

UNIVERSITY OF CAPE COAST

**CHALLENGES THAT HEADS FACE IN THE ADMINISTRATION OF
BASIC PRIVATE SCHOOLS IN ABLEKUMA SOUTH, ACCRA**

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PRIVATE SCHOOLS IN ABLEKUMA SOUTH, ACCRA

BY

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

MARCH 2012

DECLARATION

Candidate's Declaration

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

Signature:

Date.....

Name: Theresa Abena Tawiah

Supervisor's Declaration

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

Signature:

Date.....

Name: Mr. S. K. Atakpa

ABSTRACT

This study sought to find out the challenges facing administrators of basic private schools in Ghana and identify administrative strategies of responding positively to such challenges. It specifically identified challenges faced in the administration and management of basic private schools in areas of managing: people, learning resources, finance and school-community relationship, the strategies that administrators used in handling these challenges, and the various forms of support given by Government and community to private basic schools in the country.

The study was descriptive in nature and involved 92 respondents made-up of 27 headteachers and 65 teachers. Two sets of structured questionnaires were developed for the study. Data gathered were analysed using the SPSS (version 17.0) and Microsoft Office Excel (2007). Frequencies, simple percentages and graphs were used to present data gathered.

It emerged that the main challenges of staff retention were personal development, poor remuneration and job security. Also, all Grade C and few Grade B schools had problems in getting pupils for admissions. Payment of School fees was identified as the most significant source of funds to the basic private schools.

It was recommended that public-private partnership would significantly reduce many of these challenges, and result in the provision of effective and efficient quality teaching and learning for pupils in these basic private schools.

ACKNOWLEDGEMENTS

The task of a teacher is a privilege and a sacred assignment entrusted to some individuals in society. Undertaking such a task with diligence and commitment is of immense benefit to the young and the society as a whole. It is in this vein that the role of a head of teachers is a sensitive factor in the achievement of objectives in the education of the young ones in the society. It is on this note that the challenges that they face in the administration of schools especially basic private schools should be of concern to stakeholders in order to enhance efficiency in schools.

I render my heartfelt gratitude to Mr. S.K. Atakpa, my supervisor for his immense support, valuable time, suggestions and guidance through the period of this research. I am indebted to Fr. Afful-Broni who willingly read through my work in the initial stages. Likewise, I am grateful to Mrs. Ellen Quartey, Mr. Francis M. Abude of the Directorate of Academic Planning and Quality Assurance (DAPQA), University of Cape Coast and Mr. Francis Dela who at different points in time did offer assistance for me to produce this research work. For all authors whose literary works have a bearing on my studies and I have made reference to, I am grateful.

Last but not least, for all friends who challenged me and gave me the moral support, I am indebted to you. Finally to my Provincial Leader, Sr. Mary Laureen Lahnan, SSPS and Leadership Team who gave me the permission to undertake this course.

DEDICATION

To Missionary Sisters Servants of the Holy Spirit (SSpS)

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CHAPTER ONE

INTRODUCTION

This chapter throws light on what the study is all about. It gives a background to the study, statement of the problem, and the purpose of this study. It also presents the research questions, the delimitation and limitations of the study as well as how the entire research study was organised.

Background to the Study

Formal Education has been the backbone of the individual and societal development of every nation. Opare (1999) commented that education is an engine of development, hence nations go all out to invest in it. Access to relevant education equips the individuals with the necessary knowledge, skills, competencies and capabilities to give their optimum contribution towards national growth and development. In buttressing this view, Harbison and Myers (1974) also revealed that writers on Economics of Education indicate that there is a high correlation between the investment people and nations make in education and the level of economic development as well as the standard of living which the people enjoy.

With such a keen interest in education and its role in the nation's development, the share of the Government of Ghana's budget for education in

2007 was 68 percent, while the budget for 2008 was 71 percent according to the Ministry of Education, Youth and Sports (2008, p. 23). Effective administration then, is very imperative for such an investment to be fruitful. Heads who are key players in administration have an arduous task of ensuring quality education in schools. The challenges that they face in the day to day administration of their institutions are certainly of interest to stakeholders. Heads of basic private schools have a fair share of such challenges especially when they tend to focus on laying strong educational foundation.

Education for all has been perceived as a right for all citizens, at least at the basic level of the educational ladder. Between 1967 and 2007, a number of educational committees were set up to review the educational system in Ghana with an aim of making education more relevant to the needs and aspirations of the citizens. In the 1961, Educational Act, for instance, education was made free and compulsory at the basic level. This was reiterated in the PNDC regime, a period where other reforms were promulgated. They included Free Compulsory Universal Basic Education (fCUBE) which was geared towards improving teaching and learning, increasing effectiveness and efficiency of management; increasing access and participation of pupils in the learning process and promoting community participation in school administration.

However, as observed by Antwi (1992) since the passing of the Act, lack of adequate infrastructure such as tables and chairs as well as textbooks to enroll all children of school going age made it impossible for its effective implementation. Such inadequacies necessitated and largely contributed to the

emergence of many private schools in Ghana, dating as far back as the 15th Century, to supplement the efforts of the government. The Europeans arriving at the shores of Gold Coast took the initiative to teach their mulattoes in the Castle. Mission schools then evolved out of the castle schools. More so, the realization that evangelisation or mission work could not go on without formal education caused the Missionaries to pay attention to formal education. The Missions included the Basel Missionary Society, the Wesleyan Missionary Society, the Breman Missionary Society and the Catholic Church.

Prior to 1951, the Educational Units played a leading role in the building, maintenance, administration and provision of formal education for the majority of children attending schools in the Gold Coast and each Mission was closely monitored and sponsored by its mother Mission abroad. Just as the Mission schools flourished, the British government also made an effort towards educational development. The British inherited from the company of merchants the semi-official schools at Cape Coast. To build on what they received, they made a systematic effort to regulate education by passing the 1882 education ordinance. Schools in the British West Africa colonies were to be modeled on the English pattern of education.

The Education Ordinances of 1887 and 1961 Education Acts portrayed the co-existence of the Government schools, Mission schools and Private schools in the country. The Act stated that ‘subject to the provisions of the Act, any person may, in the prescribed manner, establish and conduct a private institution’. Among aspects dilated on, were the sections of the Act that categorized the

Educational Unit Schools into two groups namely, the private schools which received no financial help from the government and Private schools which received assistance from the government. These government-assisted schools received grant for the payment of teachers and the running of schools.

In another development, Antwi (1992) narrated that the demand for more education in an era of a slump in world trade in the 1930s and the effects of World War II with its financial constraints, engendered the spirit of self-reliance of a number of individuals who established by themselves, elementary and secondary schools between 1930 and 1950. Again, he mentioned the chief of Dunkwa who established Dunkwa National School in 1930, R. M. Akwei who founded the Gold Coast National School as well as Konuah, K. G. who started Accra Academy in 1931.

