46	100

Table 10 above indicates that 8.7% of the respondents saw the classroom furniture to be adequate. 60.9% also thought that the furniture situation in the classrooms is inadequate while 30.4 % also claimed that it was woefully inadequate. Considering the proportion of school administrators who describes the classroom furniture as inadequate and woefully inadequate (about 91%), it could be observed clearly that the classroom furniture situation in the schools needs much to be desired.

Table 11 : Availability of Teaching and Learning Materials

Description	Number of Respondents	Percentage (%)
Highly Adequate	0	0.0
Adequate	8	17.4
Inadequate	30	65.2
Woefully Inadequate	8	17.4
Total	46	100.0

With the issue of whether or not teaching and learning materials were available, all the respondents responded yes. This means that there are some forms of teaching and learning materials in the schools. However, as to whether the materials were adequate or not; 8 out of the administrators representing 17.4% responded that the materials were adequate. Thirty (30) respondents representing 65% also indicated that it is inadequate. Again, 17.4 % also described the teaching and learning material availability as woefully inadequate.

Table 12: Transportation Facilities

Description	Number of Respondents	(%)
Highly Adequate	-	-
Adequate	-	-
Inadequate	7	15.2
Woefully Inadequate	39	84.7
Total	46	100.0

To unearth the issues relating to transportation facilities in the schools, it was realized that most of the respondents found the situation to be unfortunate. Thus, 84.7 (%) of the respondents described the transportation facilities in the schools as woefully inadequate whiles 15.2 (%) also saw it to be inadequate.

In an effort to respond to an opened ended question which offered the respondents the opportunity to mention any physical facility other than those

mentioned in the questionnaire, it was realized that the libraries and the science laboratories in the schools were under resourced.

Tables 8-12 presented and analyzed above go to answer the research questions 1 and 2 which seek to find out the available and the state of physical facilities in the school and how they are affecting the general development of the schools in the municipality.

The physical facilities under consideration here include, housing facilities for students and staff members, classrooms, classroom furniture, teaching/learning materials, library, science resource centers and means of transportation. The analyses of the data on the various facilities indicate that, they were generally inadequate. The inadequacy of the various facilities affects the school in diverse ways.

Limited number of accommodation for both staff members and students affect instructional hours since teachers and students commute from a longer distance to school every day. This issue is further worsen by the woefully inadequate nature of transportation facilities in the schools which is supposed to ease the situation by conveying students and staff to and from school on dairy bases.

According to Harris (1985), one of the roles of educational administrators as instructional supervisors is to provide direct assistance to the classroom teacher for the improvement of instruction and pupils learning. This implies that the inadequate nature of classroom/classroom furniture coupled with insufficient quantum of teaching/learning material, under resourced libraries and science

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laboratories adds to the numerous challenges facing the administrators of these schools under study. This goes a long way to hinder all conscious efforts being made to ensure proper teaching and learning in the schools.

Research Question Three

What is the state of teacher supply and retention in the schools? The various tables that go to analyze and answer research question three are organized under, Teacher Supply and Retention as a major heading; with sub-headings as Teacher Supply and Teacher Retention.

Teacher Supply and Retention

Table 13: Teacher Supply

Description	Very High	High	Low	Very Low	Total
Number of Respondents	13	33	-	-	46
Percentage (%)	28.3	71.7	-	-	100

From Table 13 above, 28.3% of the respondents asserted that teacher supply in the schools was very high while 71.1% also said that it was high. None of the respondents indicated that teacher supply in the schools was either low or very low.

Table 14: Teacher Retention

Description	Very High	High	Low	Very Low	Total
Number of Respondents	-	5	32	9	46
(%)	-	10.8	69.6	19.6	100

Table 14 above shows that 10.8 % of those who responded to the questionnaire described the retention rate of teachers as high while 69.6% described it as low. 19.6% on the other hand rated it as very low in the schools.

