

UNIVERSITY OF CAPE COAST

TEACHERS' PERCEPTION OF THE EFFECTIVENESS OF THE  
ADMINISTRATIVE BEHAVIOURS OF THEIR HEADS: A CASE STUDY  
IN THE NZEMA-EAST DISTRICT OF GHANA

BY

WILLIAM ARMOO

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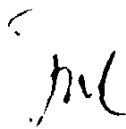
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Date 20-01-2017

Name Mrs Janet Koomson

## **ABSTRACT**

The research work was on teachers' perception of the effectiveness of the administrative behaviours of their heads. The study sought to investigate the perception that teachers had on the behaviour of their heads as the heads carried out their administrative functions. The research questions formulated were based on the administrative functions of heads which included planning, organizing, co-ordinating, staffing and directing. It also considered the relationships that existed between the heads and the teachers.

The descriptive survey design was deemed appropriate for the research work. The sampling technique used was a census as all 76 permanent teachers in the 4 Senior Secondary Schools were used for the study. Questionnaire was the main instrument used. It was made up of 45 closed-ended questions with 1 open ended question. A return rate of 100% was achieved for all the questionnaires that were administered. The statistical instrument used for the analysis of the data was the SPSS.

The research brought out a distinction between those administrative functions that the heads performed effectively and those, which the heads did not perform well as perceived by their teachers. It also revealed that healthy interpersonal relationship did not exist between some heads and some of their teachers.

Recommendations made include the organization of periodic in-service training for teachers, the heads should treat teachers in a humane manner and also ensure the use of proper communication channels in their schools.

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## **DEDICATION**

**To my dear parents, Rev. Emmanuel K. Armoo and Madam Elizabeth  
Ackah for their love and care shown to me in all my academic endeavours, this  
work is dedicated.**

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The administration of educational institutions in Ghana has become a matter of concern to all stakeholders of education such as the government, parents and traditional rulers. These stakeholders of education express their concerns in various ways. The government provides infrastructure for educational institutions to enable the administrators of those educational institutions function well. For instance, the Daily Graphic, on the 23<sup>rd</sup> of January 2004, revealed that the government of Ghana built a total of 685 three-unit classroom blocks, each with toilet, urinal, teacher's common room, store and library for basic schools across the country in 2003. In the same year, an amount of ₵224 billion was also spent to modernise and enlarge the capacity of facilities at the various public universities and polytechnics. Government also ensures that educational administrators attain the needed skills, techniques and knowledge to help them manage the affairs of the educational institutions in a better manner.

Parents, as stakeholders, ensure that their wards are provided with the basic needs necessary for schooling to enable the children attend school. These basic needs include stationery, food, shelter, clothing and the payment of school fees. Parents also supervise their children to learn after normal school time.

Traditional rulers also make available the facilities in their communities to teachers and students for practical lessons and also release land to the government and individuals for the building of schools. These days, some traditional rulers

provide scholarships for needy but brilliant students to be educated. For instance, the *Asantehene* (a Paramount chief in the Ashanti region of Ghana) has put in place an education fund that caters for the needs of needy but brilliant students to enable them further their education.

The high level of concern shown by the government, parents and traditional rulers towards the education of children, may be as a result of the worldwide awareness of the need for governments and other stakeholders in the education enterprise to enhance education of children. There are some organisations and other stakeholders of education that are spearheading this global awareness. Among such organisations is the United Nations Educational, Scientific and Cultural Organisation (UNESCO). According to Power (1993), an ex-Assistant Director General for education, the actions of UNESCO is geared towards two main goals. That is, to make the right of education a reality for all children in the world and to assist its member states in building and renovating educational systems to meet the challenges of the 21<sup>st</sup> century.

Although these goals have not been fully achieved, educational institutions are recognised all over the world as very important social institutions that can move a nation forward in the present day. This recognition does not deviate from the foresight of countries such as Japan, America and Britain that earlier on, after realising the potency of education, gave it a massive support. They are now economic giants. This indicates that education is really an engine of growth.

Most scholars share the view that the head of every educational institution is the key person who determines the success or failure of that institution. Power

(1993) makes it clear that the way in which a school is run has the greatest influence on the performance of the students. To stress this point, he said, "Of all the factors which have the greatest influence on pupil's performance, it is not the size of the classes or even teachers' qualifications that come first, but the way in which the school is run - the educational and administrative management style"(p.39). Herbert, Joanne and McNergney (1998) also said, that the most important person who determines the tone of a school is the principal. According to Herbert et al. (1998), "if any single individual is key to the every day operations of the school, it is the principal."(p.194). The head is seen as the most important person in the school because of the administrative functions that he/she performs in the school.

Writing on administrative functions of a head of an institution, Bridges, Campbell and Nystrand (1977) preferred to call these functions administrative tasks. These administrative tasks are: ensuring favourable school-community relationship, making sure that educational materials and physical facilities are available for academic work, provision of a high quality staff and student personnel service and the proper practice of financial and business management processes. They therefore suggest that every head of a school is expected to perform these administrative functions effectively to enable the school achieve the set goals.

Effectiveness, as stated in "Better Schools" (Commonwealth Secretariat, 1993), is the extent to which the goals of an institution are achieved. It also stresses on quality, quantity and equality of educational instructions given in the

school. Duke (1987) points out, that effectiveness is a function of both technical skills and available opportunities to exercise those skills. Katz (as cited by Agyenim-Boateng, Atta, and Baafi-Frimpong, 2000), observed that technical skills refer to the ability of the head to use the tools, methods, processes and procedures of education to achieve the goals of education. In short, effectiveness dwells more on the ability of a head to combine his or her knowledge and experience within the environment in which he/she is operating to achieve the goals of the schools.

Many authors have different ideas about administration. According to Walton (1969), administration is an activity that ensures the survival and maintenance of an organisation and also directs the actions of the workers within the organisation in order to achieve organisational goal. Nwankwo (1981) views administration as the arrangement and use of resources, situations and opportunities in a careful and systematic manner for the achievement of specific objectives. These definitions of administration point to the fact that the administrator of any educational institution must be very strategic or systematic in organising the available resources to achieve set goals. That is, the educational administrator must be able to perform his or her functions well before the goals of the organisation are achieved.

To ensure that educational administrators perform their functions well, the government of Ghana is doing her best to put in place necessary measures to make the work of the heads successful. This is important since without the existence of those facilities, the heads cannot perform to satisfaction. Among the

efforts being put up by the government of Ghana is the upgrading of one senior secondary school in each district into a model school. Nzema-East District was among the first batch of districts to benefit from this programme. One of the ideas behind this programme is to encourage parents to educate their wards in their locality. It is also meant to attract teachers into all the districts and also retain them. It is therefore expected that the academic performance of the students would be high.

In spite of the effort by the government of Ghana to upgrade one senior secondary school in each district to raise the standard of education in all the districts, the recent situation in the Nzema-East District of Ghana leaves much to be desired. Parents have a strong desire to enrol their children in senior secondary schools outside the district and most teachers feel reluctant to stay in the district to work for many years.

Ironically, most of the schools outside the district, which are the preferences of most of the parents and teachers, have equally comparable educational facilities as those schools within the Nzema-East District. For instance, schools such as St. Mary's, Fijai and Ghana Secondary Technical, which are outside the Nzema-East District, are all science resource centres within their districts just as Nsein Senior Secondary School in the Nzema-East District. Nkroful Agriculture Senior Secondary School, apart from its existing structures, has been selected by the district to benefit from the government programme of renovating a secondary school in each district of Ghana into a modern one.

An informal interview (prior to this research which was conducted by the

researcher) with some of the secondary school teachers in the district, revealed that a good number of their students were not from the district and were usually made up of some of the students who could not get admission into their first and second choice schools. The students from the district who remained in the senior secondary schools within the district were those who could not get admission in their first and second choice schools. Usually, the students' first and second choice schools are situated outside Nzema-East District. Most of the few brilliant students who were found in the four senior secondary schools within the district were usually those students whose parents could not accept the admission offered the students by some schools outside the district, mainly due to inadequate funds.

The performance of all the four Nzema-East District senior secondary schools at the Senior Secondary School Certificate Examination is nothing to be relied on. For example, in the 2002/2003 Senior Secondary School Certificate Examination, none of these four senior secondary schools within the Nzema-East District, was among the first 100 schools in Ghana that performed well. The details of the whole results as found in both the January 20<sup>th</sup> and 21<sup>st</sup> 2004 edition of the Daily Graphic (A Ghanaian news paper) gives a clear view of the performance of the Nzema-East District senior secondary schools. This is presented in Table 1.



**Table 1****Performance of Nzema-East District Senior Secondary Schools in the  
2002/2003 Senior Secondary School Certificate Examinations**

Name of school	No of Candidates Presented	Passes in 6-8 Subjects	% Passes in 6-8 subjects	Position
Bonzo -Kaku Senior Secondary School	98	47	47.96	121
Nkroful Agriculture Senior Secondary School	100	36	36	190
Nsein Senior Secondary School	260	59	22.69	299
Esiama Secondary Technical School	29	2	6.90	437

From Table 1, it is observed that none of the schools within the district was among the first 100 schools. Nsein Senior Secondary School, which has more facilities, in terms of quality and quantity in the district, placed 299<sup>th</sup> out of 476 public senior secondary schools in Ghana that presented candidates for the examination. Only 59 students out of the 260 students presented for the examination by the school passed 6-8 subjects. Bonzo-Kaku Senior Secondary School that placed 121<sup>st</sup> and as such first in the district had 47.96% of the students presented for the examination, passing 6-8 subjects. Esiama Senior Secondary Technical School, that presented only 29 students, could not even get half of the candidates passing 6-8 subjects. Only 2 of them passed 6-8 subjects.

All the heads of these senior secondary schools have been in the teaching profession for quite a long time and are also professional teachers. Teachers, who were at post at the time of study, were made up of service personnel, students on teaching practice, part-time teachers and permanent teachers.

These situations in the Nzema-East District of Ghana, if not addressed, will lead to wastage of the nation's scarce resources as well as a low quality turn out of future skilled personnel who are from the Nzema-East District of Ghana.

### **Statement of the Problem**

In the Nzema-East District of Ghana, there has been a strong desire on the part of parents to enrol their wards in senior secondary schools outside the district. In addition to this, there has been some reluctance on the part of some teachers to stay in the district to work for long periods. The senior secondary school certificate examination results have not been encouraging. A critical look at the situation in all the four senior secondary schools in the Nzema-East District of Ghana brought out questions about the administrative behaviours of the heads of those schools.

These conditions prevailing in the senior secondary schools in the Nzema-East District of Ghana and their possible negative consequences have prompted the researcher to conduct an investigation into the effectiveness of the administrative behaviours of the various senior secondary school heads in the district.

### **The Purpose of the Study**

The main purpose of the study was to investigate what perceptions senior secondary school teachers have on the administrative behaviours of their heads. The administrative behaviours that the study considered were those administrative functions of planning, organizing, co-ordinating, staffing and directing. It also looked at the perception of teachers regarding their relationship with the various heads as the heads performed the expected administrative functions.

### **Research Questions**

The study attempts to answer the following questions:

1. What are the perceptions of teachers regarding the performance of the planning activities of their heads?
2. What are the perceptions of teachers concerning heads' ability to organize the school system?
3. What are the opinions of teachers on the performance of the co-ordinating activities of their heads?
4. How do teachers perceive the staffing functions as performed by their heads?
5. What are the views of teachers on how the heads perform directing functions?
6. What are the relationships that exist between heads and their teachers?

### **Significance of the Study**

The study hopes to contribute to the existing knowledge on the perceptions of senior secondary school teachers on the administrative behaviours of their heads. It may serve as a basis for designing models on administrative behaviours of senior secondary school heads that can be adopted in similar of

related institutions for effective administrative performance. It is also hoped that this study will form the basis of future investigations into other related fields.

The recommendations made from the study may provide useful insight into managing personnel of senior secondary schools in the Nzema-East District of Ghana and other districts. It can also help heads of schools to adopt appropriate administrative behaviours as they manage their schools.

### **Delimitations**

The study was delimited to senior secondary schools in the Nzema-East District of Ghana. Only permanent teachers in those senior secondary schools were involved in this study. The study was confined to the perceptions of the administrative behaviours of heads by senior secondary school permanent teaching staff in the Nzema-East District and not the other staff members such as matrons, bursars, drivers, service personnel, students on teaching practice and part-time teachers.

Administrative behaviours considered under the study were planning, organising, co-ordinating, staffing and directing. The relationship that existed between the heads and the teachers were also considered. The Nzema-East District was chosen because the problem was more associated with it.

### **Limitation**

Questionnaire completion fatigue was a problem encountered by the researcher. Sometimes, the researcher had to wait for more than ten hours in a school before getting some of the completed questionnaires back from some of the respondents. This trend was repeated at constant intervals until all the

completed questionnaires were received.