By the year 1957 when Ghana gained her independence, in spite of many Primary and middle schools as well as teacher colleges established, the numbers were still considered to be grossly inadequate for the country.

The country then continued to see the proliferation of Private schools. These schools built by churches and individuals were located mainly in the regional urban centres such as Kumasi, Accra, Sunyani and even in the big towns where parents are financially sound to cope with the payment of fees. This has immensely beefed up government's efforts as far as education of citizens is concerned.

The government acknowledged the inadequacy of resources in providing education for all by giving recognition to the contributions being made by the

private Sector, first to the Missions and then the individual investors. The Ministry of Education, Youth and Sports (2004, p. 4) in the White Paper on the report of the educational reform stated: ‘Government recognises the contribution of the private sector to education and will provide an enabling regulatory framework for greater participation by that sector at all levels of education.’

Added to the above-mentioned reality is the public outcry on poor performance of children in the public schools which cannot be overlooked. Bonney (2008) indicated that about 14 Junior High Basic Schools in the Gomoa District scored zero (0.0%) in the 2007 Basic Education Certificate Examination results. This eventually raised a lot of questions as to the circumstances that led to this abysmal performance in those schools. The seeming deterioration in conditions in public basic schools could account for the establishment of many basic private schools in the country.

Djangmah (2008) also gave a report on the performance of B.E.C.E candidates in the Yeniaman L/A Junior High School in the Asuogyaman District. A zero percent (0.0%) was recorded in the 2008 Basic Education Certificate Examination. Twenty-one candidates were presented by the school and they all obtained aggregate 31 and above. Looking at the whole Directorate, the only 15 pupils out of the total of 1,616 candidates who wrote the examinations in the district and scored aggregate six (6) and had hundred per cent (100%) pass, were from Akosombo International School.

The same trend is noted between 2005 and 2007 where those who passed well were pupils from the private school. One would be drawn to look at such a

phenomenon which depicts a reason why the demand for private schools is very high.

Ankomah (2002) commented that in spite of the numerous policy provisions and other efforts by government of Ghana in education delivery, the reality in many basic public schools leaves much to be desired, whilst there is an effective teaching and learning, management, high academic achievement and excellent performance in most private basic schools.

Nonetheless, private basic schools are having their fair share of challenges in administration as they strive to meet the expectations of stakeholders. Headteachers battle with the management of learning resources. Since parents expect value for their money, heads have to see to the provision of suitable school facilities, bearing in mind the type and quantity of the equipment. Facilities such as classrooms, offices, playing materials, toilets and urinals are expected to meet modern standards. In an era where Science and Technology is emphasized in Education Reform, heads are saddled with procurement of computer laboratories, Home Science centers and Technical workshops. Children are to have access to well-furnished libraries where they would read to broaden their knowledge in the various disciplines. Teachers and children need to get the required textbooks for all the subjects at different stages. Apart from securing the needed funds to provide such resources, maintenance is also an added task. Getting the staff to put their hands on the wheel by reporting faulty things and repairing them is also a challenge. Heads have to ensure that teachers use these teaching and learning materials for the benefit of the children.

Again, managing people is one of the difficult tasks that heads face in the administration of their schools. Dealing with different personalities with different attitudes and perceptions seem not to be easy for many. Heads have to inculcate good inter-personal relationships with their staff, parents and all other formal and informal groups of stakeholders of education. They go through the struggle of detaching themselves daily; from family affairs and other personal concerns, emotionally, so as to be other centered, to objectively handle issues that surface in the running of the school. Peretomode (1992) mentioned pupil and staff personnel services as essential tasks that a head or leader of an institution assumes among other tasks.

Peretomode (1992) also mentioned Community-School relations as another task of a leader. Conscious efforts are made to work hand in hand with the management board and the P.T.A and the old pupils association. He opined that the extent to which participation from these groups in the community is to be entertained in the administration of the school lies heavily on the dynamics of the head. Head teachers work on themselves then, through rich experiences they encounter to develop and exhibit desirable leadership qualities like tolerance and understanding, thus ensuring good team building in order to tap the needed resources from the community. Even though some of these groups may have conflicting goals, purposes or expectations, the challenge of responding to each one in an appropriate manner cannot be understated.

Furthermore, one cannot talk of challenges in private school administration without mentioning enrolment of children and attendance. The

Headteachers' Handbook of Ministry of Education (1994) stressed that admitting and enrolling new pupils is a direct responsibility of a head teacher. This function in the private basic school is a very stressful exercise because in many cases, if the school has acquired a laudable recognition, heads get more children for admission than the school can absorb. Parents who value education would like to invest in the provision of a solid foundation for their children. Many a time, it is heart breaking when heads had to listen to parents, desperately seeking admissions for pre-school children and mid-stream intake because of transfer or re-location but had no vacancy. In an alarming atmosphere, heads are bombarded with all kinds of requests which pass through the clergy if it is a mission school, the offices of the Ghana Education Service and other influential people.

With the aim of admitting kindergarten children, heads of private schools generally, go through the tedious process of interviewing and organising readiness tests for the children. Placing children for mid-stream in-take, calls for children's performances and the basic education cumulative record books. Similarly, cumulative books have to be prepared for those who are leaving the school. The process is hectic as every parent believes that his or her child is good and deserves to be admitted or promoted to the class requested for. The challenge lies in ensuring that children admitted are ready, the right materials to start with and to place them in their appropriate classes, having in mind their performances and the consent of their parents.

Added to the above, heads have the ardent task of ensuring that the curriculum provided for Basic Education by the Ghana Education Service is

followed. They are challenged in critical planning such that by the end of the eleven years there would have been high quality of teaching and learning which would ascertain that children have acquired basic literacy, numeracy and problem solving skills as well as creative skills and training for healthy and useful living. Supervision and assessment of teachers and pupils' performance are inevitable but challenging tasks in the administration of a school. Nwagwu (1978) commented that the subject content, its delivery and class management among others are crucial factors in successful learning in the classroom.

The task of employing the right teachers and assessing their performance cannot be over emphasised. Heads are faced with making meaningful and objective appraisals for the improvement of teachers' performance and job satisfaction. In the ambiance of fairness, evaluation has to be carried out, on teachers' attitude towards work, lesson notes preparation and presentation, human relationship with administration, colleagues, parents and pupils. Some teachers seem to have the wrong perception and attitude towards supervision and assessment and therefore do not cooperate. Heads brave such unwelcoming attitude which sticks its ugly head, in order to maintain appraisal as an integral aspect of teaching.