To answer the research question on teacher supply and retention, it was observed that; teacher supply rate was high while teacher retention rate was found to be generally low. The contributing factors to this low level of teacher retention in the schools were numerous. However, the recurring factors include; inadequate accommodation for teachers, inadequate good water supply and lack of incentive packages from parents and other stakeholders other than the government to teachers. This support one of the five principles that can be followed to retain teachers in schools; propounded by Mussazi (1982). That is, teachers are highly retained in the school if the needed facilities and equipments are provided to them.

Research Question Four

To what extent do staff members support the administrators in decision making and discharge of their duties?

The various tables that go to analyze and answer research question Four are organized under Delegation of Duties by Superiors and Staff Support as the main heading; with its sub- headings as Subordinates Reaction to Delegation of Duties, Involvement of Staff Members in Decision Making and The State of Discipline in the Schools.

Delegation of Duties by Superiors and Staff Support

Table 15: Subordinates Reaction to Delegation of Duties

Subordinates Reactions	Number of Respondents	(%)
Unwilling	40	87.0
Willing	6	13.0
Indifferent	-	-
Diligent	-	-
Total	46	100.0

In an attempt by the researcher to find out whether administrators of the schools under research actually delegate part of their duties and powers to their subordinates; a question was raised in that direction. In response to this item on the questionnaire, all the respondents subscribed to the fact that they sometimes part some of their duties and powers to their subordinates.

Moreover, there was the need to find out how subordinates also respond to such delegation of responsibilities. As it can be observed from Table 13 above; 87.0 % of the administrators indicated that subordinates were unwilling to take up

delegated responsibilities and powers. However, 13.0 % also felt that some staff members show willingness when duties and powers are delegated to them.

Table 16: Involvement of Staff Members in Decision Making

Description of Staff Involvement in decision making	Number of Respondents	(%)
Fully	-	-
Partial	36	78.3
Reluctantly	10	21.7
Not at all	-	-
Total	46	100.0

Table 16 indicates that 21.7 % of the respondents were of the view that staff members felt reluctant when it comes to decision making and its implementation in the schools. Again, 36 (78.2 %) on the other hand described the manner in which staff members get themselves involved in decision making processes as partial. This also goes to answer the research question on the extent to which staff members support the administrators in decision making and its implementations. The simple answer to this research question is that they do not involve themselves fully as expected. It can therefore be inferred from the above analyses that when subordinates are not part of decision taken they would definitely not be part in its implementation processes.

Table 17: The State of Discipline in the Schools

Description	Number of Respondents	(%)
very high	-	-
High	2	4.3
Satisfactory	4	8.7
Low	32	69.6
Very low	8	17.4
Total	46	100.0

From Table 17 above, none of the administrators in the schools described the state of students discipline as very high. Two (2) of them described it as high while four (4) described it as satisfactory. Thirty-two (32) out of the forty-six (46) (69.6%) of the purposefully sampled administrators described the state of students discipline in the schools as low. Again, 17.4 % of these same respondents saw the situation as very low. This is likely to affect the academic performance of the students in the schools. This is in line with the assertion by Cattingham, cited in Mankoe (2002), that many things affect students academic and intellectual performance in the spheres of emotional and attitudinal development.

In an attempt to find out the possible contributing factors to this unfortunate situation in our senior high schools; a number of issues were raised. However, the dominant among them was the fact that most of the staff members

do not involve themselves fully in ensuring discipline in the school. Again, the issue of lack of accommodation for staff members on campus was also raised as a contributing factor. Lastly, the respondents stressed on the fact that the communities in general and parents in particular have poor attitudes towards students' discipline.

Research Question Five

To what extent do the community, board of governors, government and other stakeholders support the schools?

The various tables that go to analyze and answer research question Five are organized under Community/PTA, Board of Governor and Government Supports as major headings. The sub- headings are; community Support, Quantity of Logistics Supply, Inflow of Government Grants to the Schools and Adequacy of Government Grants to the Schools

Community and PTA Support

It was observed during the study that the communities do support the schools in one way or another. These kinds of support came in the form of cash, kind and human resources/knowledge. There was a questionnaire item which sought to find out how often the supports come to the school. It was revealed that the supports came once a while. Thus, they were generally not regular in terms of their inflow.