### **Organisation of the Dissertation**

This research work is a study on teachers' perceptions of the effectiveness of the administrative behaviours of their heads. It seeks to examine the perception of teachers on how their heads perform administrative functions. The relationship that exists between the heads and the teachers were also considered.

The study is organised into five chapters. Chapter one is the introduction. It is made up of the background to the study, statement of the problem, the purpose of the study, research questions, and significance of the study. It also discusses delimitations, limitation, and the organisation of the dissertation.

Whereas chapter two is a review of related literature in the area of study, chapter three deals with the methodology. It looks at the research design used, the population and sampling, the research instrument used for the data collection, pre-testing of the research instrument, the data collection procedure and how the data was analysed.

Chapter four analyses and discusses the findings of the research taking into consideration the research questions and chapter five is devoted to a summary, conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the related literature reviewed to guide the study. It covers some aspects of literature and research work on administration and leadership. These views on the above topics from various people have been put under the following sub topics, which relate to the study. The sub topics are:

1. What is Administration?
2. Theories of Administration.
3. Administrative Functions.
4. Administrative Effectiveness and
5. Leadership.

#### **What is Administration?**

Administration becomes important whenever people come together to perform some task. Many writers have therefore expressed their views about what administration is. Knezevich (1984) viewed administration as a tool for achieving goals, policies and dreams that a society sets for her social institutions. Gullick and Urwick ( as cited by Agyenim-Boateng, Atta and Baafi-Frimpong ,2000) observed that administration is the means by which the efforts of others are used to get things done. To Walton (1969), administration is an activity that ensures the survival and maintenance of an organisation and also directs the actions of the workers within the organisation in order to achieve organizational goals.

Nwankwo (1981) also conceptualised administration as the arrangement and use of resources, situations and opportunities in a careful and systematic manner for the achievement of specific objectives. Walters(as cited by Eucharia, 1997) also perceived administration as the process by which planning, organising, managing, appraising and controlling of an enterprise is done.

Although the various writers try to look at administration from different angles, they seem to be pointing to similar issues. That is, enforcing some principles or rules; getting things done; achieving some set targets. Administration can therefore be seen as the process of controlling the efforts of people through the performance of certain administrative functions such as: planning, organizing, managing and appraising to achieve the desired goals of an organization.

### **History of Administration**

There has been a general revolution of the concept of administration. Getzels (1968) in an attempt to summarize the major stages of the revolution, made it clear that three major viewpoints have developed in the study of administration. That is, managerial, human relations and social science emphasis.

Agyenim-Boateng et al. (2000) took the trouble to delve into details with regard to the history of administration. According to them, administration can be traced to the Cameralists in Germany and Austria. The Cameralists belonged to a movement known as Cameralism. This movement existed in the 1700s. Administration as a term was scientifically and technologically oriented and was used to describe the efficient use of resources. It really described the Cameralists'

process of studying, organizing, inventing, developing or systematizing a wide range of state activities such as administration of charity, medical and sanitary institutions, colonies and industries.

Agyenim-Boateng et al. (2000) also said, that around the end of the 18<sup>th</sup> century, the term administration was generally used in America to describe the administration of government namely: the legislature, the executive and the judiciary. It was usually used in describing the functions of the executive (president). With reference to this, it may be said that, administration became more or less an offshoot of the term public administration, which has its roots in political science.

Agyenim-Boateng et al. (2000) again indicated that Woodrow Wilson, a political scientist, was the first person to write on administration and it was significant because, it called for the professional study of administration. Agyenim-Boateng et al. (2000) also revealed that during the middle and late 1900s, the term management came to be associated with industries. This was during the time of the industrial revolution. That is, instead of the term administration being used to describe the activities of the chief executive of the industries, the term management was used. Mention can be made of Frederick Taylor and Henri Fayol as the engineers of the management ideology. This can be seen from their scientific ways of describing how industries could achieve their outlined goals.



## **Theories of Administration**

Various writers use administration and management interchangeably. To Barnard (1938) and Griffiths (1959), administration and management simply mean decision - making. Herbert and McNergney(1998) are also of the view, that to administer or manage schools is to lead others to achieve the aims and objectives of those schools. Theories therefore reviewed are either related to management or administration.

## **Scientific Management Theory**

According to Amuzu-Kpeglo (2002) Taylor propounded the scientific management theory. Taylor was concerned with the one best way to get the most out of workers. With this in mind, Taylor came out with the following as the underlying assumptions of his thoughts. These are:

Man is basically motivated by economic want; therefore, if you manipulate salaries and wages then you manipulate him to work. Administration is a universal process to be analysed and learned. That is, the art and science of administration can be acquired through learning and practice and not necessarily in-born. Experience gained in organisation can become principles for understanding administrative work. There should be emphasis on theories or principles that are focused on the function of the administrator with the view of improving efficiency in organisation. (p.5)

With these assumptions, Taylor outlined the following as his scientific management principles: time management, piece- rate, scientific method of work, managerial control and functional management principles.

The time management principle states that all work should be measured by accurate time study and a standard time should be established for all work done in the shop. The piece- rate principle means that wages should be proportional to output and their rates based on a standard determined by time study. With scientific methods for work principle, what Taylor meant was that management should take over from workers the responsibility for their methods of work and determine scientifically the best methods and train the workers accordingly. Explaining the principle of managerial control, he expects managers to be trained and taught to apply scientific principles of management control such as total quality management and systems management. The functional-management principle, according to Taylor, implies that the strict application of military principles should be reconsidered and it should be in such a way that there will be co-ordination of activities among the various groups in the organization.

### **Human Relations Movement**

Amuzu-Kpeglo (2002) observed that this movement was a school of thought led by Mary Parker Follett. He asserts that the movement started in the 1930's in reaction to the mechanistic school of thought. Follett believed that to achieve the goals of an organization, there was the need for co-ordination of activities. Due to this need, Follett proposed the principle of co-ordination. In this principle, there are four dimensions, which include the following:

1. Co-ordination must be by direct contact of the people concerned. This means, that there should be a horizontal control between unit heads instead of the classical notion of control, which is up and down the hierarchy of authority.
2. Co-ordination should begin in the early stages. This means, that at the early stages of policy formulation, direct contact should be made with those involved and not after the policy had been formed.
3. Co-ordination should be the reciprocal of relating to all the factors in a situation. That is, co-ordination should take into account all parts of the organization and their interactions in the situation being handled.
4. Co-ordination should also be a continuous process. By this, Follett meant that there should be a horizontal control between unit heads, involvement of unit heads in the initial formulation of policies, and consideration of the sentiments of individuals and informal groups in the organisation should be an established tradition of every organisation.

According to Owens (2001), Douglas McGregor also brought up his ideas of administration as theory X and theory Y. The assumptions of McGregor's theory X and theory Y as cited by Owens, are:

#### **Theory X**

1. The average person inherently dislikes work and will avoid it whenever possible.
2. Because people dislike work, they must be supervised closely, directed,

coerced, or threatened with punishment in order for them to put forth adequate effort towards the achievement of organisational objectives.

3. The average worker will shirk responsibility and seek formal direction from those in charge.
4. Most workers value job security above other job- related factors and have little ambition.

### **Theory Y**

1. If it is satisfying to them, employees will view work as natural and as acceptable as play.
2. People at work will exercise initiative, self-direction, and self-control on the job if they are committed to the objectives of the organisation.
3. The average person, under proper conditions, learns not only to accept responsibility on the job but also to seek it.
4. The average employee values creativity. That is, the ability to make good decisions and seek opportunities to be creative at work. (p.67)

Deliberating on this, Knezevich (1984) argues that theory X emphasises on rigid pattern of control. This may be in the form of close and careful supervision, the use of many directions, complete compliance from workers and constant threat of withdrawal of salaries or firing of workers. It also insists on centralised power and concentrates itself exclusively with high productivity of the organisation at the expense of workers.

Knezevich (1984) however asserts that theory Y advocates more positive human treatment of workers by administrators. In such instance, administrators

are expected to seek information from their workers, show concern for workers' welfare and be willing to listen to the views of workers on any matter that may arise. Responsibilities are shared among workers and also the leader delegates powers to subordinates when the need arises. Workers are regarded as responsible and matured and as such, the leader gives them respect.

Amuzu-kpeglo (2002) in considering the views of Douglas McGregor, agreed with Knezevich (1984) on both theory X and theory Y. He however went further to look at the views of Ouchi, which is theory Z. According to Amuzu-Kpeglo (2002), theory Z argues that productivity gains are the direct result of an involved workforce. It therefore suggests, that by co-ordinating and organising people, productivity will increase. This is because man is open to, and controlled by reason. Also, man is inherently neither good nor evil, but open to both. Man is driven by his intellect and his basic mode of interaction is inter-dependent. Amuzu-Kpeglo (2002) therefore argued that to understand people as reasoning human beings will be very helpful since clear explanation usually leads to higher levels of co-operation. He further observed that high performance or productivity is believed to be dependent upon commitment to an overall organizational philosophy, participative decision-making and trust for both employees and managers.

Sergiovanni (1975) in an attempt to examine Argyris's behaviour pattern A and behaviour pattern B, noted that the views of theory X give rise to behaviour pattern A and this may either be behaviour pattern A (hard) or behaviour Pattern A (soft). The behaviour Pattern A (hard) is characterized by no-nonsense, strongly

directive leadership style and close supervision while Behaviour pattern A (soft) also involves a good deal of persuading and listening to the views of subordinates.

On the other hand, Theory Y gives rise to behaviour pattern B. Behaviour pattern B concerns itself with high level of trust, respect, open relationships and satisfaction from work on the part of workers. Though it may be demanding, explicit and realistic, it is collaborative.

Owens (2001) on his part related McGregor's theory X and theory Y to Likert's management systems theory. The comparison shows that, Likert's management systems theory, (system 1, system 2 and system 3) are related to McGregor's theory X while the system four relates to theory Y. This is as follows:

In system 1, management is seen as having no trust in subordinates. Management therefore makes and imposes decisions on the subordinates. There is little superior-subordinate interaction and management uses fear, threats and punishment to motivate the subordinates. Workers are informally opposed to the goal by management.

In system 2, management has some confidence and trust in the subordinates. In view of this, management seldom involves the subordinates in decision-making. Control is centred on top management but with some delegation. Motivation is by reward and punishment. Subordinates display fear and caution.

System 3 portrays management as having substantial but not complete trust in subordinates. As a result of this substantial trust that management has in

subordinates, the subordinates are allowed to take certain specific decisions at the lower level and also communication flows up and down the hierarchy. There exists moderate interaction between the head and the workers while motivation is by reward and occasional punishment.

The system 4 that Owens (2001) related to theory Y portrays management as having complete trust and confidence in the subordinates. In the system four, decision-making is widely dispersed and communication flows up and down and laterally. Motivation is by self-participation and rewards. There is also the existence of friendly superior-subordinate interaction.

With the discussion of these theories, a conclusion can be drawn that in every institution, the administrator should be able to know the best theory to apply in any situation for maximum output to be achieved or be able to combine the theories when necessary. In doing so, the administrator should not forget the individual differences of workers, the conditions in the institution and the environment in which the school is situated.

### **Administrative Functions**

Views on the administrative functions of an administrator vary among people, organisations and communities. The various views on administrative functions, although different, seem to be pointing to similar issues. Wolcott (1973) grouped the administrative functions of an institutional head into six categories. These are: orientation, meeting, dealing with problems of pupils, evaluating teachers, performing contingent activities, and preparing for the next school year.

According to Jones, Salisbury and Spencer (1969), a head of a school, (the administrator) is an instructional leader, a staff officer, and a head of his/her school. This presupposes that the head is the administrative officer to whom all teachers are directly responsible. To explain further, they assert that the head should encourage growth, efficiency, and also perform supervision services as well as co-ordinate the work of the staff. The administrator of the school is also to ensure that well-qualified teachers are kept in the school and again see to the well being of the students. Other functions of the administrator, (head of a school) cited by Jones et al. (1969) are:

1. To ensure good public relations between the school and the community or other groups,
2. To ensure that school facilities are provided and are also in good condition,
3. To ensure that a quality educational program for the school is drawn and to provide leadership for the school.

In addition to the above, Jones et al. (1969) also hold the view that the administrator should function as a planner and a supervisor of his/her office. They argue that this function, although seems irrelevant, is important because, all the documents of an institution are kept in the office and also most of the planning is done in the office. Workers in the head's office should therefore be encouraged to work and also be well supervised since the headmaster or headmistress is the person who will finally be held responsible should there be any mismanagement.



Henri Fayol (as cited by Amuzu-Kpeglo, 2002) classified administrative functions under Planning, Organizing, Commanding, Co-ordinating and Controlling. Amuzu-Kpeglo (2002) explains each of these functions.