Linked to the above mentioned point is discipline that gives a strong setting in order to meet the planned instructional goals. At this present age, the issue of discipline is a real challenge for heads to battle with. Various parents have different opinions about discipline. It happens that where some parents lament that strict discipline is going down the drain, others come out as all

knowing and permissive and would not allow their children to be straightened up. They go to the extent of confronting teachers who care to instill discipline in the school. A head teacher once shared that a parent withdrew his child from a school because the school does not discipline wayward children by sparing the rod. This dichotomy in parents' opinions and attitude causes heads to struggle in taking the path of fairness and firmness.

A key administrative performance of any school administrator is financial management. Effective and efficient use of the financial resources at hand to achieve the educational goals of a school remains a challenge for heads. Head teachers have to be well informed about preparing budgets be it annually, quarterly or half yearly. They have to be alert in the disbursement of money and to be accountable for the use of the money. The struggle of being creative in soliciting and mobilising financial resources for school projects exists. Heads of schools are responsible for developmental projects in the private schools as well as maintenance of the school infrastructure. They are also accountable to the management board and are required to be transparent in rendering accounts to their stakeholders. The challenge of eschewing embezzlement and misappropriation of funds in the day to day management of the school is certainly an arduous one.

The experiences and issues on administration of basic private schools seem to be repetitive and common to many a head.

Statement of the Problem

Effective role of a head in the administration of a school is a factor to the achievement of desired educational set goals. It involves skills and art in performing such administrative functions. Musaaazi (1982, p. 167) identified the main tasks of the school head to be interpreting and executing curriculum programmes, seeing to pupils' welfare, providing good physical facilities, maintaining effective school-community relations, and managing finances.

In practice, heads of private basic schools experience challenges in performing these tasks. While some heads seem to lack adequate knowledge and competency in running private schools, others perform some tasks satisfactorily at the neglect of the other tasks.

Furthermore, the challenges that schools go through during transitional period and process of new heads replacing out-going ones due to transfer, death or resignation, in many cases seem not to be the best. Some heads tend to compromise the principles and values thus having a negative effect on the school's climate and the academic outcome of the school.

The problem of this study was to identify challenges that heads of private schools face in our time and seek for ways of handling them.

Purpose of the Study

The role of a head is a pertinent factor on the effectiveness of an institution. Hoyle as cited in Atakpa and Ankomah (1998) found some writers

who favourably argued that the whole success of a school is to a large extent shaped by the manner in which the head teacher perceives and performs his role in the school. He is assessed in terms of his success as an administrator, leader and manager of the school.

More so, the Commonwealth Secretariat (1993) observed with wide recognition and agreement that one of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school head. However, a glimpse of reality reveals that in the process of performing their various roles, heads are confronted with challenges.

This study then sought to find out the challenges facing administrators of basic private schools in Ghana and identify administrative strategies of responding positively to such situations and demands.

Research Questions

The following questions were formulated to guide the study:

1. What challenges do administration and management of basic private schools in Ghana experience in managing: people, learning resources, finance and school-community relationship.
2. What strategies do administrators use in handling challenges that face them?
3. What forms of support do the government and community give to private basic schools?

Significance of the Study

The study delved into seemingly inevitable challenges in the administration of basic private schools and suggested strategies that would enable heads to face such challenges well to ensure quality education. This would also prepare and guide those aspiring to be heads or newly appointed heads to work in pleasant conditions and to have a positive outlook on their administrative tasks.

More so, well informed stake holders such as the government, proprietors of private schools, teachers and parents would be able to cooperate with heads to achieve desired set goals.

Delimitation of the Study

The study was confined to basic private schools in the Ablekuma sub-Metropolis of the Accra Metropolitan Assembly. It involved 27 of such schools in the area. The study also covered only challenges confronting them in their efforts to provide quality teaching and learning for pupils.

Limitations of the Study

The challenges confronting head teachers, administrators, proprietors, and other stakeholders in the administration of basic private schools are national phenomena. Hence, the study, therefore ought to have been a nation-wide investigation. However, due to time, material and financial constraints the study

was limited to basic private schools in the Ablekuma sub-Metro of the Accra Metropolis in the Greater Accra Region.

It was difficult for some head teachers to co-operate fully with me especially with issues concerning sources and management of funds. I however, convinced them on the purpose of the study and the needed information was given. The staff of the schools initially objected to the completion of the questionnaires; given reasons that they were not administrators to be concerned about certain areas of the running of the school and it was purely academic, which would not benefit them in any way. However, after further persuasions and the assistance of their respective heads, they agreed to do so. These somewhat negatively affected their commitment.

Again, the study could not attain a 100% retrieval rate. Out of 30 head teachers targeted, 27 representing 90.0% of them responded to the questionnaires while 65 from 80 teachers also participated in the study. In all, there were 92 respondents in this study. This resulted in 83.6% retrieval rate.

Organisation of the Study

The first chapter included the background to the study, statement of the problem, purpose of the study and significance of the study. Research questions, delimitation, limitations and organisation of the study were included in the same chapter.

Chapter Two was devoted to the review of relevant literature while Chapter Three looked at the methodology. Here, the research design, population, sample and sampling technique, instruments, data collection procedure and the procedure for analysing the data were considered.

Chapter Four dealt with the presentation, analysis and discussion of the data collected. The summary of the findings, conclusions and recommendations were provided in Chapter Five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter has identified and reviewed themes of relevance to the study with reference to existing literature related to them. The purpose of study was to identify challenges that heads encounter in administering and managing basic private schools. The outline of the literature review would be as follows:

- i. The concept of education
- ii. Private schools in Ghana
- iii. School leadership and administration
- iv. Managing people
- v. Managing learning resources
- vi. Managing teaching and learning resources
- vii. Financial administration
- viii. Promoting community-school relations

The Concept of Education

There are many definitions and meanings given to education perceived from different dimensions of life. Aggarwal (1996) listed 41 authorities like Confucius, Dewey, Parker and Plato who from their philosophies of life defined education. While some stressed on the inner potentialities, moral, mental and the

spiritual functions of education, others stressed on the social and environmental aspects of education.

For instance, stressing on the spiritual aspect, Froebel looked at education as leading and guiding the human person for peace and unity with God. For Aristotle, education is the creation of a sound mind in a sound body. This connotes developing the physical capacities of the body and the mind, mainly on the intellectual and affecting the emotional, moral and spiritual capacities.

Variedly, Gandhiji, quoted in Aggarwal (1996) gave a wider definition with a scientific approach and import of education: 'by education I mean an all-round drawing out of the best in the child and man-body, mind and spirit. 'Drawing out the best' in his opinion portrays the task of education to identify what the person has and to develop them. More so, Gandhiji stressed on a holistic approach to education where harmonious attention for development is given to all faculties of the human person thus tapping their full human potentials.