The relationship between the school and the communities was described by most of the administrators as co-operative. Thus, the communities generally

involved themselves in the affairs of the schools. This assertion was supported by the responds to an item on the questionnaire on parents' attitudes towards PTA meetings. As shown in Table 18 below, 42 out of the 46 representing 91.3 % of the respondents described parents/guardians response to PTA meetings as encouraging.

Table 18: Community Support

Community Support	Number of Respondents	(%)
Very Encouraging	4	8.7
Encouraging	42	91.3
Discouraging	-	-
Very Discouraging	-	-
Total	46	100.0

Board of Governors/SMC Support

All the respondents described the Board of Governors as functional in the schools. The reason being that; members of the board do meet at least once a year to deliberate on issues concerning the development of the schools. It was further revealed that even though they exist as bodies, however, they are ineffective in the schools.

The ineffectiveness on the part of the board of governors was attributed to the fact that some members have been on the board since the establishment of the schools and that they have no innovative ideas to offer the schools. They also

argued that there has never been any remarkable achievement of the board to the schools.

Government Support

There was an item on the questionnaire to find out the extent of government support to the schools under consideration. The items were specifically to find out whether the government supplies the schools with logistics, teaching and learning materials, textbooks, furniture, library books, tools and equipments. The response to these items was positive.

It was further revealed that, even though the government supplies the schools with the logistics, however, their supply were not on regular bases.

Table 19: The Quantity of Logistics Supply

Description	Number of Respondents	(%)
More Than Needed	-	-
Sufficient	2	4.3
Insufficient	30	65.2
Woefully Insufficient	14	30.5
Total	46	100.0

Table 19 above shows the quantity of logistics supplied to schools by the government. The table shows that the quantity of logistics supplied to schools are not sufficient. Thus, about 95.7% of the administrators indicated that the quantum of logistics supplied to the schools is insufficient.

Inflow of Government Grants to the Schools

Apart from internally generated funds and other sources of funds like NGOs, government grants are the main source of funds for the running of the schools. In view of this, their inflow in the schools determines how effective the schools machinery can be ran. It was against this background that the administrators' views were sought on how regular these grants were coming to the schools. Here, it was found out that, the government grants were not regularly coming to the schools as expected. This can clearly be seen from Table 20 below.

Table 20: Inflow of Government Grants to the Schools

Description	Number of Respondents	(%)
Regularly	1	2.2
Irregularly	16	34.7
Once a While	29	63.1
Total	46	100.0

The administrators further added that the inflow of government grants to the schools is not only irregular but also woefully insufficient. This assertion can be justified by the table below.

Thus, 34 (73.9%) of the respondents opines that the quantum of government grants sent to the schools were woefully insufficient.

Table 21: The Adequacy of Government Grants to the Schools

Description	Number of Respondents	(%)
Highly Sufficient	-	-
Sufficient	4	8.7
Insufficient	8	17.4
Woefully Insufficient	34	73.9
Total	46	100.0

Research question Five was aimed at finding out the extent to which the government, board of governors and the community support the Senior High schools in the K.E.E.A. municipality. The responds gathered indicated that even though the government does provide support in the form of funds, logistics, textbooks, furniture, etc. they were inadequate and inconsistent in terms of their inflow. The Boards of Governors as bodies in these institutions were also found not to be effective and supportive to the schools. The relationship between the school and the communities was described by the respondents as co-operative where community members involve themselves in the activities of the schools. It was, however, revealed that, even though the communities support and involve themselves in the activities of the schools, there is more room for improvement.