### **Planning**

Planning is the activity of the head of a school that attempts to study or forecasts what will happen in the future and helps in the decision-making process and in the direction of the organization. Amuzu-Kpeglo (2002) argues that the plan of operations is the most important instrument in planning. The plan of operations contains the object in view, course of action to be followed, various stages on the way, and the means to be used. He mentions unity, flexibility, and precision as the characteristics of a good plan of operation.

Adesina (1990) also holds a similar view. He sees planning as a method of deciding what to accomplish in future. He also views planning as the first step in the context of management. He asserts,

I would like to see planning like the first leg of a relay race.

In a relay race, every step is important but most crucial is the first leg. ... if the system has no sound plans or its plans are vaguely defined and conceived, the process would be haphazard and the results would be difficult to evaluate (p.8).

Adesina (1990) however makes it clear that administrators of an organisation have not got complete freedom to set objectives for the systems. This implies, that the views of co-workers and immediate beneficiaries of any policy should be sought by the administrator.

### **Organising**

This refers to the establishment of the organization's structure of authority, responsibility, tasks, and the building up of both human and material resources of the organisation. The administrator, in an attempt to do this, should spend time and energy in the selection of employees, to situate them where they will be most effective. It also calls for an organisational chart to avoid problems such as power struggle and overlapping of jobs that may occur in the institution.

### **Commanding**

This includes getting the best out of employees in the interest of the organization as a whole. That is, the administrator should make sure, that the workers are doing the work as expected of them. He suggests that to facilitate command, the manager should perform such activities as acquiring knowledge of his personnel, eliminating incompetence, avoiding pre-occupation with detail, setting good example and fostering teamwork and co-operative spirit, initiative and loyalty among his/her staff.

### **Co-ordinating**

This refers to all efforts concerned with building together, unifying and harmonising all activities and effort of the organization. Regular meetings of departmental managers as a prerequisite for effective co-ordination of the efforts of staff members should be encouraged.

### **Controlling**

This means ensuring that everything is done in accordance with established rules and expressed command. In other words, controlling stands for

appraisal and examination of results in order to forestall and rectify weaknesses and errors. To achieve this, the rules and regulations of the organisation as well as the standards expected from the workers should be made known to all the workers.

Some Scholars also prefer to use the term administrative roles instead of administrative functions. Among such Scholars is Duke (1987). Considering the administrative roles of a school head, Duke (1987) makes mention of the general administrative charges of a head, pupil expectations and personnel expectations from the head. To explain further, Duke (1987) maintains that the general administrative charges of a head include: the preparation and administration of the school's budget, provision and the utilisation of all resources and facilities and the implementation of all Board policies.

Duke (1987) continues by looking at the administrative roles that pupils expect the heads to perform for them. He asserts, that to meet the expectations of pupils, heads should ensure that students receive quality education by monitoring and evaluating the staff. In addition to this, heads should also try and support the efforts of students' government so as to ensure students' input into the decision making process. An important point emphasised in relation to personnel expectations is the fact that heads assign all staff to specific duties and responsibilities. Apart from this administrative role, heads also protect the rights of every staff without regard to sex, race, national origin, age and physical appearance.

Unruh and Rollins (1981), in an attempt to contribute to the administrative roles of the head, argue, that the head should set standards and point out ways in which the quality of work can be enhanced. In “ Better Schools”(Commonwealth Secretariat,1993), it has been identified, that heads should collect data on school projects and analyse it to ensure that the standard set are being achieved. Unruh et al. (1981) also opine that the principal is an innovator who finds ways of improving the curriculum and ensuring good teaching. This indicates that after the analysis of the report, the principal of a school should try to find new ways by which the staff will act. He should have a sense of direction, which should however be acceptable to all the various groups in the school. The head therefore, serves as a change agent. Other authors have also contributed in their own small way to administrative functions of heads of institutions. They touch on discipline, good leadership, recruitment of teachers, delegation of authority to subordinates and motivation.

The issue of discipline is of great importance to every institution. Concerning who to ensure discipline in schools, Herbert and McNergney (1995) have this to say, “Heads typically administer discipline to students” (p. 194).That is, heads are disciplinarians in their schools. Discipline as defined in “Better Schools“(Commonwealth Secretariat, 1993), is the establishment and maintenance of order and a harmonious functioning of an organisation. It is added that to ensure order in the organisation, the rights of all the people must be protected and this can be done by making sure that members conform to clear set up rules that are known to them. Since the rights of all people in the organisation

are to be protected, the head is expected to be fair in applying the rules. There should not be any favouritism for others while others are held tightly to the rules and regulations. It indicates that heads who are also part of an organisation, should subject themselves to the rules. They should be sincere, faithful, loving and truthful in applying the rules.

Concerning the roles of a school head, Jones et al. (1969) indicate that the school head is responsible for giving leadership to the fullest extent to all the people in the school. This means that, the head of a school should provide leadership to that school. His/Her presence in the school usually gives the subordinates some amount of satisfaction. The subordinates see him/her as their role model in the school. The head should therefore try to be available any time he/she is needed by any of his/her subordinates.

Rebore (2001) sees the identification of qualified teachers to fill vacancies in schools as an important administrative role of a head. He argues, that heads should not think that the right people they want to work with are always available. Heads must put in some efforts to find those people. According to him, "It is a mistake for heads of institutions to assume that the correct mix of people will be available to fill vacancies without making a concerted effort to find qualified individuals to fill specific human resource needs" (p.91). The process of finding potential applicants for anticipated vacancies is what he terms recruitment.

Anticipated vacancies, as stated in "Better Schools" (Commonwealth Secretariat, 1993), are of two forms. These are: permanent and temporal

vacancies. It is also stated in it, that when an appointment is to be made for a permanent vacancy, enough time should be spent to get the right person since the job will last for long. Again, in "Better Schools" (Commonwealth Secretariat, 1993), it has been argued, that temporal employment is given to a person (a teacher) for a short time and it is important because, it helps to fill the empty classrooms with teachers while skilled personnel are being sought. This is emphasised in "Better Schools"( Commonwealth Secretariat, 1993) as follows: "While one should try to appoint someone with the appropriate skills, it may be more important to have a committed teacher in the classroom rather than leaving the post unfilled simply because no-one with exactly the right combination of skills can be found"(p.5). This gives an indication that temporal vacancies are filled awaiting the right people to fill those vacancies. That is, instead of waiting for a longer period of time to get a qualified person for the job, temporal employment should be given to people to get the work going. Therefore, heads in an attempt to fill these temporal vacancies should get committed people to perform the work.

On his part, Musaazi (1984) viewed delegation of authority as an important aspect of the head's function. According to him, delegation of authority is the deliberate distribution of authority by an administrator to his/her subordinates. He asserts, that delegation of authority is well planned in such a way that the administrator makes his/her authority effective and influential by making full use of the talents of the staff members. He however cautions that delegation of authority does not mean a total shift of the administrator's duties to

his/her subordinates for them to perform. That is, there are certain duties of the administrator that cannot be delegated. For instance, he argues that “a principal of a school cannot delegate to teachers his accountability to members of the board of governors of the school or the Ministry of Education officials who appointed him principal” (p.107). To explain further, Musaazi (1984) remarks, that delegation of authority involves four elements. According to him, the first element is, that part of the administrator’s work should be given to his/her subordinates to perform. Secondly, the administrator should give the subordinates the needed authority to enable them do the work. This should be followed with the setting up of control mechanisms to ensure that the work is done according to already determined standards and finally, the superior delegating the authority should bear in mind that he/she remains accountable for the outcome of the subordinate’s actions.

Delegation of authority therefore can be said to be a process by which a person in authority intentionally gives part of his/her official duties in addition to the authority that goes with them to subordinate staff to perform. It includes already set up control mechanisms to ensure maximum output but excludes total shift of duties to subordinates for them to perform.

In “Better Schools” (Commonwealth Secretariat, 1993), motivation is defined as a means by which an administrator gets the best out of his/her staff. It is also added, that motivation could be intrinsic or extrinsic. Intrinsic motivation is from within the employees and is basically the job satisfaction that the employees get from the work while extrinsic motivation is based on the working

environments. As indicated in “Better Schools” (Commonwealth Secretariat, 1993), motivation can be achieved by observing some principles. Among those principles are: participation, communication and recognition. It is also stated in it, that to ensure effective participation of the staff; they should be involved in matters which directly affect them. It adds, that this gives the staff a sense of ownership in any decision that will be taken and as such the staff will act promptly to implement those decisions.

On communication, the idea that the head should inform the staff about the objectives, achievements, changes in the school and any other information deemed necessary is taken up. To ensure this, Musaaazi (1984) suggests that communication should be a two-way affair. That is, information should flow through the proper channel of communication in the institution from the administrator to the staff and vice versa. Recognition, as a form of motivation, is explained as the public appreciation shown by the administrator to the members of staff for a successful work done.

A careful examination of the administrative roles or functions of the head brings to light the fact that the head as an individual, has a lot of duties to perform in order to enable the organisation achieve the targeted goals. The degree to which he/she fulfils these duties goes a long way to determine the success or failure of the school. Since the head has people working under him/her, there is the need for the head to delegate certain duties and the necessary authorities that go with those duties to enable the staff carry out those duties. Heads should try to motivate the staff to enable them put up their best as they go about their assigned



duties. This helps the head to attend to all the functions.

### **Administrative Effectiveness**

Most scholars believe that administrators of schools and other organisation need to be effective before they can achieve their targeted goals. Majority of scholars who have written on administrators of schools hold this view because they see administrators or heads of schools as chief executives in the various schools. Bath (as cited by Herbert and McNergney ,1995) observes that the head of a school is the most important person in that school and sees to the operation of the day-to-day activities and the tone of the school. He stresses on the fact that good human relations should exist between the head and teachers. According to him, this is important because schools may rise or fall on the strength of human relations. The idea of Bath (as cited by Herbert and McNergney ,1995) presupposes that the heads must be administratively effective. Administrative effectiveness, as indicated in “Better Schools” (Commonwealth Secretariat, (1993), is measured by the extent to which the goals of an institution are achieved. That is, if a head is able to achieve the targeted goals, then, that head is administratively effective and visa versa.

Writing on administrative effectiveness, Donnelly, Gibson and Ivancevich (2000) point out some factors which can help administrators to be effective. These factors include ability, skill, knowledge, attitude and motivation. According to Donnelly et al. (2000) these factors are necessary for heads to be administratively effective. The reflection of heads’ administrative effectiveness is that their schools will be effective.

Among those who have written about effective schools is Getzels (1968). He argues that a school is effective if the school accomplishes what it sets out to do. In other words, if there is a high correlation between what the school sets out to do and what it actually accomplishes, then the school is effective and if the correlation is low, the school is not effective.

Herbert and McNergney (1995) also have a similar view about effective schools. They however observe that effective schools demonstrate student learning and allow substantial staff development time. According to them, improvement goals are sharply focused, attained and valued by staff in those schools. To further distinguish effective schools from ineffective schools, Herbert and McNergney (1995) suggest some nine elements that differentiate effective schools from ineffective schools. They argue that in effective schools, there is a safe and positive school environment with adequate resources; effective shared leadership, staff professional development and professional collaboration are encouraged in those schools. In addition, positive family and community relations, parental involvement and shared school mission exist in those schools. The other elements are the existence of an integrated curriculum and instructional programme, a caring learning environment, valuation of diversity and positive peer relations and finally, small class sizes, flexible scheduling, and varied student grouping can also be seen.

Brookover and Lezotte (as cited by Duke, 1987), decided to look at the distinction of effective and ineffective schools from another angle. They conducted an investigation in six elementary schools with improving test scores

and two elementary schools with declining test scores. They wanted to identify consistent differences between more effective and less effective schools. The methodology used was a case study based on site observations and interviews. They came out with the following as their findings:

1. The improving schools differed from the declining schools in terms of school structure, school climate and leadership.
2. Principals of improving schools are more likely to be instructional leaders and disciplinarians.
3. Principals of improving schools also assume responsibility for evaluating the achievement of instructional objectives.
4. Principals of declining schools appeared to be more permissive and to stress informal relationship with teachers.
5. Principals of declining schools place more emphasis on public relations than their colleagues in improving schools.

Considering all the above views and the findings of the research work by Brookover and Lezotte (as cited by Duke, 1987), it can be said, that the behaviour or character of a school head will go a long way to determine the level of effectiveness of that school. This is because, heads, as chief executives in their schools, are to be obeyed by all the other workers in the schools.

Although there are no generally accepted characteristics for educational administrators, certain scholars have suggested some characteristics that every educational administrator needs to possess to enable him/her be effective in administering that institution.

Herbert and McNergney (1995) are among such group of scholars. They are of the view that the educational administrator should be open to new ideas, have good communicative skills, and have knowledge of the curriculum. In addition to these, the educational administrator should be able to set and assess achievable goals and objectives, have knowledge of educational evaluation and be able to promote collaborative relationship among the staff.