Farrant (1980) similarly, defined education as 'the total process of human learning by which knowledge is imparted, faculties trained and skills developed'. The life-long process of Education for a person to acquire knowledge, values, attitudes and culture cannot be over looked. This is carried out through societal agencies namely formal, informal and non-formal education. Further, Farrant explained formal education as an approach to learning in especially built institutions such as schools and colleges. This is synonymous to educational institutions due to the conscious and deliberate planning involved. To ensure that specific aims and objectives of education are achieved, Lessons are structured

with syllabi guided by time table and supervision is officially carried out. Educands, at the completion of different levels of educational programmes are also issued awards of certificates which enable them to seek employment or pursue further education.

Apart from the formal education, citizens are taught through non-formal education. To Farrant (1980), it is any organised learning activity outside the structure of the formal education that is consciously aimed at meeting specific learning needs of particular groups of children, youth or adults in the country. Although learning is structured, there is an element of flexibility in areas like places and methods of learning. This agency of education is adopted in programmes like skill training and agricultural extension.

Farrant (1980) commented on informal education as unstructured where children learn from friends, family and the environment. It is worth noting that the effects of this mode of learning tend to be more affective, practical and permanent. This means of education could be a farmer who goes to the farm with his son daily. The son learns from his father by observing and doing what the father does; a daughter learning how to cook and general home management from the mother by observation and long term practice.

The diverse perceptions on education presented above buttressed the fact that education is the bedrock of development and growth of every nation. Any nation which fails to emphasise the importance of education lacks substantive development and growth. Harbison and Myers (1974) asserted this notion when they opined education to be the key to a nation's development. To them, the

standard of living of a people can be measured in terms of the level of education which the people have attained. The higher the level of quality of education is, the better the standard of living is likely to be. Combs as cited in Aggarwal (1996, p. 15) presented the educational system as a 'brain-power industry' whose social function is to build human beings as instruments for building national, economic and military strength. However, meaningful and quality education cannot be attained in isolation. Administrators for that matter heads play a vital role in bringing formal education to the doorsteps of the citizens in society.

Looking at formal education as a potent and indispensable tool in forming the people for national development, it is imperative to have a package or a curriculum that is holistic. Farrant (1980) commented that the aims for education should reflect in the curriculum; that education introduces the child into the society, to train the young to cope with the future; more so, not only to provide basic skills for survival in the modern world but also to help him develop some useful and marketable skill that will be useful to others and thus ensure his employment. This is captured by Asiedu-Akrofi (1978) in his comment that the sort of education that citizens of a country are offered determines what they become.

In view of this, the Committee's report on the review of Education Reforms in Ghana, (2002, p. 9), explained that the philosophy underlying the Education system in Ghana should be the creation of well-balanced (intellectually, spiritually, emotionally and physically) individuals with the requisite knowledge, skills, values and aptitudes for self-actualization for the

socio-economic and political transformation of the nation.

Currently the number of years for basic education is eleven: two years- Kindergarten, six years - Primary Education and three years - Junior High Education.

Private Schools

Private schools are profit or non-profit institutions governed by Boards of Trustees and financed through private funds such as tuition, endowments and grants. Some are religiously affiliated while others are secular. The Report of the President's Committee on Review of Education Reforms in Ghana, October (2002) described a Private Educational Institution as any institution which is established and operated by persons, group of persons or organisation other than the Central Government. The Report also explained that until now it is the Education Act of 1961 which has provided the legal framework for the establishment of private pre-tertiary institutions in Ghana.

More so, aware that the state cannot shoulder all the huge expenses that goes into the educational enterprise, the Constitutions of the republic of Ghana endorse the establishment of Private schools as provided in Article 25 (2) every person shall have the right, at his expense to establish and maintain a private school or schools at all levels and be of such categories and in accordance with such conditions as may be provided by law. The prevailing government regulations that underlie the establishment of private schools include the following:

That the need for the school must be demonstrated and there should be evidence of the capacity of the owner to provide what is required in resourcing a good school; again the site of the school must be suitable. In the operation of levels of school governance, Parent-Teacher Associations and governing boards must exist and function, each playing the appropriate role to support the school. It is worth noting that Private schools are obliged to follow the same curriculum and school calendar as state schools.

The Ghana Education Service monitors the activities of the private schools such as method for establishment, staffing and enrolment to ensure that they operate within the approved standard rules and regulations guiding them. Before these schools are accredited by the government, inspection will be done by the district and regional supervisory body. The school will be permitted to run for six months, after which it can apply for a provisional Certificate. Being in existence for five years, a permanent or national registration could be certified by the Director General for their operation.

Private schools contribute immensely to the provision of formal education. In a Report on basic Statistics and Planning Parameters for Basic Education in 2000/2001 by Education Management Information System, the following are the number of both public and private schools in Greater Accra Region:

Table 1: Number of Basic Schools in Greater Accra Region – 2000/01

Type of School	Pre-School	Primary	Junior High
Public	188	745	496
Private	521	531	301

According to Cookson and Persell cited in Ankomah and Amoako-Essien (2002), private schools provide the mechanism for social mobility. Personnel could be trained for varied sectors for societal development. More so, Public servants could be re-trained for new offices and professional advancement.

To Powell, Farrar and Cohen (1985), private schools provide environment that are particularly conducive to the academic improvement of even the average student. Attention is supposedly given to the individual children, coupled with the availability of teaching materials and the existing conducive atmosphere for effective teaching and learning. It is however noted that the poor could not find a place in an effective private school.

Comparing the efficiency between public and private schools, Jimenez, Lockheed and Paqueo (1991) highlighted that on the average, private school students in developing countries come from more advantaged backgrounds than their public school counterparts.

Addae-Mensah, Djangmah and Agbenyega (1973) asserted that the greatest patronage of private schooling comes from the elite. The elite parents set high academic standards for their children at an early age. More so, they take great pains to draw their children's attention to what socio-economic success is

and the means to that end. So it repeats itself generation upon generation in the social set up. Sernau as cited in Opare (1999) agreed to this reality as he made mention that private schooling is perceived as a mechanism for perpetuating the stratification system, in that it provides excellent instruction guaranteeing high levels of academic performance.

School Leadership and Administration

The aims and aspirations of a school can be carried out when there is an effective and efficient leader in the area of administration. According to Gullick and Urwick as cited in Atta, Agyeman-Boateng and Baafi-Frimpong (2007, p. 7), administration is a process of getting things done through the efforts of others. They further perceived it as a daily effort to implement things in one's organization. Head teachers then, are the people who encourage and challenge members of staff to give off their best.

Nwagwu (1978) had similar perception of administration as he also highlighted on the task of the head as the careful and systematic arrangement and use of human and material resources, situations and opportunities for the achievement of the specific objective of a given organisation. It is deduced that heads like other administrators in different set ups, deal with teachers, maintenance staff and parents in order to achieve the objective of the school. He systematically plans his activities as a means of achieving his goal.