CHAPTER FIVE

SUMMARY, CONLUSIONS AND RECOMMENDATIONS

This chapter presents to readers the summary over view of the study, the major findings and the recommendations based on the findings of the study. The recommendations are categorized into recommendation for practice and recommendation for further research or study.

Summary of the Study

Administration of any organization cannot always occur without its related challenges. As far as this phenomenon is concerned; our educational institutions are no exception since they are also classified as organizations. It was against this background that the researcher deemed it prudent to research into the challenges facing Senior High School administrators in the day to day running of the schools in K.E.E.A. municipality.

Since the study was aimed at unearthing the challenges facing administrators of the schools in the municipality, the descriptive survey was used as the research design. The targeted population consisted of all the staff members (teaching and non-teaching) of the schools under study. Out of this population of 180, a sample size of 46 was purposefully selected for the study. The main data collection technique or instrument used was questionnaire. This was because the researcher considered it to be less expensive and easy as far as collection of valid and uniform data is concerned. The questionnaires were administered by the

researcher with the hand delivery method where hundred percent (100%) return rate was achieved.

To guide the research processes, the following research questions were raised:

1. What are the available and the state of physical facilities in the schools?

2. How are the available and the state of physical facilities affecting the development of the schools in the municipality?

3. What is the state of teacher supply and teacher retention in the schools?

4. To what extent do other staff members involve themselves in decision making and its implementation?

5. To what extent do the government, board of governors and the community support the schools?

To answer the above raised research questions, data collected with the aid of questionnaire were edited, coded and tabulated in percentages for easy analysis. The data were not entered with the Statistical Package for social Service (SPSS), because the sample size of 46 was manually manageable by the researcher. The data were also analyzed in relation to the research questions raised upon which conclusions were dawn.

Major Findings

After careful analization of the data collected with the aid of the questionnaires, the following major findings were observed:

1. Most of the Senior High Schools in the K.E.E.A. municipality lack adequate physical facilities. The main physical facilities that were found to be inadequate were; housing facilities for both students and staff members on campus, classrooms and classroom furniture, teaching/learning materials and means of transportation. Additionally, it was found out that, the libraries and the science laboratories/ resource centres were under resourced. The inadequate nature of accommodation for both staff and students make them to stay far from the school premises. This challenge coupled with inadequate transportation facilities cause teachers and learners to come to school late always. Having managed to come to school, they are also confronted with inadequate classrooms, classroom furniture and teaching/ learning materials. These go a long way to thwart the efforts of administrators in ensuring smooth running of the schools to promote quality teaching and learning.

2. Teacher supply was found to be high as against teacher retention which was low. The high rate nature of teacher supply in the schools was due to the fact that the schools are relatively closer to University of Cape Coast and that school authorities could easily lobby for new graduates. A great number of these teachers normally leave after a short stay. According to the teachers, this is because of the above stated physical facilities hindrance. Thus, teachers are not provided with the needed facilities for their own comfort and to work with. They further added that they are not well motivated.

3. The state of students discipline in the schools was also found to be generally low. This was due to the fact that both teachers and students are staying

apart, thereby making it difficult for teachers to instill discipline in students. Again, most teachers were found to be reluctant to help in ensuring students' discipline. This is clearly indicated in Table 15 where 87% of the respondents testified to the fact that teachers were not willing to involve themselves in implementation of school policies.

4. The community/PTA support was also revealed to be below expectation. Again, Board of governors as a body in the schools under study was identified not to be supportive and effectively functioning .The complementary and supporting roles of these major stakeholders in education cannot be overstressed. Therefore, less supportive and ineffective nature of these stakeholders in the schools has left the administrators to their faith thereby rendering them helpless.

5. Government supports to the schools was identified not to be only insufficient, but irregular in terms of their inflow. That is to say that, administrators always had to tussle with the little supplies for a very long time before new ones are given out. This situation is made worse with the fact that the major stakeholders, like the board of governors and the communities are not playing their roles as expected.