Eucharia (1997) however has relatively different views about the characteristics of an educational leader. For him, a good educational administrator is self-motivated, solicits inputs from others, thus allowing diverse opinions. He/She is goal-oriented; works well with people and in addition, seeks their welfare. Such a leader also adapts to change because he/she is open-minded, flexible, sees change as an opportunity, and enjoys challenges. In addition to the above, a good leader perseveres and strives for excellence, delegates power as appropriate, has confidence in his or her capabilities and works hard.

A close examination of the ideas of these three writers indicates that the effective educational administrator, should have a broad knowledge about his work and that will enable him/her achieve the set goals. Since the head works with others, the head must be able to motivate them by respecting their views, working well with them, delegating authority to them to undertake certain functions as well as ensuring good relationship among the staff.

### **Review of Some Studies on Administrative Behaviours**

Some institutions and scholars have conducted studies on administrative behaviours of heads and their outcomes have been made known. Among the institutions whose reports have been made known is the University of Mississippi. Bush ( as cited by Nolte 1966), reported on a research project conducted by the University of Mississippi. The research was conduct to find out how the competent educational administrator tries to evaluate and improves instructional techniques after establishing his/her goals. That is, how the competent educational administrator behaves after setting up his/her goals to be achieved. The project staff attempted to determine the behaviour requirements for competency in 34 specific administrative task areas with the help of the Flanagan Critical Incident Technique (FCIT). The project sought to find out which specific administrative tasks were meant to improve the instructional programme. The sample used was a selection of 708 school administrators throughout the United States of America. Their responses, arranged in order of frequency, have the first five tasks to include the following:

1. Administrators encourage teachers to use a variety of instructional techniques.
2. Administrators involve the staff in formulating an in-service training program.
3. Administrators utilize demonstration teaching to acquaint teachers with various teaching methods (respondents mentioned the following methods: lecture, recitation, laboratory, seminar and project).

4. Administrators use faculty meetings to discuss ways in which instruction might be improved.
5. Administrators use democratic leadership methods while conducting instructional meetings (respondents stressed on the avoidance of administrative domination of the meetings).

Another report about the administrative behaviour of heads is by Halpin ( as cited by Glatter, Masterton, Preedy and Riches, 1988). Halpin ( as cited by Glatter et al. 1988) developed a questionnaire for determining the organisational climates of schools. The questionnaire had to do with, “teachers perceptions of the behaviour of their principals and the effects of these behaviour on their own job satisfaction.”(p. 31)

The behaviours of principals that were brought to light were as follows:  
Aloofness, Production Emphasis, Thrust and Consideration.

*Aloofness* refers to the behaviour of principals, which is characterised as formal and impersonal. He goes by the book and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to face situation. To maintain this style, he keeps himself, at least 'emotionally, ' at a distance from his staff.

*Production Emphasis* refers to the behaviour of the principal, which is characterised by close supervision of the staff. He is directive and plays the role of a 'straw boss'. His communication goes in only one direction, and he is not sensitive to feedback from

for a particular situation is more important than just the possession of certain personal traits. According to him, "Leadership is more a matter of selecting the management style most appropriate to a given situation than simply possessing certain personality traits" (p.21). Considering the above views on leadership, leadership can therefore be defined as the process by which a leader influences, directs, encourages, manages and mobilises his/her subordinates to pursue a common goal.

Early scholars, who wrote on leadership, also conceptualised leaders as possessing certain qualities that were not found among non-leaders. Due to this, attempts were made by some of them to identify these characteristics or qualities. Their line of reasoning towards leadership is what is known as trait theory of leadership. The trait theorists, according to Agyenim-Boateng et al. (2000), hold the view that leaders are born and not made. Leaders exhibit certain qualities, which others have not got. These qualities include intelligence, imagination, initiative and sense of direction.

It can be realized that these qualities are sometimes found in non-leaders. Some leaders do not even exhibit most of these qualities. To further explain the problems arising from the trait theories, Glatter et al. (1988) comment that the trait theories do not touch on leadership style and the content of leadership. The traits theories, therefore, have not got enough power to predict effective leadership.

These problems, coupled with others, led to the rise of the situational theories. Notable among them were Fiedler's contingency model and House's Path- goal-theory, cited by Glatter et al. (1988). According to Glatter et al. (1988),

the idea behind the situational theory was that given time, place and circumstances, different persons would emerge as leaders. To Glatter et al. (1988), Fiedler believed that leader effectiveness depends on the relationship between leadership style and situational control while House is also of the view that leaders possess and use more than one style. Due to this, leaders should modify their leadership style to fit in a small subset of task and employee characteristics. Musaaazi (1984), writing on the types of leadership styles, said there are three main types. These are autocratic, democratic and the laissez-fair leadership styles. According to him, the autocratic leadership style is also known as coercive or dictatorship leadership. It determines policies and assigns task to members without consulting them. The subordinates have no choice than to obey the instructions of their leader. Power and authority are centralized in the leader and also workers are not involved in decision-making. The workers are treated as machines. It is usually characterized by aggression, discontent and hostility with the leader always staying aloof from his or her subordinates.

In the case of the democratic leadership style, the leader considers the needs, interests, rights and freedom of the workers or subordinates first, before any other thing. The workers are involved in decision-making. During meetings, the leader acts as a facilitator and provider of information rather than being authoritarian. Members of the organisation are usually made to feel as an important part of the organisation.

The laissez-faire style of leadership, as explained by Musaaazi (1984), is that in which the leader grants complete freedom to group activities without leader participation. There is no clear leader and everybody does what he/she



wants. There are basically no clear rules in the organisation. The leader is merely a symbol or a figurehead.

Musaazi (1984) again draws attention to the views of Getzels (1968) on leadership, which are also considered as other types of leadership. They are nomothetic, idiographic and transactional leadership styles.

Nomothetic style of leadership emphasises the role of the worker and the organisational goals. In this case, the workers are expected to be solely concerned with accomplishing the goals, objectives and tasks of the organisation. The leader does not hesitate to use compulsion and close supervision to achieve the goals of the institution. The leader has no regard for both individual personality and individual needs.

The idiographic leader on the other hand, considers his/her own personal needs and that of his/her followers. The goals of the organisation are considered less important to the leader and the followers. Almost all the leader's time and energy are geared towards satisfying various personal needs of the leader and his/her followers.

The combination of both the nomothetic and idiographic leadership styles is what Getzels (1968) termed as the transactional leadership style. That is, the transactional leader ensures a balance between personal needs and organisational demands within a given situation. He/She does this by matching the tasks of the institution with the needs and personality of the individual.

#### **Summary of Literature Review**

In order to have a broad knowledge of the study topic, some relevant literature to the study was reviewed and the review was useful for the following

reasons: It served as a guide to the study. It also brought to light the fact that the administrative behaviours of a senior secondary school head will determine the level of his/her administrative effectiveness in a particular school. Therefore, to maintain a high level of administrative effectiveness, the school administrator needs to be experienced, knowledgeable and possess the needed administrative skills. He/She should also be hardworking, a good disciplinarian and be in a position to encourage favourable human relations in the school.

It is very important to note that the findings and theories from the literature reviewed were not based on Ghanaian educational administrators. They were based on people who had different characteristics, different cultural and environmental influences as compared to educational administrators in Ghana. It was however used as the bases for this study.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals with a description of the procedures that were adopted in carrying out the study. It deals with the research design, population, sample, the research instrument used for data collection, pre-testing of research instruments. It also looks at the procedure followed in data collection and analysis.

#### **Research Design**

The researcher used the descriptive survey method to find out the perception of teachers as far as the administrative behaviours of senior secondary school heads are concerned. This method, according to Best and Kahn (1993), is non-experimental. To explain this, they say that one only selects the relevant variables for an analysis of their relations since the conditions already exist. The researcher, after considering the views of Best and Kahn (1993), decided to choose this method because he intended to pick primary data from senior secondary school teachers in the Nzema-East District of Ghana, analyse it and come out with some findings.

Best and Kahn (1993) point out that though sufficient or complete information about all the events and variables needed for a proposed study might not be received, this method describes the variables and procedures in a more

accurate manner so that the study could be replicated by other researchers.

### **Population**

The population was made up of teachers in all the four senior secondary schools in the Nzema -East District of Ghana. From Table 2, it can be observed that the number of teachers involved in the study was 76. These teachers were selected because, as they work directly under their heads, they have built up some ideas about the way the heads perform their administrative functions and how the heads relate to them.

### **Sample**

The sample was made up of permanent teachers in all the four senior secondary schools in the Nzema-East District of Ghana. It was a census because all the permanent teachers in the four senior secondary schools in the district were involved. This was because the number of permanent teachers in those schools was not all that large. Part-time teachers, students on teaching practice and national service personnel in those schools at the time of study were not included. This was due to the fact that the students on teaching practice and the national service personnel are often in the school for a short time after which they leave. The part-time teachers are usually not reliable since they have to fulfil the demands of their main employers and at times attend to other private issues before going for the part-time work. They also do not concern themselves with administrative issues as they come in to do their work only for short periods.

The permanent teachers were made up of both males and females. The

sample is shown in table 2.

**Table 2**

**The Number of Male and Female Permanent Teachers in Senior Secondary Schools in the Nzema-East District**

Name of School	Male Teachers	Female Teachers	Total
Nsein Senior Secondary School	22	8	30
Nkroful Agriculture Senior Secondary School	17	4	21
Bonzo-Kaku Senior Secondary School	15	1	16
Esiama Secondary/Technical School	7	2	9
<b>Total</b>	<b>61</b>	<b>15</b>	<b>76</b>

From Table 2, it can be noticed that the total number of permanent teachers in the four secondary schools at the time of study was 76. This was made up of 15 female teachers and 61 male teachers. Nsein Senior Secondary School had the highest number (30) of permanent teachers while Esiama Secondary Technical School had the lowest number (9) of permanent teachers. Nkroful Agriculture Senior Secondary and Bonzo-Kaku Senior Secondary Schools had 21 and 16 permanent teachers respectively

**Research Instrument**

Questionnaire was the main instrument used in gathering the data. It was made up of 47 items with two main sections. Section A comprised four items on

respondents' personal data and Section B comprised 43 items on the perception of the respondents on the administrative behaviours of their heads.

Section B was further grouped into six parts. The first five parts were based on the administrative behaviours of the heads as they performed their administrative functions while part six was on their relationship with their teachers. Part one of section B had five questionnaire items which sought to examine the planning activities of the school head. Part two had six questionnaire items on organising; that dealt with how secondary school heads organised school activities. The six questionnaire items in part three were meant to examine the coordinating function of the heads. Part four had nine questionnaire items that sought to look at how the heads performed staffing functions. The next set of six items that dealt with the perceptions of the teachers on how heads performed directing functions constituted part five. Part six was made up of ten questionnaire items that examined the sort of relationship that existed between the heads and the teachers.

All the questionnaire items were closed-ended items with the exception of item 43, which was an open-ended item. The open-ended item was meant to seek the opinions and suggestions of the respondents on how the heads could improve upon their administrative functions. The instrument was designed and tested by the researcher under the guidance and instructions of the supervisor. It was based on the outcome of a research work conducted by Halpin ( as cited by Glatter et al.1988).

### **Pre-Testing of Research Instrument**

A pre-testing of the research instrument was organised at Half Assini and Annor Adjei Senior Secondary Schools in the Jomoro District in the Western Region of Ghana after the research instrument had been designed. These 2 schools, being the only public secondary schools in the Jomoro district, were chosen for the pre-testing of the research instrument because they were facing similar problems for which this study sought to address. In each of the 2 senior secondary schools, the researcher sought a formal permission from each of the heads with the help of a letter of introduction from the Institute for Educational Planning and Administration (IEPA), University of Cape Coast (UCC) to administer the questionnaire. After that, five teachers in each school were selected through a simple random sampling technique for the pre-testing of the Research Instrument.

The researcher was given the list of the permanent teachers in each of the schools by the respective heads. The researcher then listed all the names of the permanent teachers on separate pieces of papers, folded each of the papers and put them in a box. After randomly picking the required number of papers in each instance, the researcher managed to get all those teachers who had their names on the selected pieces of paper to respond to the questionnaires.

The purpose of the exercise was explained to the selected teachers and they were given the questionnaires to answer. It took the researcher 4 days at Half Assini Senior Secondary School and 7 days at Annor Adjei Senior Secondary School to retrieve the answered questionnaire. (18<sup>th</sup> May 2004 to 28<sup>th</sup>

May 2004.) Whenever the researcher collected any of the completed questionnaires from any of the selected teachers, the researcher skimmed through carefully to ensure that all items were properly answered.