In any organisation there must be a force or an outfit to direct its resources, for example, money, employees and materials, towards organizational

goals and standards. A successful running of an organisation or institution needs to be hinged on an effective and vibrant administration.

Musaazi (1982) commented that administration is an integral part of an organisation which is crucial for maintaining, expanding the relevance, effectiveness and productivity of a school system among other institutions. He mentioned that the survival of an institution is dependant largely on the quality of administrative services available. Administrators therefore, influence the results to be achieved, the direction to be pursued and the priorities to be recognised within an institution or organization.

To direct a group of people is a skill and an art. Heads by their positions are leaders who will need to adopt a style and tap their repertoire of experiences. According to Mankoe (2002), leadership style is the general ways in which a leader behaves towards subordinates in order to attain organisational objectives. He went further to say that leadership styles include autocratic, democratic, laissez-faire, charismatic and transformational leadership. With reference to Musaazi (1982), the autocratic type of leadership portrays the leader determining policy and assigning tasks to members without consulting with them. Such leadership style generally kills initiative on the part of the staff and students. The democratic leadership style involves members of the institution in decision making. The leader attempts as much as he can to make each individual feel that he is an important member of the group and he has skill or talent to offer. This style promotes greater group productivity. Many successful school administrators are known to practice this participatory type of leadership.

For a Laisser-faire leadership style, complete freedom is granted to the individuals to decide and act. The leader is merely to supply materials needed by the group he is leading. Although this hardly operates in the school set up, it is noted that such a set up could cause anarchy or chaos because people's activities are not guided by the leadership.

The administrator should choose the best leadership style. In choosing the best style, the situation, the type of followers and the type of leader must be taken into consideration. More so, the extent to which the school as an organisation can achieve its stated objectives and goals will be determined by the kind of people there and the way the school is organised and administered.

Perspectives in Administration

The smooth running and development of an educational institution flow from accessible quality of administrative services. Musaazi (1982) explains that administration influences the results to be achieved, the direction to be pursued, and the priorities to be recognised within the organisation. Heads of schools' experiences are determined by their perspectives and styles of administration. Guided and directed by administration theories, an administrator handles a spectrum of situations that he is confronted with, in his crucial function of mobilising resources in the school for optimal goal satisfaction.

The scientific management approach propounded by Taylor contended that the prime function of administration was to maximise production or profit at minimum cost. To Taylor, it was high time managers moved from the intuitive

method of organising, controlling and planning, to development of true scientific and systematic ways of going about things.

Atta, Agyenim-Boateng and Baafi-Frimpong (2000, pp. 14-15) listed the principles discussed in the scientific approach as follows:

1. The time study principle states that all movement during the working hours should be relevant to the work at hand. More so, task given should be in the right proportion with time at the worker's disposal,
2. There should be standard conditions. Given the necessary tools, workers should be provided with planned and definite circumstances to work such that work out put could be predicted,
3. There should be separation of planning from performance. Planning should be carried out by management so that a worker will concentrate on what his job is, for a better implementation of work,
4. The use of scientific methods principle. Managers should acquire training and be taught how to apply scientific principles of managerial control like strategic planning and development,
5. Managerial control principle deals with close supervision on a well-defined work. Administrators should always be on the move to gather firsthand information and ensure consistent good work habits (pp. 14-15).

Highlighting on Human relations approach in administration, Follett (1940) opined that developing and maintaining dynamic and harmonious relationships play a positive role in attainment of educational role. Musaaazi (1982, p. 38) summarised the emphasised aspects of this approach that administrators work

with and through people in accomplishing the purposes of the organisation and that economic incentive (salaries) is not the only significant motivator; again formal and informal organisations in schools then, exist side by side as an integrated and inseparable whole, each complementing the other. More so, administration is a shared responsibility; therefore organisational structures should allow a free interplay of ideas.

Musaazi (1982) blended the scientific and human relations theories and introduced knowledge or concepts drawn from other disciplines like psychology, sociology and anthropology. It is the applications of these theories in appropriate instances that make the administrator's work relatively easier. Shelty (1974) clearly put it that, different situations require different managerial responses. An effort to determine through research which managerial practices and techniques are appropriate in specific situations is an imperative clue to effective management.

Managing Teaching and Learning

Quality Education

Quality education is essential to achieving the goals of the country, for example, to reach middle income status by 2015 as stated in Ghana Poverty Reduction Strategy II. In their study on 'the challenges of Education in the Twenty-first Century' the committee brought to bear that the education sector has focused a great deal on access to education in recent years with less of an emphasis on quality. Concluding their review, the issue of accountability, a factor

to quality education was discussed. There is often no robust way for parents or even head teachers to ensure that a teacher is in the classroom and is teaching well. A thorough system of monitoring and evaluation that take into account the nuances of the relationships between individuals in the country, Ghana, is required.

Furthermore, quality of education as integral facet of economic development of the nation cannot be over emphasised. The policy objectives and activities under the Human Resource Development thematic area are geared towards creating conditions for the development of the human capital of the nation. Priority measures planned are in the areas of education and health. The goal of the educational sector is the provision of relevant education for all Ghanaians. This will enable them to acquire skills which will make them functionally literate and productive to facilitate poverty reduction and promote wealth creation.

The perception that private schools provide a very high quality of education therefore the products of the private schools perform better than their counterparts in the public schools was buttressed by Opare (1999) and Mensah (1995). Based on their research, they opined that the academic performance of pupils in private schools is better than pupils in the public schools. To Opare (1999, p. 10), “the private schools as compared with the public schools are better equipped. They are also better managed.”

Improving Quality of Teaching and Learning

Aggarwal (1996) suggested that quality teaching, also known as effective teaching is the chief instrument of quality education. He dilates on features such as translating the objectives of education into action and practice, which leads to progressive change in behavior. More so new ways of doing things are introduced to address stale methods of teaching.

The head teacher's role is to offer instructional leadership. It entails managing and directing resources, supporting staff members and students to effectively teach and learn. Acheson and Gall (1977) group instructional leadership under curriculum development, supervision, teacher evaluation and management.

The curriculum is the director of all the affairs of what the school undertakes in order to reach its educational goals. According to Robbin and Alvy (1985), curriculum refers to the planned and unplanned concept, content skills, works habits, means of assessing attitude and instructional strategies taught in the classroom and the variety of school activities in and out of class, that influence present and future academic, social emotional and physical growth of students.

Further, they commended supervision as the means of providing support for teachers so that they become the best they can be. In that supervision provides resources and promotes formal and informal conversations with and among teachers to affect curriculum, teaching, learning and professional development.