6. Other staff members (subordinates) seem not be fully involved in decision making and its implementation processes. It was observed that most of the subordinates felt that they were not part of the school since they hardly take part in decision making processes. As a result of this, subordinates find it very difficult to commit themselves fully in implementations of decisions made by

others (superiors). When this happens, it becomes very burdensome on the part of the administrators since they then serve as decision makers and implementers at the same time.

Conclusions

Based on the findings obtained from the study, the researcher has made the following conclusions;

The Senior High Schools in the K.E.E.A. Municipality of Central Region of Ghana are not well resourced. The resources in this context include; housing facilities for both staff members and students on campus, classroom and classroom furniture, teaching and learning materials, means of transportation, libraries and science laboratories.

Again, teacher supply rate is high as compared to low teacher retention rate in the schools. Additionally when subordinate staff members are not directly involved in decision making processes, they feel reluctant to involve themselves fully in its implementation processes. This can also lead to indiscipline among students.

Moreover, in Ghana, the government is the pivot upon which all educational institutions revolve. In view of this when its supports to the schools are not sufficient and regular in terms of their inflow; it poses a challenge to the administrators and the schools in general.

Related to the above issue is the fact that, the government alone cannot single handedly attend to all educational institutions at the same time. As a result

of this, other stakeholders have been charged to support the schools in one way or the other. The dominants among them are the Board of Governors and the school communities (P.T.A.). It is against this background that when their efforts are below expectation, it worsens the already existing challenged situations of administrators in the schools.

Finally, it can be concluded that where most of the students and staff members stay outside and far away from the school premises, it affects teaching/learning and students discipline negatively.

Recommendations for Practice

Based on the findings and conclusions, the following recommendations are made:

1. The government should endeavour to provide the senior high schools in the K.E.E.A. Municipality the required physical facilities like; housing for students and staff members on campus, classroom blocks, furniture, teaching and learning materials, means of transport, well resource libraries and science laboratories, etc. Again, the government should expedite its effort when it comes to distribution of logistics and funds.

2. Additionally, other stakeholders other than the government should be brought on board to support government's efforts. Meanwhile, board of governors and the school communities (PTA) as the immediate stakeholders' efforts should be rekindled so that they play their roles as expected.

3. Staff members posted to the schools should be motivated well enough in order to retain them.

4. Also, other staff members should be encouraged by school authorities to involve themselves actively in the decision making processes and its implementation.

5. Finally, the school authorities should collaborate with other staff members and parents to fight against students' indiscipline. This is because, if it is not properly handled, it can hamper the efforts of the various stakeholders to keeping the schools in the municipality in shape.

Recommendations for Further Research

1. The researcher would like to point out to readers that, the research was limited to the Komenda-Edina-Eguafo-Abrem (K.E.E.A.) Municipality of the Central Region of Ghana. The researcher would therefore like to recommend to interested researchers on the subject to replicate the study in other districts/municipalities in the region or other regions

2. A research should be made on the topic: The reasons why subordinate staff members feel reluctant to involve themselves fully in decision making.

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UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION.

CHALLENGES FACING SENIOR HIGH SCHOOL ADMINISTRATORS IN K.E.E.A. DISTRICT.

Dear Sir/Madam,

The purpose of this questionnaire is to seek your opinion on challenges facing senior high school administrators in K.E.E.A. Municipality and how they are affecting the general development of schools in the Municipality. You are kindly entreated to respond to the items as dispassionately as you can.

Please note that the confidentiality of all the information that would be provided is highly assured.

Thanks in advance.

Yours faithfully,

Isaac Mepenedo

APPENDIX II

Please; respond to the following items by checking [√] or writing where appropriate. Kindly provide information about facilities and issues that currently exist. Thus, issues and facilities that are yet to be materialized are not to be used as the basis for responding to an item.