The pre-testing of the research instrument revealed a few weaknesses in some of the questions. These questions were therefore restructured in order to get the accurate information needed. Examples of the restructured questions included: "The head uses tact in offering constructive criticisms to the teachers; and the head provides equal opportunities for teachers' professional growth." It also revealed that the questionnaires were valid as they gave expected answers to what they tested. In addition to these, it was found that it was good for the researcher to administer the questionnaires personally with a lot of patience and also under proper supervision to get the views of each of the respondents. The revised questionnaire was then prepared for the actual research work.

#### **Data Collection**

Official permission was sought from the heads of the various schools in the Nzema-East District of Ghana prior to the data gathering process. With the help of a letter of introduction from IEPA-UCC (Appendix B), the heads of the selected schools gave attention to the researcher.

Two and half months were used for gathering the data. The researcher made several trips to the various schools to distribute the questionnaires to the permanent teachers after the purpose of the exercise had been explained to them. An initial 2 weeks period was given to all the selected permanent teachers to complete the questionnaire. This was later extended by 2 more weeks since



most of the respondents had not even started filling the questionnaire at the end of the initial 2 weeks. After the extra period had elapsed, some days were allowed for the respondents to complete the questionnaire before the researcher collected the questionnaire back. This varied from school to school. For instance, the researcher allowed 18 days for two of the respondents in Nkoful Agriculture Senior Secondary School to complete theirs.

To ensure high return rate, more copies of the questionnaire were made which enabled the researcher to replace the questionnaires that were destroyed or misplaced by some of the teachers. With this effort, the researcher received the entire completed questionnaires from all the selected permanent teachers.

#### **Data Analysis**

The analysis of the data was mainly based on the research questions. All the closed-ended items were pre-coded (given scales) before the questions were printed. This was done to ensure easy analysis. The answers to the open-ended item were categorised and given mutually exclusive codes after the questionnaires had been retrieved.

The descriptive statistics was the main tool used for the analysis. The data collected were statistically analysed using the statistical package for social sciences (SPSS) soft ware. The data were presented in the form of tables to support the analysis. This made issues clear and easy to understand. The detailed analysis and discussion of the data could be found in chapter four.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter presents and analyses all the responses collected on the various perceptions of the senior secondary school teachers in the Nzema-East District of Ghana on the administrative behaviours of their heads. The analysis of the data corresponds to the research questions. These research questions included:

1. What are the perceptions of teachers regarding the performance of the planning activities of their heads?
2. What are the perceptions of teachers concerning their heads' ability to organise the school system?
3. What are the opinions of teachers on the performance of the co-ordinating activities of their heads?
4. How do teachers perceive the staffing function as performed by their heads?
5. What are the views of teachers on how the heads perform directing functions?
6. What are the relationships that exist between heads and their teachers?

The views of authors mentioned in the literature review were referred to in most instances in an attempt to discuss the data. This enabled the researcher to compare those views with the views of the respondents to see the similarities and/or differences.

### **Biographical Data**

The biographical data collected were based on gender, teaching experience of respondents, position held in the school and professional status of the respondents. The details of the biographical data could be found in Tables 3, 4, 5, and 6 respectively.

### **Gender**

The gender of the respondents was considered to enable the researcher know the level of gender equality among teachers in the secondary schools within the district. The responses showed that there was an unequal representation of male and female teachers in all the 4 senior secondary schools in the Nzema-East District of Ghana. This is shown in Table 3.

**Table 3**

**Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	60	78.9
<b>Female</b>	16	21.1
<b>Total</b>	76	100.0

It can be seen from Table 3 that male teachers were 78.9% while the female teachers were 21.1%. Thus, there were more male teachers than female teachers in the senior secondary schools within the district. The low female representation of teachers in those four schools might be due to the relatively remoteness of the locations of those schools which most females, under normal

circumstances, would not want to stay and work. It was also possible that most of the female teachers were either working in the urban areas or other districts because their husbands were living or working in those areas.

### **Teaching Experiences of the Respondents**

The teaching experiences of the respondents was part of the biographical data collected by the researcher. This was to enable the researcher get an idea about the teaching experiences of the respondents in the teaching field. Teaching experience in the GES is usually determined by the total number of years a teacher has been in the classroom. This is shown in table 4.

**Table 4**

#### **Teaching Experiences of the Respondents**

No of Years	Frequency	Percentage
1-10 years	12	15.8
11-20 years	33	43.4
21-29 years	18	23.7
30 above	13	17.1
<b>Total</b>	<b>76</b>	<b>100.0</b>

Table 4 indicates that respondents have enough teaching experience in the teaching field to enable them perform well. Majority of respondents (84.2%) have taught for more than 10 years while the remaining 15.8% of the respondents have spent either less than 10 years or 10 years in the teaching field. In such a situation, new teachers posted to those schools are likely to acquire some teaching experiences quickly. With a significant number of the respondents teaching for

more than 21 years, it might be possible that most of the teachers were heading towards the pension age of 60.

### **Positions Held in Schools by the Respondents**

In Ghana, secondary school teachers are assigned extra duties apart from their normal classroom work in their various schools. This is done to ensure that all aspects of the school's activities are given enough attention and support by the teachers. The regular official extra duties go with positions. Respondents were asked to indicate positions that they held in their schools. Table 5 indicates the respondents who held various positions in all the 4 secondary schools in the district and those without any position.

**Table 5**

#### **Position Held in Schools by the Respondents**

<b>Position</b>	<b>Frequency</b>	<b>Percentage</b>
From Master / Mistress	17	22.4
House Master / Mistress	14	18.4
Assistant House Master / Mistress	2	2.6
Departmental Head	7	9.2
Assistant Head Master / Mistress	2	2.6
<b>Teachers with no position</b>	<b>34</b>	<b>44.7</b>
<b>Total</b>	<b>76</b>	<b>100.0</b>

A look at Table 5 shows that almost half of the respondents (44.7%) held no position while the rest held various positions ranging from form masters/mistress to assistant headmaster/ headmistress. This presupposes that most of the teachers had no or very little extra work to do apart from their normal classroom teaching. It therefore implies that most of the teachers could get enough time to attend to their classroom work.

### **Professional Status**

The knowledge of teachers and the skills they use to impart the knowledge to the students are very important in every educational institution. Teachers cannot teach what they do not know and when they use the wrong method to teach what they know, the students usually find it difficult to understand the lessons. It is upon this that the professional status of the respondents was considered to help the researcher know the quality of teachers in those schools. The professional status of the respondents is represented in Table 6.

**Table 6**

#### **Professional Status of Teachers**

Professional Status	Frequency	
Percentage		
Teachers with Professional Qualifications	48	63.2
Teachers with Non Professional Qualifications	28	36.8
<b>Total</b>	<b>76</b>	<b>100.0</b>

As shown in Table 6, the number of professional teachers was 63.2% and that of non-professional teachers was 36.8%. This implies that most of the teachers had the necessary skills to impart knowledge to the students. With a significant minority (36.8%) being non-professional teachers, there is the possibility that the district will experience shortage of senior secondary school teachers in the near future. This is because non-professional teachers, who are likely to be professionals in other organisations, may leave for those organisations for which they were trained when the need arises.

### **Perception of the Teachers Regarding the Behaviour of Heads towards Planning**

Planning is very important in all schools. According to Adesina (1990), planning is the first step in the context of management and as such determines the end results of a particular work to be done. If planning is not properly done, the progress of work and the end results would be a failure or undesirable. The views of the teachers regarding the behaviour of heads towards planning were explored and are presented in Table 7.

**Table 7****Perception of Teachers Regarding the Behaviour of Heads Towards Planning**

Behaviours	Agree		Disagree		Undecided		Total	
	No	%	No	%	No	%	No	%
Seeks the concern of teachers in breaking down educational aims.	66	86.8	9	11.8	1	1.3	76	100
Draws up budget for the school.	52	68.4	9	11.8	15	19.7	76	100
Forecasts the future and gets possible solutions ready.	60	78.9	11	14.5	5	6.6	76	100
Puts in place a course of action for teachers	62	81.6	10	13.2	4	5.3	76	100
Uses the minimum resources effectively	59	77.6	9	11.8	8	10.5	76	100
<b>Total</b>	<b>59.8</b>	<b>78.7</b>	<b>9.6</b>	<b>12.6</b>	<b>6.6</b>	<b>8.7</b>	<b>76</b>	<b>100</b>

It can be observed from Table 7 that majority of respondents (86.8%) held the view that heads sought the concern of teachers in breaking down the broad educational aims and objectives into achievable units. This finding is in line with the views of Eucharis (1997) that educational leaders should solicit inputs from others to allow diverse opinions before they make decisions. This suggests that implementation of such aims and objectives were therefore likely to be embraced



by all the staff. It might also be possible that the heads sought the views of the teachers on how those aims and objectives would be achieved. This practice of seeking the views of the staff could be done through staff meetings and departmental meetings. In Ghana, the authority to identify the broad educational aims and objectives of the senior secondary schools rests on the Ministry of Education and Sports. The Ghana Education Service (GES) is the statutory body that sees to the implementation of those goals. On the hierarchy of the GES, the heads are the administrators in the various secondary schools. The heads therefore have an authority to break down those aims and objectives into achievable units and work towards their achievement.

It is also evident from Table 7 that majority of the respondents (68.4%) perceived that heads drew up budget for their schools and went by them. This also tallies with the views of Duke (1987) who argues that heads are expected to draw and administer annual school budgets. This is an indication, that heads get some financial support from the government since without the submission of a school's budget to the GES no financial support from the GES will go to the school. However, with 19.7% of the respondents being undecided and 11.9% of them disagreeing, there seems to be the likelihood that some of the teachers did not have their financial demands (for example, money for science experiments) in the school's budget fulfilled. In short, those respondents did not perceive the heads as adhering to the prepared school budget. The financial demands of the

individual teachers are forwarded through the departmental budgets to the heads to be included in the school's budget.

As to whether the heads prepared for each term of the school year ahead of time or not, majority of the respondents (78.9%) agreed that their heads forecast the future and got possible solutions ready for anticipated problems in the future. Wolcott (1973), writing about the functions of a school head, said, that heads should prepare for the next school year. The perception of the respondents is in line with the views of Wolcott (1973). Forecasting into the future might be in the form of getting solutions to possible water shortage and frequent light outages ahead of time before they occur. It was therefore not a surprise, that 81.6% of the respondents agreed that their heads put in place a course of action to be followed by the teachers at the beginning of each term. The term's preparation might include the drawing of the teaching timetable as well as getting all broken furniture and other broken items repaired. The teachers might be in the known of these preparations through a record of events for the term that might be given to them by their heads or by verbal information from their heads to them. This is usually done during the first staff meeting of the term.

In another instance, majority of the respondents (77.6%) held the view that their heads made maximum use of the resources allocated to the school to achieve the goals of the school. This also agrees with the ideas of Duke (1987) which says that heads should manage and utilise all resources and facilities of their

schools effectively to achieve the goals of their schools. These resources might include the school buildings, the school bus, tables, chairs and financial resources from the government. Maximum use of those resources could be in the form of avoiding misapplying and misappropriating those resources by the heads.

In general, the teachers perceived that the heads performed the planning functions well. Planning, according to Adesina (1990), is a means of deciding what to accomplish in future. It is also a challenging task. This implies that the heads usually took decisions as to what to accomplish in the future and also went through the challenges that were associated with those decisions to achieve the targeted goals.

### **Perceptions of the Teachers Concerning Heads Ability to**

#### **Organising the School System**

Organising is one of the most important functions of a school head. Without proper organisation of all the activities of the departments, staff members and the students, the school is likely to experience chaos. When the respondents were asked to give their views on how their heads performed organising activities, they gave diverse views. The details of their responses are presented in Table 8.

**Table 8**

**Perception of the Teachers Concerning Heads Ability to Organise the School System**

Behaviours	Agree		Disagree		Undecided		Total	
	No	%	No	%	No	%	No	%
Outlines the various levels of authorities with their corresponding responsibilities.	65	85.5	6	7.9	5	6.6	76	100
Makes the duties of employees known to them.	59	77.6	9	11.8	8	10.5	76	100
Programmes teaching and learning activities in the school.	62	81.6	10	13.2	4	5.3	76	100
Delegates power to subordinates when the need arises.	64	84.2	9	11.8	3	3.9	76	100
Supports the efforts of student governance in the school.	75	98.7	0	0	1	1.3	76	100
Appoints the right staff members for the various positions.	58	76.3	7	9.2	11	14.5	76	100
<b>Total</b>	<b>63.8</b>	<b>84</b>	<b>6.8</b>	<b>9</b>	<b>5.3</b>	<b>7</b>	<b>76</b>	<b>100</b>

In answering the question as to whether the heads outlined the various levels of authorities in the school with their corresponding responsibilities or not, majority (85.5%) of the respondents agreed. This is in agreement with the views of Duke (1987) that heads assign all staff members to specific duties and responsibilities.