Teaching and Learning Materials

Learning cannot take place in vacuum, without learning resources. Learning resources are therefore indispensable in the learning process for effective teaching and learning. Dale (1996) confirmed that teaching aids 'heighten students sense of involvement by engaging in stimulating provocative discussion' after watching teaching aids like pictures and model. He points out further that they serve as antidote to boredom, sleepiness and restlessness among student. Teaching aids therefore enhance the teacher's art of communication.

In his book, Aggarwal (1996, p. 95) cited Mander on suggested reasons which justify the use of the teaching expedients. Among them are:

1. To teach something more thoroughly so that the students may retain the subject matter taught,
2. To teach something more quickly. This will result in 'covering more ground' in a given time and thus gives a better chance of getting through the syllabus,
3. As a means of creating or sustaining interests.

The head should encourage and guide creativity not only in teaching but also in the provision of physical facilities in a school setting. Adesina (1990) postulated that the provision of physical facilities is one of the greatest services to be provided for students. He saw the availability of physical facilities in schools as a means of promoting the quality of teaching and learning.

In the Ministry of Education's (1994) Head teacher's Handbook, a well-organised and maintained school compound is recommended for schools. All

schools should thus endeavor to provide effective teaching and learning environments. A beautiful school does not only impress visitors but attracts both teachers and students.

The Handbook further reported that furniture plays a significant role in the teaching and learning process. There is an assertion that students who are comfortable and happy in the classroom learn better than their counterparts who may be uncomfortable as a result of poor furniture used. The Handbook gives examples of furniture as tables, stools, chairs, desks, shelves, benches, blackboards. It includes physical education equipment such as ropes, netballs, bean bags, whistles, swings, footballs and see-saws; agricultural tools like cutlasses, rakes, hoes spades, trowels, pickaxes, hand forks, and watering cans need to be provided. It is also a must for a school to have toilets and urinal meant for male and female students and teachers.

Similar to what the Handbook dilated on, the Ministry of Education's policy document (1995, p. 42) on Basic Education Sector Improvement Programme (BESIP) reiterates acquisition of teaching learning materials and physical facilities as very essential for effective running of schools. Among the items stated as 'School Quality Criteria' are:

1. Textbook by pupil subject area.
2. Library, laboratory, Library book by pupil ratio (all subjects).
3. Furniture per pupil, furniture per teacher, work benches spaces available
4. Store for books and technical tools, office, staffroom.
5. Water source.

6. Other facilities like toilet, urinal (by gender), drainage, refuse disposal.
7. Security.

The Handbook directed that textbooks are marked with the school's stamp and clearly numbered before the books are released to the class teachers. Records should be kept and teachers must be made to sign for the books received and carry out regular inspections of textbooks supplied to pupils so that fault may be dictated early. The teachers must in turn keep a detailed record on the books supplied to each pupil. All these records must be submitted to the head teacher for filing.

The challenge on maintenance of this equipment in schools is not left out. Landers and Myers (1977) suggested that the school head should follow the necessary procedures to carry out major maintenance services in the school, since he is to see to the day-to-day maintenance of school buildings. Jacobson et al. (1963) suggested further that the school building should under no condition be a danger to the health and safety of students. They said that old buildings should be improved upon to appear attractive and that conditions that may pose danger to the health or safety of students be made known immediately to the authorities.

The MOE (1994) encouraged building up friendly environment which influences effective teaching and learning and promotes good health, plants should be planted to beautify the school and check erosion of the compound; erosion litterbins should be provided to storing rubbish to ensure a clean and conducive learning atmosphere. Toilets and urinals should also be provided at points that will not bring the stench to the classrooms. In addition, equipment for

sports, science and home economics should be kept safe in secure store rooms locked and protected.

Expatriating on the task of the head in managing school resources, the Commonwealth Secretariat (1993) stated:

“a good head must manage all school resources efficiently in the interest of the school and therefore full, proper and timely maintenance of these resources is imperative. In order to do this, he or she must institute a system of checks, reporting and stocking procedures, including regular supply of replacement parts and servicing” (p. 60).

Dean (1987) shared the same line of thought on a well maintained school. He emphasised that both students and teachers need to be involved in making the environment interesting and attractive; that there should be a good system of reporting damages and breakages and getting repairs done as quickly as possible.

Lockheed and Verspoor (1991) suggested that to improve learning, resources must be distributed wisely and managed well. They say that the impact of enhanced inputs ultimately depends on how well schools use the available resources. They suggest that instructional materials are critical ingredients in learning and the intended curriculum cannot be easily implemented without them.

Commonwealth Secretariat (1993) reported that good available resources will lead to greater satisfaction amongst both pupils as staff. In order to accomplish this, the school's head must plan, anticipate, consult and supervise the selection of textbooks to be fully used in a responsible manner. The document further notes:

- i. The availability, quality and effective use of textbooks constitutes one of the most important factors affecting the quality of a school.
- ii. Textbooks support the curriculum by reinforcing and extending the work of the teacher. Thus good textbooks can lead to better teaching

Time Management

In view of the numerous administrative tasks of the school, heads tend to spend time on some tasks and relegate other to the background. The need for discernment, clarity and tenacity of purpose in managing time in the school in spite of daily interruptions and unforeseen eventualities is required.

According to Bulin (2001), managing time effectively requires knowing one's personal and work goals, setting priorities that need implementation and having the discipline to stick to those priorities. He continues that human resources managers and time management experts have realized the importance of a balance between the time and energy spent at work, with friends and family exercises or just by oneself. Craig (1986) also commented that educators need to realise that time management is an essential element for an effective and productive educational system.

The use of time as an instructional dimension undoubtedly has a strong impact to quality education offered in schools. Dean (1987) and Awusabo-Asare (2001) reiterated that time is strictly finite and since one cannot increase it, one would have to look critically at its use. Head teachers, teachers and pupils need to be conscious of how they use limited time available to maximise outcomes in the

development of the pupils.

Lussier (2003) referred to time management as techniques that enable people to get more done in less time with better results. Time management, he explains, is one of a manager's most valuable resources and time wasted can never be replaced. For him the problem that managers, for that matter, heads face is not a shortage of time but effective use of their time so one has to determine how time is spent or wasted. As helps for effective time management, Lussier gives four components of time management system: Setting of Priorities which will they determine what is most important in relation to the major responsibilities one has; development of goal, possibly weekly Objectives; operational plans and then schedules to meet their set objectives.

Strategic Planning in Administration

Effective administration calls for realistic planning geared towards fruitful and fulfilling results. More so, planning enables one to harness available resources to achieve the set goals. Nwachukwu (1988) explained that the essence of planning is to prepare for and predict future events. It involves the development of strategies and procedure required for the effective realisation of the entire plan. For him, Planning helps the head to identify the school's philosophy, policies, programmes procedures, practices and problems. These are the heads directives in the long and short term planning of the school.