Section A

1.0   **Institutional Background Information**

1.1   Name of school --

1.2   Date established ---

1.3   Number of teaching staff ---------   Males---------   Females--------

1.4   Number of non teaching staff------- Males---------   Females--------

1.5   Number of students --------------   Boys-------------   Girls----------

Section B

2.0   **Personal Background Information**

2.1   Position held in the school --

2.2   Gender of respondents: Male [ ]   Female [ ]

2.3   Age group: 20 -30 [ ]   31 -40 [ ]   41 -50 [ ]   51⁺ [ ]

2.3   Academic qualification: G.C.E `O' level/S.S.C.E [ ]

   G.G.E 'A' level [ ]   Diploma [ ]   H.N.D [ ]

   Degree [ ]   Post Graduate Cert. [ ]   Post Graduate Dip. [   ]

   Masters Degree [   ]   PhD [ ] Others ------------------

2.4   Professional qualification: Cert. `A' [ ] Diploma [ ]   Degree [ ]

   Masters Degree [ ]   PhD [ ]   Others ----------------------------

2.5   Ranks **(Please indicate your rank, eg.snr.sup.I/ II, snr. tech. instructor,**

etc) ---

Section C.

3.0   **Physical Facilities**

3.1   What type of housing system is being used in the school for students?

Boarding [ ]   Day [ ]   Hostel [ ] Boarding/Hostel [ ]

Day/Hostel [ ]   Others --

3.2   How would you describe the availability of boarding or hostel facilities in

the school?

Highly adequate [   ]   Adequate [ ]   Inadequate [ ]

Woefully inadequate [ ]

3.3   How is the staff housed?   Staff members reside in:

Staff bungalows [ ]   Community provided houses [ ]

Individual teachers houses [ ]   Others ----------------------------

3.4   How would you describe the availability of staff bungalows in the school?

(If any).

Highly adequate [   ]   Adequate [ ]   Inadequate [ ]

Woefully inadequate [ ]

3.5   How far away from the school is:

The headmaster's residence?   0 -1km [ ]   2 -5km [ ]

6 -10km [ ]   More than 11km [ ]

Staffs' residence?   0 -1km [ ]   2 -5km [ ]   6 -10km [ ]

More than 11km [ ]

Students' residence?   0 -1km [ ]   2 -5km [ ]   6 -10km [ ]

More than 11km [ ]

3.6   How would you rate the classroom furniture in the school?

Highly adequate [   ]   Adequate [ ]   Inadequate [ ]

Woefully inadequate [ ]

3.7   Are teaching/learning materials available?   Yes [ ]   No [ ]

3.8   How would you rate the availability of teaching/learning materials in your

department?

 Highly adequate [   ]   Adequate [ ]   Inadequate [ ]

Woefully inadequate [ ]

 3.9   How would you rate the availability of transportation facilities in the school

as compared to the school′s population? (If any)

Highly adequate [   ]   Adequate [ ]   Inadequate [ ]

Woefully inadequate [ ]

 3.10   How would you describe the availability of land for sports, farming, parks

and gardens etc. in the school?

Highly adequate [   ]   Adequate [ ]   Inadequate [ ]

Woefully inadequate [ ]

3.11 State any physical facility other than those mentioned above and indicate the

level or rate of its availability. (If any)

Section D

4.0   Teacher supply

4.1   How would you rate the general state of teacher supply in the school?

Very high [ ]   High [ ]   Low [ ]   Very low [ ]

4.2   Is there any department which lack staff members?   Yes [ ]   No [ ]

4.3   If yes, indicate the department. ---

4.4   How would you describe the level of teacher retention in the school?

Very high [ ]   High [ ]   Low [ ]   Very low [ ]

4.5   What could be the contributing factor(s) for the above (4.4) situation in the

school?

Section E

5.0   Delegation and staff support

5.1   Do you delegate part of your duties to your subordinates?

Hardly [ ]   Sometimes [ ]   Often [ ]   Very often [ ]

5.2   Give reason(s) for your response in (5.1) above.

5.3   How would you describe your subordinate's reaction when you

delegate part of your duties to them in terms of its execution?