This might mean that power struggle among the various levels of authorities in those schools was at its lowest level and also almost every teacher knew what to do and when to do it. This is supported by the revelation that 77.6% (being the majority) agreed that heads made the duties of all the staff members clear and known to them. These revelations were confirmed by the fact that majority of respondents (81.5%) agreed that heads also programmed teaching and learning activities in the school. Teachers and students are therefore likely to follow the organisational charts and duty rosters in those schools. This situation is a favourable one since it might mean that teachers attended to all duties in those schools.

Table 8 also depicts that majority of the respondents (84.2%) agreed that the heads delegated power to their subordinates when need arose. This is also in accordance with the views of Eucharia (1997) that leaders delegate powers to subordinates when the need arises. This suggests that the heads usually had enough time to attend to important issues such as: receiving visitors, attending to meetings on behalf of their schools and thinking about strategies to be adopted to

achieve the goals of their schools. The heads might decide to delegate most of their responsibilities to the teachers however, there could be others (such as the signing of cheques to withdraw money from a bank) that the heads had to perform personally. Only the heads could perform such functions. The 11.8% of the respondents who disagreed and the 3.9% who were undecided meant that some of the teachers had never been given the opportunity to perform certain minor administrative duties. This is likely to bring about dissatisfaction on the part of those teachers and kill their hidden talents.

Table 8 again shows that almost all the respondents (98.7) agreed that their heads supported the effort of student government in their various schools. Once again, this falls in line with the views of Duke (1987) that heads are expected to support students' government in their school to ensure students' inputs in the decision making process. This support given by the heads to the students might be the reason why the district had not experienced any student's demonstration for a long time. The support given by the heads to students' government could be in the form of prompt attention to the student's leadership by the heads on any issue raised by the students. It might also include the involvement of the student's leadership in making decisions that concerned them and also allowing students to properly elect their own leaders. Generally, the views of the respondents point to one idea. That is, heads performed organising activities well.

## **The Opinions of the Teachers on the Performance of Co-Coordinating Activities by the Heads**

Institutions and organisations are usually made up of different people with varied social and cultural background who work together towards the attainment of certain targeted goals. In the school for instance, the people are made up of teaching staff, students and non-teaching staff undertaking various activities to ensure good teaching and learning. Due to this, there is the need for the head to ensure unity, harmony and understanding among all these people to avoid misunderstanding and confusion. Without proper understanding, unity and harmony among the staff and students, some workers or students are likely to look down upon others, which may hinder the progress of the school. The researcher therefore deemed it necessary to enquire from the respondents their perception on how heads performed co-ordinating activities. The details of their responses are shown in Table 9.

**Table 9**

**The Opinions of the Teachers on the Performance of Co-Ordinating  
Activities by the Heads**

Behaviours	Agree		Disagree		Undecided			
	No	%	No	%	No	%	No	%
<b>Total</b>								
Organises regular departmental meetings.	76	100	0	0	0	0	76	100
Organises periodic staff meetings.	76	100	0	0	0	0	76	100
Uses democratic leadership method during meetings.	10	13.2	65	85.5	1	1.3	76	100
Ensures the presence of staff and students in classes	61	80.3	13	17.1	2	2.6	76	100
Puts in place mechanism for solving disputes.	50	65.8	11	14.5	15	19.7	76	100
Uses tact in offering constructive criticisms to teachers	45	59.2	19	25	12	15.8	76	100
<b>Total</b>	53	69	18	23.7	5	6.5	76	100

Table 9 shows that all the respondents (100%) agreed that the heads organised regular meetings with the departmental heads and also with the staff. Staff meetings offer heads the opportunity to meet with teachers to deliberate on issues affecting the school as a whole. Departmental meetings on the other hand, offer opportunity for the heads to meet with the departmental heads to discuss issues affecting the various departments. The heads' regular meetings with the



departmental heads and the staff indicate that the heads were open to new ideas. This revelation does not contradict the views of Herbert et al. (1995) that heads must be open to new ideas. It also agrees with the thoughts of Eucharia (1997) that leaders, in performing their functions, should be open to diverse opinions.

Usually, what transpires at meetings might be different from what others might imagine. There are instances where people attend meetings primarily to receive information than to contribute effectively to discussions and decision-making. In some instances too, participants are encouraged by their leaders to contribute effectively to the discussions and decision-making process. To confirm whether the heads were actually open to diverse views during meetings or not, the researcher deemed it necessary to consider the style of leadership that the heads usually used at meeting.

From Table 9, majority of the respondents (85.5%) disagreed that the heads used democratic leadership methods in conducting meetings. According to Musaazi (1984), in a democratic leadership style, the leader acts as a facilitator and provider of information rather than being authoritarian. In addition to this, the rights and freedom of the workers are respected and also the workers are involved in decision-making. Going by the views of Musaazi(1984), it implies that during meetings, most of the respondents were not involved in discussion to arrive at decisions, the rights and freedom of the respondents were not respected by heads and also the heads became authoritative. In short, the views of the respondents are at variance with that of Musaazi (1984). From this, it might be said that the heads organised regular meetings with the departmental heads and the staff but those

meetings were not democratically conducted. Teachers' support given for the implementation of those decisions might therefore not be the best since their views were not included in those decisions. The few respondents (13.1%) that agreed might be those who at times were given the chance by the heads to express their views during staff meetings.

It was also revealed from Table 9 that majority (80.3%) of the respondents agreed that their heads ensured the presence and punctuality of staff and students in both school and classes. Perhaps the heads did those exercises through the regular checks of class registers and occasional roll calls for students and the regular checking of the time book, classroom attendance register and movement book used by teachers. Such situation is likely to check laziness and truancy on the part of students and absenteeism on the part of teachers. The tendency that quality tuition was given to students by teachers and also students learnt what they had been taught by their teachers could be expected. This is in line with one of the expectations of Duke (1987) that heads must ensure that students receive quality education from teachers by monitoring and evaluating the staff members and also monitoring students to put up a good leaning behaviour.

In general terms, the perception of the respondents on how heads performed co-ordinating activities showed that the heads were doing well in co-ordinating the activities of the schools. However, the respondents were of the view that the heads did not use democratic methods during meetings. That is, effective communication among the heads and their staff was usually not seen during meetings.

**Perception of Teachers on the Performance of  
Staffing Functions by their Heads**

In Ghana, teachers are employed by the government and posted to the various schools. To ensure their continuous stay in the school, heads are to do their best to maintain favourable conditions in the school for the teachers to work. Heads are to see to the professional growth, welfare and other needs of the staff to enable the staff work well. The views that were given by the respondents on how their heads performed staffing functions were recorded and are presented in Table 10.

**Table 10**

**Perception of Teachers on the Performance of Staffing Functions by their  
Heads**

	Agree		Disagree		Undecided		Total	
	No	%	No	%	No	%	No	%
<b>Encourages staff members to attend in-service training.</b>	19	25	37	48.7	20	26.3	76	100
<b>Provides equal opportunities for teachers' professional growth.</b>	13	17.1	58	76.3	5	6.6	76	100
<b>Pays staff members expenses for professional courses.</b>	20	26.3	56	73.7	0	0	76	100

**Table 10 Continued**

Behaviours	Agree		Disagree		Undecided		Total	
	No	%	No	%	No	%	No	%
Recruits /recommends qualified staff members	62	81.6	9	11.8	5	6.6	76	100
Obtains new equipment for teachers.	48	63.2	16	21.1	12	15.8	76	100
Gives equal attention to all staff members.	54	71	14	18.4	8	10.5	76	100
Explains new educational programmes to staff.	49	64.5	11	14.5	16	21.1	76	100
Encourages departmental heads to demonstrate the use of equipment.	20	26.3	25	32.9	31	40.8	76	100
Organises orientation programmes for teachers.	35	46.0	18	23.7	23	30.3	76	100
<b>Total</b>	<b>35.6</b>	<b>46.8</b>	<b>27.1</b>	<b>35.7</b>	<b>13.3</b>	<b>17.6</b>	<b>76</b>	<b>100</b>

A critical look at Table 10 indicates that the value attached to in-service training in schools seemed to be lost to senior secondary school heads in the

Nzema-East District of Ghana. Only 25% of the respondents agreed that heads encouraged in-service training in their schools. As many as 48.7% disagreed and 26.3% were undecided. This presupposes that 75% of the respondents had never had any in-service training during the course of their work. This outcome contradicts a research report by Bush (as cited by Nolte, 1966), which revealed that educational administrators give much attention to in-service training of their staff. Thus, the heads of the schools studied did not give much attention to the intellectual development of their staff. This is confirmed by the fact that majority of respondents (76.3%) disagreed that equal opportunities were given by heads to teachers to develop themselves professionally. In cases where it became necessary for the teachers to attend some professional courses, their expenses were usually not paid by the heads. Only 26.3% of the respondents agreed that the heads paid their expenses incurred for attending professional courses while 73.7%, being the majority of respondents, disagreed.

Insufficient funds for such professional development programmes might be a reason why attention was not given to those programmes by the heads. The little money allocated for those programmes, might have forced the heads to select few of the teachers to attend those programmes. This might have accounted for the reason why few of the respondents agreed that the heads encouraged such programmes. The neglect of in-service training and professional development programmes by the heads is likely to put the teachers far away from modern teaching methods and also deny the teachers of current information about their profession.

Table 10 also indicates that most of respondents (81.6%) agreed that heads recruited/recommended qualified staff for all the various job vacancies. This corresponds with the view of Rebores (2001) that heads should recruit qualified teachers for the various jobs in their schools. To give further explanation to recruitment, Rebores (2001) says that recruitment is the process of finding potential applicants for anticipated vacancies. The responses of the teachers therefore meant that heads looked for the right people to fill vacancies in the schools or recommended the right people to the appropriate authorities for them to be employed. In Ghana, employment of teachers to public secondary schools and payment of their salaries are done by the government through the GES. The heads can only recruit teachers or recommend teachers to the GES that has the authority to employ those teachers.

Vacancies, as stated in "Better Schools" (Commonwealth Secretariat, 1993), could be in the form of permanent or temporally vacancies. The occupants of permanent vacancies work for a long period of time and as such enough time is needed for proper scrutiny to be done by the appropriate authorities before employing them. The occupants of temporal vacancies work for a short period of time and this may not be in the known of the GES. Since the heads of public secondary schools cannot employ teachers for permanent vacancies, it could be that most of the teachers recommended by the heads to the GES for employment were given the nod. Again, it might be possible that teachers recruited by the heads for temporal jobs such as part-time teaching, (which the schools usually footed the cost) performed well in the classrooms.

It also came to light that majority of the respondents (63.1%) indicated that the heads obtained new equipment for teachers to make instruction in practical subjects meaningful. However, with 21.1% of the respondents disagreeing and 15.8% of the respondents undecided, there could be an indication that some of the practical subjects were not being given the needed support by the heads. The teachers were therefore likely to be compelled under that condition to teach very abstract things, which could be difficult for students to understand. The teachers might even not teach practical topics at all. This might be due to the fact that, the equipment for some of the practical subjects might either not be available or might not be in good condition for use. This could affect students negatively during examination. This situation contradicts a research report by Bush (as cited by Nolte, 1966), that educational administrators try to provide new equipment for the teaching of all the practical subjects. The inability of the heads to provide new equipment for the teaching of all the practical subjects might be due to inadequate funds available to the various schools or lack of interest in the teaching of those subjects on the part of the heads.

In general terms, the teachers did not perceive that their heads were performing well in the staffing functions. That is, the efficiency and well being of the teachers did not mean much to the heads.

#### **Views of Teachers on how Heads Performed Directing Functions**

In every educational institution, there is the need for somebody to make decisions and embody those decisions in specific and general orders from the Ministry of Education and Sports to enable the institution achieve the expected

goals. This function rests on the head of a school. The head tells his/her subordinates what to do at any point in time and ensures that they do so. Teachers in the various educational institutions have some perception as to how their heads carry out directing functions. Table 11 illustrates the views of the respondents.

**Table 11**

**Perception of Teachers on how Heads Perform their Directing Functions**

Behaviours	Agree		Disagree		Undecided		Total	
	No	%	No	%	No	%	No	%
Collects and analysis information.	76	100	0	0	0	0	76	100
Assess the performance of staff and students.	76	100	0	0	0	0	76	100
Sets targets periodically.	76	100	0	0	0	0	76	100
Motivates teachers.	10	13.2	63	82.9	3	3.9	76	100
Ensures that activities are done in accordance with rules.	50	65.8	13	17.1	13	17.1	76	100
Provides an agenda prior to staff meetings	42	55.3	27	35.5	7	9.2	76	100
<b>Total</b>	<b>55</b>	<b>72.4</b>	<b>17.2</b>	<b>22.6</b>	<b>3.8</b>	<b>5.0</b>	<b>76</b>	<b>100</b>

It is evident from Table 11 that all (100%) the respondents agreed that the heads collected information about on-going school projects and analysed it. This is in agreement with the views stated in "Better Schools" (Commonwealth Secretariat, 1993), that expects heads to collect data on school projects and



analyse it. With this sort of monitoring by the heads, quality work could be done by the workers.