For a distinctive measure of good planning, Nwachukwu (1988) mentioned that it should be realistic and capable of implementation; there should

be clearly defined objectives in terms of scope, accuracy, clarity and definitiveness. In addition, activities should be comprehensive, flexible and have economic effectiveness. Lussier (2003) also postulated that to be successful in your personal and professional life, you need to know what you want to do (objective) and then decide how to do it (planning), considering repetitive dimension of plans, may be either standing plans which are made to be used over and over again or single use – only one.

Linking the above, Kreitner's (2002) viewed on planning is to focus on how the organisation should act and react to emerging opportunities and obstacles vis-a-vis the resources expected to be available. It is therefore incumbent on the head to be focused with a clear mission and vision. Fobih (1997) reiterated this need by commenting that, a head teacher is expected to set up a mission for the school and works towards realising it.

Promoting School-Community Relations

Formal education is put in place to transmit the heritage of a society to the young ones. The school then must reflect the culture of the society. The need for an interdependent relationship between school and the community cannot be relegated to the background. It is a means of transmitting and maintaining the culture. Lener cited in Asiedu-Akrofi (1978, p. 45) stressed: "the school is concerned in getting the society to confront and know itself, its purpose, its limitations, its aims and its ethics. The school must be there to play a very important role."

Cambell, Brides and Nystrand cited in Afful-Broni (2005) commented that the local community, whether rural or urban, farm or non- farm, industrial or residential has a strong impact on the type of school that may be established, not forgetting the kind of relationships that exist. Hoy and Miskel (1987) similarly stated that the school is not an island; that it even has an external environment which includes the school's district, parents, other taxpayers and educational associations

Farrant (1980) pointed out that the head of school has responsibilities beyond the confines of his school for he or she is responsible not only to his employer but to the public, particularly to the county in which his school is sighted. He added that by his enthusiastic actions the head could forge links with the county that will make his school wanted.

It is imperative to note that the school is influenced by its environment. Levin and Young cited in Afful-Broni (2005) have noted that there are influences of the community as a wider setting which invade the school in both obvious and subtle ways. The school has an ultimate purpose of training citizens to be useful people for the community, hence the need for a healthy school-community relationship. Keith and Girling referred to, in Mankoe (2002), dilated on four benefits that school-community relations bring: that it creates opportunity for staff and students achievement, beefs up resources to supplement and complement the existing programmes. More so, such an atmosphere promotes renewal and organisational innovation as well as political support for the school.

Students are able to develop and perform better when they experience

support from the parents and community. Levin and Young cited in Mankoe (2002) reiterated this condition through his observation that, when a school relates closely with its community, students perform better in programmes than those schools where the community is not involved; such a school outperform other schools.

Among the principles that Asiedu-Akrofi (1978) listed as guidelines for fostering strong school-community relations are:

1. Stress the aims and aspirations of the school,
2. Give precise and correct information to help build public confidence in the school,
3. Encourage all members of staff to support the community relations programme, and
4. Disseminate information that deals with all dimensions of the school's activities.

Jones and Staut (1960) had three categories of school-community relationships. These are the school as a closed system, interpretative system and the cooperative system. Under the closed system, the school and the community exist at different planes, performing different functions.' There is no interference in each other's affairs. The community remains a silent onlooker to the activities in the school. Apathy and indifference are strong. Such a system fails to use the school as an instrument for the societal functions. To Asiedu-Akrofi (1978), the function of the school as a transmitter of social culture has failed in Africa. He found the society falling within this closed system. To him, the west used the

school rather as an instrument to change African societies for their various purposes or interest.

Under the closed system, the early schools were built far away from the societies they served. The chiefs and elders of the societies had no influence over the affairs of the school, like the Presbyterian Salem, and the Catholic Seminary Systems. This poor relationship still exists to a large extent.

Under the interpretative system, school authorities may inform the public of the school's activities, programmes, problems, needs and aspirations. However, they do not make the efforts to learn about the community so as to lay the basis for a meaningful co-existence. The community adores the school so much so that the school is always thought to be right. The activities of the staff are always thought to be right since the school is thought to be citadel of justice. Parents used to send their disobedient children to the school for punishment by school authorities. This system is on the decline.

McWilliam and Kwamena-Poh (1975) also explained that it is necessary that communication between the school and the many publics be a two-way-process. The old business of skill or interpreting the schools will not work. According to them, schools must explain the feelings, the beliefs and the aspiration of the people who make up the various publics must also be ascertained.

In the co-operative system, which Asiedu-Akrofi (1978) described as a post-independence phenomenon, there is a constant interaction between school and community. The school uses organised bodies and activities like Parent-

Teacher Association (PTAs), Old Boys or Girls Associations, open days, prize-giving days, sports and cultural festivals to interact with the societies. Through these, community members identify themselves with the school and actively seek to influence and are influenced by the school organisation and administration. There is a flow of information from both sides. Most modern schools are of this type. Organisations of old students are so strong in some schools that these schools are virtually run by them, sometimes with the connivance of the PTAs. Probably, this is a change for the better.

Caldwell and Spinks (1992) also attested that the existence of PTA and the Board of Governors, the school Management Committee and the Institution of District Education Oversight Committee give the head a wider scope of community involvement. They added that a head has opportunities of interacting with other heads and representatives of the county organisations. They clearly stated that the challenges that the head encounters are numerous and can be as varied as the feelings, thoughts and aspirations of the school's publics. To them the real challenge to the administrative leader in dealing with the school community comes on what he does with the feelings, beliefs and aspiration of the people

Good school-community relationship according to Asiedu-Akrofi (1978) depends on the school knowing the people. It is the duty of the school authorities to identify and must have precise aims and objectives that carry the confidence of the community with it. More so, the children who are the bridge between the school and the community must be encouraged to share in the community life,

and be a source of information to and from the school.

He further stated that activities such as open days, sports, PTA meetings and clean- up exercises should be used to tap public feelings about the school. Giving detailed school report is also an aspect of good communication between school and parents. More so, children are to have a sense of responsibility, punctuality, good behavior and self-discipline. These, the school must insist upon, to be carried onto their lives outside the school. The success of the school would be seen by the community through such attitudes.

Education is perceived as a social or community's responsibility. By virtue of the role that education plays in national development and survival in modern society, all cost of education must be borne by the state, especially at the basic fundamental stages. The United Nations Declaration of Human Rights (1948), Article 26 (as quoted by François, 1968) brings this to the fore. Basing its principles on social responsibility for education, it recommends among other things that;

- i. Everyone has the right to education,
- ii. Elementary (basic) fundamental education should be free and compulsory and
- iii. Parents have the prior right to choose the kind of education to be given their children.

Variably, the other school of thought was shown by the writings by Friedman (1963) and Blaug (1968) that the greatest beneficiary of education is the individual. The individual must, therefore be responsible for the full cost of his or

her education they do not see the sense contributing to educate somebody's children.