Willing [ ]   Unwilling [ ]   Indifferent [ ]   Diligent [ ]

5.4   How would you describe the general involvement of staff members in

decision making and its implementation?

        Fully [ ]   Partial [ ]   Reluctantly [ ]   Not at all [ ]

5.5   What do you think could be the reason(s) for the response given in (5.4)

above?

Section F

6.0   The state of discipline in the school

6.1   What is the state of students' discipline in the school?
        Very high [ ]   High [ ]   Satisfactory [ ]   Low [ ]   Very low [ ]

6.2   What do you think could be the reason(s) for the response given in   (6.1)

above?

6.3   Staff members are NOT discipline.

        Strongly agree [ ]   Agree [ ]   Disagree [ ] Strongly disagree [ ]

6.4   How is the general state of discipline in the school affecting the

development of the school?

Positively [ ]   Negatively [ ]   No effect [ ]

Section G

7.0   Community and P.T.A. support

7.1   Would you describe the relationship between the school and the

Community as co – operative; where there is an active involvement of the

community in the School's affairs?   Yes [ ]   No [ ]   Somehow [ ]

7.2   Does the community/PTA support the school in any way?

Yes [ ]   No [ ]

7.3   If………….- yes to item (7.2) above then in what form does it take?

Cash [ ]   Kind [ ]   Cash and kind [ ]

Human resource/knowledge [ ]   All the forms [ ]

7.4   How often do these supports come to the school?

Regularly [ ]   Once a while [ ]   When requested [ ]

7.5   How often do you organize PTA meetings in the school?

Once a term [ ]   Once a year [ ]   Twice a term [ ]

More than twice a term [ ]   Not at all [ ]

7.6   How would you describe parents/guardians responds to PTA meetings?

Very encouraging [ ]   Encouraging [ ]   Discouraging [ ]

Very discouraging [ ]

Section H

8.0   Board of Governors/SMC support

8.1   Would you describe the board of governors/SMC as functional in the

School?   Yes [ ]   No [ ]

8.2   How often does it meet in the name of the school?

Once a term [ ]   Once a year [ ]   Twice a term [ ]

More than twice a term [ ]   Not at all [ ]

8.3   Would you describe the board of governors/SMC as effective?

Yes [ ]   No [ ]

8.4   If no, what do you think could be the cause(s) of its ineffectiveness?

Section I

9.0   Government′s support

9.1   Does the government supply the school with logistics, teaching/learning

materials, textbooks, furniture, library books, tools and equipment etc?

Yes [ ]   No [ ]

9.2   If yes, how would you describe the rate of their supply?

Regularly [ ]   Irregularly [ ]   Once a while [ ]

9.3   How would you describe the quantity of supply?

Woefully insufficient [ ]   Insufficient [ ]   Sufficient [ ]

More than needed [ ]

9.4   How would you describe the inflow of government grants to cater for personal emolument (excluding salaries), administration, service

 activities and investment activities?

Regularly [ ]   Irregularly [ ]   Once a while [ ]

9.5 Would you describe the quantum of the government grants as:

Highly sufficient? [ ]   Sufficient? [ ]   Insufficient? [ ]

Woefully insufficient? [ ]

Section J

10.0   The pressing challenge(s) areas

10.1 As an administrator in the school, under which of the following broad headings of administrative challenges areas do you think your most pressing challenges fall? (YOU MAY SELECT MORE THAN ONE)

 Physical facilities [ ] Teacher supply [ ] Delegation and staff support [ ]

The state of discipline in the school [ ]   Community/PTA support [ ]

 Board of Governors/ SMC support [ ]   Government support [ ]

Others (please specify) ---

10.2   As an administrator in the school, please indicate how the above selected challenge area(s) is/are affecting teaching/learning processes and the development of the school in general

----

10.3 What do you think should be done as a remedy to the above stated

challenge(s)?

**THANK YOU VERY MUCH FOR COMPLETING THIS
QUESTIONNAIRE.**