Table 11 also depicts that the heads monitored both the performance of students and teachers. All respondents (100%) agreed that the heads assessed the performance of both students and staff in relation to the set goals and also set new targets for both staff and students at the beginning of each term. The responses of the respondents indicate that heads set achievable goals for both the students and the staff. This was part of the characteristics that Herbert et al. (1995) gave to describe educational administrators. To them, heads should be able to set achievable goals and objectives for the teachers and students and assess them accordingly. The heads could assess student's performance by comparing the current exams results of each or some of the students with the previous exams results. The heads could also pick class exercise books of students at random and inspect. By demanding for both schemes of work and lesson notes of each teacher from the departmental heads, the heads could also assess the performance of the teachers.

On the question of whether heads motivated teachers by self-participation and rewards or not, majority of the respondents (82.9%) disagreed. This meant that motivation by self-participation and rewards which Likert(as cited by Owens, 2001) includes in his management system 4 theory, is to a large extent not seen in the senior secondary schools in the Nzema-East District of Ghana. This gives an

indication that the heads were usually seen in their offices issuing commands to teachers without going out to see things for themselves. It could also mean that the heads were not attending school gatherings. Rewards such as token of money given to teachers for extra work done and appreciating the effort of outstanding teachers were also not seen by the teachers. The implication is that the heads wanted the teachers to work to achieve the set targets but they failed to motivate the teachers. This is a leadership style that Getzels (1968) termed as nomothetic leadership style.

The perception of the respondents on how their heads performed directing functions indicated that the heads performed the directing functions quite well. The teachers however wanted to be motivated by the heads through self-participation and rewards.

#### **Perception of Teachers Concerning Head's Relationship with Them**

Baths (as cited by Herbert et al., 1995) observes that schools may rise or fall on the strength of human relations in those schools. This gives an indication that good human relations should exist in every school to ensure the success of all schools. The responses of the teachers on heads' relationship with staff were collated and the details are tabulated in Table 12.

**Table 12****Perception of Teachers Concerning Heads' Relationship with Them.**

Behaviours	Great		Some		Not at all		Total	
	Extent		Extent					
	No	%	No	%	No	%	No	%
The head keeps him/herself at a distance from the staff.	60	78.9	0	0	16	20.0	76	100
The head deals with the staff members in a formal way.	30	39.5	38	50	8	10.5	76	100
One way communication by heads-from heads to teachers.	63	82.9	0	0	13	17.1	76	100
Sensitive to feedback.	0	0	4	5.3	72	94.7	76	100
The head treats the staff in a humane manner.	22	28.9	0	0	54	71.1	76	100
Considers circumstances before applying rules.	10	13.2	11	14.5	55	72.3	76	100

**Table 12 Continued**

Behaviours	Great		Some		Not at all		Total	
	Extent		Extent					
	No	%	No	%	No	%	No	%
The head is goal oriented.	50	65.8	25	32.9	1	1.3	76	100
Motivates the teachers through personal examples.	22	28.9	0	0	54	71.1	76	100
Face-to face interaction between the head and staff.	14	18.4	8	10.5	54	70.0	76	100
The head gives close supervision to teachers.	31	40.8	40	52.6	5	6.5	76	100
<b>Total</b>	<b>30.2</b>	<b>39.7</b>	<b>12.6</b>	<b>16.6</b>	<b>33.2</b>	<b>43.6</b>	<b>76</b>	<b>100</b>

Table 12 shows that majority of respondent (78.9%) agreed to a greater extent that heads kept themselves at a distance from the staff. This implies that the heads were likely to be guided by the rules and bureaucratic channels in the schools rather than dealing with the teachers in an informal face-to face way. This revelation is confirmed by the fact that, majority (89.5%) agreed to both greater extent and to some extent that heads dealt with the staff in a more formal way. This administrative behaviour of the heads is in line with what Halpin ( as cited

by Glatter et al., 1988) termed as aloofness. Aloofness according to Halpin( as cited by Glatter et al., 1988), is the behaviour of administrators, which is described as formal and impersonal. This sort of relationship between the heads and the teachers might be due to age differences between the heads and most of the staff members. Most of the teachers were in their youthful stage and the heads, who were old and had served the GES for a long time, might not like to be identified with the youthful teachers. It seems the heads would always like the father-son relationship to exist between them and the staff. The 9.2% of the respondents who disagreed totally might have some form of informal relationship with their heads. Those teachers might usually have the chance of going to their heads with problems confronting them. Such disparity is likely to lead most of the teachers to feel discriminated against by the heads, which could also bring about jealousy among the teachers.

Another revelation from Table 12 is that 82.9% of the respondents, being the majority, agreed to a greater extent that the communication of the heads went only in one direction. Thus, information was only from the head to the teachers. This is at variance with the views of Musaazi (1984), which indicates that communication should be a two-way affair. That is, communication should be from the head to his/her subordinates and vice versa. This response further confirms the formal relationship that existed between the heads and the teachers. However, there was bound to be some form of a two-way communication between the heads and their staff members. This might have been the reason why 17.1% respondents disagreed totally that the heads' communication was only

in one direction. This sort of communication could be in the form of face-to face interactions between the heads and their staff during staff meetings or between the heads and a few teachers who were close to the heads. Differences in age and experience between the heads and the teachers might have been the reason for this kind of behaviour by the heads.

In another instance, majority of respondents (94.7%) indicated that heads were not sensitive to feedback from the staff and students. That is, the reactions, feelings and thoughts of teachers and students on a given instruction from the heads, did not mean much to the heads. What might be important to the heads might be that the teachers and students had complied with the given directives. This supports an earlier revelation that the communication of the heads was one way. Halpin ( as cited by Glatter et al., 1988) placed this behaviour under "production emphasis" (p.32) in his research. According to Him, insensitivity of heads to feedback from the staff is one of the attributes of "production emphasis". The heads might have adopted this behaviour because they might have seen the teachers as inexperienced people and as such the teachers had not got any good suggestions to offer when it comes to administrative issues. Musaaazi (1984) describes this form of leadership as an autocratic leadership style.

Again, majority of respondents (71.1%) indicated that heads did not treat the staff members in a humane manner. This is at variance with the "consideration behaviour" (p.32) of heads identified by Halpin( as cited by Glatter et al., 1988).

The "consideration behaviour" (p. 32) of head is a situation in which the heads try to do something extra in humane terms for the members of staff. The

remaining respondents (28.9%) who agreed to a greater extent that their heads treated them in a humane manner, gives an indication of some level of discrepancies in treatments offered by the heads to the teachers. That is, the heads treated most of the teachers in an inhumane manner while a few of the teachers were treated in a humane manner by the heads. It is therefore not surprising that majority of respondents (69.7%) disagreed totally that heads considered the circumstances leading to an offence before applying the rules and regulations of the school as against the 13.2% that agreed.

A close look at Table 12 brings to light that 98.7% of respondents, being the majority, agreed that the heads were goal oriented. That is 65.8% of the respondents agreed to a great extent while 32.9% of the respondents also agreed, but to some extent. This behaviour of the heads being goal oriented is one of the characteristics that Eucharía (1997) expects from administrators of schools. Getzels (1968) observed, that if a school achieves what it sets out to do, then the school is effective. This implies that the heads, by being goal oriented, were trying to be effective.

In conclusion, it can be said that the teachers perceived that healthy interpersonal relationships generally did not exist between the heads and the staff members. They were of the view that heads did keep themselves at a distant from them, the communication of the heads went in one direction and also the heads were not sensitive to feed back. However, the respondents indicated that heads were goal oriented.

### **Suggestions from the Respondents**

When the respondents were asked to suggest ways that could enhance the administrative behaviours of their heads, the respondents made a number of suggestions. These suggestions have been summarised and arranged in order of frequencies as follows:

1. In the first place, the respondents talked about motivation. Issues raised bothered on the removal of obstacles to the performance of their work, incentives and rewards. To the respondents, certain obstacles such as, improper maintenance of equipment and furniture, delay in receiving material supplies from heads to enhance teaching and learning, hinder classroom teaching and learning. The respondents also stressed on incentives and rewards from the heads to the teachers. Examples given by the respondents included appreciation from the heads to teachers on work done by the teachers, public recognition of major achievements by both teachers and students and good timing of rewards to teachers. On good timing of rewards, there was an indication that, apart from the rewards not being regular and predictable, the value and the time set by the heads for the presentation of those rewards made those rewards meaningless. Motivation as defined in "Better Schools" (Commonwealth Secretariat, 1993), is a means by which an administrator gets the best out of his/her staff. This indicates that before the heads could get the teachers to perform well to achieve the goals of the schools, the teachers should be properly motivated by the heads.
2. Another issue raised by the respondents had to do with free flow of



information in the schools. The respondents expected the heads to ensure free flow of information among the staff. It should also be on time. Such pieces of information according to the respondents, included circulars for teachers to attend courses, association meetings and circulars on study leave opportunities. The examples given by the respondents further confirmed an earlier revelation that the heads were not giving much attention to the personal development of the staff.

3. In another development, the respondents recommended that the heads should not be biased when punishing different teachers for the same offence committed. They also suggested that when different students commit the same offence, the heads should give the same punishment to each. This gives an indication that there were some amounts of discrepancies in the schools by the heads on disciplinary matters. The end result of this situation could be that the heads were not protecting the rights of some of the staff members and students. This is at variance with the views stated in "Better Schools" ( Commonwealth Secretariat, 1993) to the effect that the rights of all the peoples in a school must be protected by the head.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The study intended to examine the perception of teachers on the administrative behaviours of their heads as the heads performed their administrative functions. The functions examined were planning, organizing, co-ordinating, staffing and directing. It also looked at the relationship that existed between the heads and the teachers.

The descriptive survey research design was seen as the most appropriate for the study and as such was used. The sampling was a census because all the 76 permanent teachers in the 4 senior secondary schools in the Nzema-East District of Ghana were used for the study.

The study was guided by research questions, which were based on the administrative functions of a head and the relationship that existed between the heads and their teachers. The following were the research questions:

1. What are the perceptions of teachers regarding the performance of the planning activities of their heads?
2. What are the perceptions of teachers concerning their heads' ability to organize the school system?
3. What are the opinions of teachers on the performance of the co-ordinating activities of their heads?
4. How do teachers perceive the staffing functions as performed by the heads?
5. What are the views of teachers on how the heads performed the directing

functions?

6. What are the relationships that exist between the heads and the teachers?

The main research instrument used in the study was the questionnaire. It was made up of 2 sections namely section A and section B. Section A was based on the biographical data of the respondents. Section B had six parts. The first five parts were based on the administrative functions of the heads and the last part was based on the head's relationship with staff

A pre-testing of the research instrument was organized at Half Assini and Annor Adjei Senior Secondary Schools in the Jomoro District of Ghana after the research instrument had been designed. The pre-testing of the research instrument revealed a few weaknesses in some of the questions. These questions were therefore restructured in order to get the accurate information needed. It also revealed that the questionnaire was valid as they gave expected answers to what they tested. The revised questionnaire was then prepared for the actual research work.

It was found that it was appropriate for the researcher to administer the questionnaires personally to be able to retrieve them all, as the respondents were not many. The analysis of the data was done with the help of the SPSS. Descriptive statistics were used to obtain frequencies and percentages. The data of the survey was analysed and discussed under subheadings directly related to the research questions. The findings of the research follow.

### **Research Findings**

It was evident that the heads performed planning functions to the satisfaction of the teachers. Majority of the respondents held the view that heads sought the concern of teachers in breaking down the broad educational aims and objectives into achievable units. In order to meet the challenges of the future, heads forecasted the future and got possible solutions ready for anticipated problems. The heads also went by the prepared school budget. Another aspect of the heads' planning activities was that the heads put in place a course of action to be followed by the teachers at the beginning of each term and also made maximum use of the resources allocated to the school to achieve the goals.

The study also revealed that the heads organized the activities of the school to the teachers' satisfaction. Majority of respondents agreed that heads outlined the various levels of authorities in the school with their corresponding responsibilities. This was confirmed by the fact that majority of respondents agreed that heads made the duties of all the staff clear and also programmed teaching and learning activities in the school. The efforts of both the staff and students were also utilized by the heads to realize the goals of the school. This was evident from the fact that majority of respondents agreed that heads delegated power to teachers when the need arose and also supported the efforts of students' government (Students' Representative Council).

In another development, the teachers perceived the heads as doing well in terms of co-ordinating activities. The respondents were of the view that the heads organized regular meetings with the departmental heads and also with staff. The respondents however disagreed that the heads used democratic methods when the

heads conducted such meetings. Another fact that respondents agreed on was that the heads ensured the presence and punctuality of staff and students in both the school and classes.

It also came to light after the study that the teachers did not perceive that their heads were performing well in the staffing functions. The respondents were of the view that the intellectual development of the teachers did not mean much to the heads. The following reasons supported this revelation. The respondents disagreed that heads encouraged in-service training in their school, gave equal opportunities to teachers to attend professional courses and refunded expenses incurred by teachers during the attendance of those professional courses. However, the respondents agreed that their heads recruited / recommended qualified staff members for various staff vacancies. Majority of respondents also agreed that heads obtained new equipment for the teachers to enhance the work of the teachers.

The teachers again perceived that the heads were doing well in terms of directing functions. They observed that heads collected information about on-going school projects and analysed it. In addition to this, the heads also monitored the performance of both the staff and students in relation to the targeted goals. The respondents however did not agree that the heads motivated the staff with personal examples. That is, the heads did not attend most school gatherings.

Finally, the teachers perceived that healthy inter-personal relationships did not exist between the heads and the teachers. The respondents were of the view that the heads kept themselves at a distance from the staff, dealt with the staff in a

very formal way, and also the heads' communication was one way (from heads to staff). In addition to these, the respondents believed that the heads were not sensitive to feedback from the staff and students. There was an evidence of the heads not treating the staff in a humane manner. This was confirmed by the fact that majority of the respondents held the opinion that heads did not consider the circumstances leading to offences before applying the rules. The respondents however agreed that the heads were goal oriented.

### **Conclusions**

The administrative behaviour of the school head goes a long way to influence the extent to which the school achieves her set goals. Power (1993) summed this up when he said, "of all the factors which have the greatest influence on pupil's performance, it is not the size of class or even the teachers' qualification that come first, but the way in which the school is run - the educational and administrative management style" (p.39). It is based on this fact that the administrative behaviour of heads was examined in order to ensure proper management of senior secondary schools to achieve their goals.

Generally, it can be concluded, that though some administrative behaviours of heads were favourable, there were others which they need to work on so as to achieve the objectives and goals of their institutions. Since heads work with and through people (staff), there is the need to work on their inter-personal relationships with the staff so that a conducive atmosphere can be created to improve the performance of the teachers and students.

**Recommendations** will therefore be made, which when carefully

followed, will at least encourage senior secondary school teachers to stay and work within the district for longer period of time. The willingness of the teachers to stay and work to their fullest capacity in the district is likely to increase the performance of the students. This will therefore encourage more parents in the Nzema-East District to enrol their wards in the senior secondary schools within the district.

The study had its limitations. Questionnaire completion fatigue was a problem encountered by the researcher. Sometimes, the researcher had to wait for more than 10 hours in a school before getting some of the completed questionnaires back from some of the respondents. This trend was repeated at constant intervals until all the completed questionnaires were received.

The research instrument used was reliable and valid since it brought out all the important facts expected. However, the researcher had to make various trips to the 4 senior secondary schools in the district before all the 76 completed questionnaires were retrieved.

### **Recommendations**

Taking into consideration the findings drawn from the study, the following recommendations are made. It is recommended that heads of senior secondary schools improve upon the performance of their staffing functions and their human relationship with their teachers. This will promote effective communication between them and their staff and also make the heads approachable by all teachers. The heads will therefore be familiar with the personal needs of teachers. When solutions are given to the needs of teachers, they are likely to stay at post

and work well for a long period. In doing these, the heads should do well to concentrate on such administrative behaviours as indicated below.

1. They must ensure that all teachers go through well planned periodic in-service training to enable them be abreast with current information about their profession and also be equipped with modern teaching skills for their work. Funds donated to the schools by individuals or organisations can be used for these purposes. Internally generated funds, which might include profit made by the schools for selling items such as stationery and outing dresses can also be used for this purpose. The heads could also appeal to the Parent Teachers' Association to assist financially in the organization of the in-service training programmes for the teachers. The same appeal can also be extended to the GES.
2. They must motivate teachers by being a role model for the teachers in all school activities and also give deserving rewards to both teachers and students who put up outstanding performance in assignments given to them by the heads. This should be at the right time and also befit the performance of the beneficiaries. In addition to this, heads should also remove all obstacles that hinder the performance of teachers.
3. They must treat all teachers in a humane manner and also ensure that each member of staff and each student is disciplined in accordance with the prescribed rules and regulations without discrimination in each case.
4. They must promote impartial treatment of teachers to enable all teachers feel loved by their heads. This could be done during break time or other



free periods that will be suitable for both the heads and teachers. Heads could engage the teachers in informational conversation about issues pertaining to the progress of the school or personal problems.

4. They must establish proper communication channels for use by all teachers and students and also make information available to all teachers and students (where necessary) in time for their reactions. The heads could use the students' and staff's notice boards for this purpose.
6. They must be sensitive to feedback from teachers. After any instruction given by a head to any teacher or student, the head should be willing to know the outcome and if possible, encourage the person who has been assigned a particular duty, to make known his/ her views about that assignment. This will help heads to make good decisions.

#### **Recommendations for Further Research**

It is recommended that similar investigations on the research topic be conducted in schools, which have teacher retention problems for at least two reasons. These are to confirm the results of this study and also to offer the opportunity for other researchers to come out with additional findings.

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## **APPENDIX A**

### **QUESTIONNAIRE FOR TEACHERS**

#### **INTRODUCTION**

This is a questionnaire on a research seeking information on the perception of senior secondary schools teachers of the effectiveness of the administrative behaviours of their heads. Any information given will be used solely for academic (research) purposes. You are assured of confidentiality of your response.

#### **INSTRUCTION**

You are kindly requested to give answers to all questions.

Please tick or write an answer in the space provided as you think is appropriate for each item.

#### **SECTION A**

##### **BIOGRAPHICAL DATA OF RESPONDENTS**

1. Sex:
  - (a) Male
  - (b) Female
2. Number of years spent in teaching
  - (a) 1-10 years
  - (b) 11-20 years
  - (c) 21-29 years
  - (d) 30 years and above
3. Position held in school

- (a) Form Master/Mistress [ ]
- (b) House Master/Mistress [ ]
- (c) Assistant House Master/Mistress [ ]
- (d) Departmental head [ ]
- (e) Assistant Headmaster/Mistress [ ]
- (f) Teachers with no position [ ]

4. What is your professional status?

- (a) Professional Teacher [ ]
- (b) Non Professional Teacher [ ]

### SECTION B

You are kindly requested to use the following:

A - Agree B - Disagree C - Undecided, to express your views on the following activities performed by your headmaster/headmistress. Answer by ticking (√) any of the spaces provided under A, B and C, as you think is appropriate for each question.

### PART ONE

No	PLANNING	A	B	C
1	Seeks the concern of teachers in breaking down the broad educational aims and objectives into achievable units.			
2	Draws up a budget for the school and goes by it.			
3	Forecasts the future and gets possible solutions ready for what the future has for the school.			
4	Puts in place a course of action to be followed by the teachers at the beginning of each term.			
5	Uses the minimum resources allocated to the school effectively to achieve the goals of the school.			

## PART TWO

No	ORGANISING	A	B	C
6	Outlines the various levels of authorities in the school with their corresponding responsibilities			
7	Makes the duties of all employees clear and known to them.			
8	Programmes teaching and learning activities in the school.			
9	Delegates powers to subordinates when the need arises.			
10	Supports the efforts of students' governance in the school.			
11	Appoints the right staff members for the various vacant positions in the school.			

## PART THREE

No	CO-ORDINATING	A	B	C
12	Organises regular departmental meetings with the departmental heads to decide on what to do.			
13	Organises periodic staff meetings to find out the problems of staff to help them find solutions to them			
14	Uses democratic leadership methods while conducting staff meetings			
15	Ensures the presence and punctuality of both staff and students in the school and in classes.			
16	Puts in place good mechanisms for the solving of any dispute that may arise among the staff.			
17	Uses tact in offering constructive criticisms to the teachers.			

## PART FOUR

No	STAFFING	A	B	C
18	Encourages staff to attend in-service training or arranges for it to be organized for them.			
19	Provides equal opportunities for teachers' professional growth.			
20	Pays staff's expenses for attending professional courses.			
21	Recruits or Recommends qualified staff for all the various job vacancies.			
22	Obtains new equipment for the teachers to make instruction in the practical subjects more meaningful.			
23	Gives equal attention to all the staff.			
24	Explains new educational programmes to staff.			

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SIX

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each of the alphabets is provided

C - not at all D - undecided

distance from staff.

.....

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formal and impersonal way.

.....

direction - from head to

.....

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and students.

.....



## PART TWO

No	ORGANISING	A	B	C
6	Outlines the various levels of authorities in the school with their corresponding responsibilities			
7	Makes the duties of all employees clear and known to them.			
8	Programmes teaching and learning activities in the school.			
9	Delegates powers to subordinates when the need arises.			
10	Supports the efforts of students' governance in the school.			
11	Appoints the right staff members for the various vacant positions in the school.			

## PART THREE

No	CO-ORDINATING	A	B	C
12	Organises regular departmental meetings with the departmental heads to decide on what to do.			
13	Organises periodic staff meetings to find out the problems of staff to help them find solutions to them			
14	Uses democratic leadership methods while conducting staff meetings			
15	Ensures the presence and punctuality of both staff and students in the school and in classes.			
16	Puts in place good mechanisms for the solving of any dispute that may arise among the staff.			
17	Uses tact in offering constructive criticisms to the teachers.			

## PART FOUR

No	STAFFING	A	B	C
18	Encourages staff to attend in-service training or arranges for it to be organized for them.			
19	Provides equal opportunities for teachers' professional growth.			
20	Pays staff's expenses for attending professional courses.			
21	Recruits or Recommends qualified staff for all the various job vacancies.			
22	Obtains new equipment for the teachers to make instruction in the practical subjects more meaningful.			
23	Gives equal attention to all the staff.			
24	Explains new educational programmes to staff.			

25	Encourages departmental heads to demonstrate to teachers the effective use of equipment in the school.			
26	Organises orientation programmes to assist new teachers.			

**PART FIVE**

No	DIRECTING	A	B	C
27	Collects information at regular intervals about on-going projects in the school and analyses it.			
28	Assesses the performance of both staff and students to ensure that the school is on course in relation to the set goals.			
29	Sets new targets for both staff and students at the beginning of each term.			
30	Motivates teachers towards the attainment of the desired institutional goals by self-participation of all school activities and the use of rewards.			
31	Ensures that everything is done in accordance with the established rules and regulations.			
32	Ensures the preparation and distribution of agenda to teachers prior to staff meetings.			

**PART SIX**

Fill in the spaces (from number 33 to 43) with any of the alphabet (A, B, C and D) provided. The corresponding meaning of each of the alphabets is provided below.

A - to a greater extent    B - to some extent    C - not at all    D - undecided

33. The head keeps himself/herself at a distance from staff.

.....  
 .....

34. The head deals with the staff in a more formal and impersonal way.

.....

35. His/Her communication goes in only one direction - from head to teachers.

.....  
 .....

36. He/She is sensitive to feedback from the staff and students.

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.....  
37. The head treats the staff members in a humane manner.  
.....  
.....

38. He/She looks at the circumstance leading to an offence before  
applying the rules and regulations.  
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39. The head is goal oriented.  
.....  
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40. He/She motivates the teachers through the examples which he/she  
personally sets.  
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41. There is usually a face-to-face interaction between the head and the  
staff.  
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42. The head gives close supervision to teachers as they perform their  
duties.  
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43. Suggest ways by which you think can help your head enhance his/her  
administrative behaviours.  
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**APPENDIX B**

*LETTER OF INTRODUCTION*



**UNIVERSITY OF CAPE COAST  
FACULTY OF EDUCATION  
INSTITUTE FOR EDUCATIONAL PLANNING AND  
ADMINISTRATION**

Tel. No. : 042-33824  
Post Office  
Fax No. : 042-30588  
E-mail : [ucciepa@yahoo.co.uk](mailto:ucciepa@yahoo.co.uk)

University

Cape Coast  
Ghana

18<sup>th</sup> May 2004

Our Ref. EP/90.2/186

The Registrar  
UCC

**LETTER OF INTRODUCTION**

The bearer of this letter, Mr. William Armoo, is a graduate student of the Institute for Educational Planning and Administration of the University of Cape Coast. He requires some information from your outfit for the purpose of writing a thesis as a requirement of M.Phil degree programme.

I should be grateful if you would kindly allow him to collect the information from your outfit. Kindly give the necessary assistance that Mr. Armoo requires to collect the information.

While anticipating your cooperation, I thank you for any help that you may be able to give.

SGD.

Mr. Y . M. Anhwere  
Asst. Registrar  
for Director