Francois (1968) merged the two. He is of the view that as much as whatever system obtained in a country depends on that nation's economy, philosophy and aims of education being pursued, there is the need for sharing of responsibility and cost involved in the education of the youth between society (as a nation) and the individuals forming it.

Managing Human Resources

Human resources are the back bone in the administration of the school as an institution. Harbison (1991) perceive human resource to involve the energies, skills, talents and knowledge of human beings that are potentials applied to the production of goods and rendering of useful services. It is the human resource that harnesses other factors like land and capital for a maximisation of quality of services and desirable outcome, that is, the achievement of educational goals. To achieve this, Rebore (1987) lists eight management functions: human resource planning, recruitment, selection, placement and induction, staff development, appraisal, retention and compensation of personnel. There is the need to plan for the staff, their employment, retention and development so that effective and efficient output of services would be delivered for quality education.

Mankoe (2002) comments that through human resource planning, a school ensures that it has the right number of people with the right skills, in the right place and at the right time and that the people are capable of effectively and

efficiently carrying out those tasks that will aid the institution to achieve its goals. Administration has three groups of people to deal with: the staff, the parents and the pupils. Teachers are the people on the ground to implement all the planned goals, to teach and undertake all other activities on the curriculum

The essential role the teacher plays in the teaching learning process cannot be over emphasised. McWilliam and Kwamena-Poh (1975) note that ‘for however appropriate the system and however careful it has been planned; it is only the teachers who can give it life and make it workable’. The course book for Diploma in Basic Education (p.5) reiterates this point by informing that ‘the most crucial single element in the educative process is the people charged with the task of effecting desirable change in children and the youth’. to them the school needs the personnel who through common, motivation and creativity will be able to adjust the educational programme continually to the needs of individuals living and competing in a dynamic society; create conditions and climate conducive to maximum voluntary growth and individual effectiveness; and influence ordinary personnel to perform in extra ordinary fashion.

Fullan and Hargreves (1996) noted that teachers constitute one of the most powerful influences in the life and development of many young children and that, teachers play a vital role in the destiny of every generation. They declared that with the decline of the church, break up of traditional communities and diminishing contact that many children have with parents who cannot ‘be there’ for their children on regular basis, the moral role and importance of today’s teachers is probably greater than it has been for a long time.

They perceived the role of teachers neither limited to the classroom nor his client alone but to the wider society. There is the need then to put some strategies in place to assist the teacher in his or her developmental and professional growth. Appraisal of teacher tends to be an effective tool in managing the work of teachers.

Turner and Cliff cited in Brain and Cooper (1992) in their study of teacher appraisal found out those teachers, who adopted positive view about the exercise, saw it improving communication between staff and different levels in the hierarchy and how it provided a much better system of support. However, those with negative perception saw the scheme as a threat to their autonomy and a chance for senior staff to find fault and criticize.

Commendably, it was noted that many teachers' perceptions of appraisal changed as a consequence of experiencing it and saw it in practice as more valuable and as less threatening. Johnson and Foertsh (2000) opined that effective monitoring helps the teacher to take stock of the teaching and learning process so as to implement new strategies to foster students' learning.

The academic and professional qualification of teachers could influence the performance of teachers positively or negatively. Internal Development Research Centre (IDRC) (1981) cited Avalos and Haddad who had report of a research on the relationship between pupils' academic achievement and teacher qualification. They established that there is a positive academic achievement between teacher's qualification and pupils' academic achievement.

However, Sifuna cited in IDRC (1981) opined that there is no significant

relationship between the degree of schooling of teachers and their performance in academic and educational subjects and the achievement of primary school pupils. For the purpose of developmental and professional growth of teachers, In Service Training (INSET) is a source of being abreast with time, to widen and deepen teachers' knowledge, understanding, skills and expertise in respect of their work.

Manu cited in Adentwi (2002) spelt out the scope of INSET to include the following among others:

1. Introducing teachers to new concepts and practices
2. Reinforcing desirable teaching and learning methods
3. Assisting teachers to meet specific challenges or demands that are brought about by curriculum innovation resulting from changed situations.
4. Enabling teachers to evaluate themselves and to upgrade their professional status.

Teachers then give of their best when they get their job satisfaction and are motivated. This can be done through attractive compensations and other benefits. Added to these is the aspect of good interpersonal relationship practices which the MOE (1994, p. 36) threw more light on. The personal qualities, interpersonal relationship and communication skills are said to be important for successful administration.

Discipline

In managing pupils, the issue of discipline needs to be dealt with. Discipline is one of the predominant factors for a conducive teaching-learning

environment and for effective achievement of the goals of the school. Discipline connotes the readiness or ability of a person to respect authority and observe established rules and regulations of a school. The concept has different meaning for different people.

Charles (1981) commented that discipline could be that students should be on task, behaving responsibly and showing good human relations. Whichever angle that it is taken, it has a direct influence on the disposition of the teacher and student towards the teaching learning task at hand. Charles (1981, p. 16) went on to dilate on the principal reasons why discipline is necessary in the school that: 'it is expected, facilitates learning, fosters socialisation, permits democracy and brings joy.' Students are expected to inculcate habits of discipline in their formal educational training to enable them to achieve their goals.

Discipline involves self-control, for example, a disciplined individual knows and takes the right course of action. The disciplined individual is guided not simply by self-interest but also by consideration of the interest of others with which his own interest may clash. Such a person is generally guided in his behavior by moral and social principles to do what is right and good

Musaazi (1982) also asserted that discipline could connote orderliness. Orderliness is essential for good learning in schools. A disciplined person is orderly, responsible, diligent m sympathetic, co-operative, honest, and considerate and always tries to do what is right and good. This implies that discipline does not means dictatorial action which breeds disregard for authority and lower morale of all concerned. School rules and regulations have to be made to guide students

conduct. Where there are no proper rules and regulations, chaos and confusion could set in.

Asiedu-Akrofi (1978) identified two kinds of discipline: one exists in a situation where the rules and regulations of the school are willingly supported and obeyed by the children. They do have reason to believe that they are being forced to comply with the rules. This atmosphere encourages responsibility and cooperation on the part of the children.

The other situation is considered to be externally imposed and so denies children the chance of learning to exercise their sense of judgment as well as responsibility. They are always compelled to obey their teacher and other school authorities and are given the impression that only these people know what is good for the school.

To Gaustad (1991), a principal plays an important leadership role in establishing School discipline both by effective administration and by personal example. For Day (2000), among the duties of a principal, discipline of students is paramount. School discipline components should include a climate of mutual respect, an environment conducive to learning and steps to ensure the safety of students.

In dealing with disciplinary cases, Cotton (1990) contributed that whenever violations of school rules occur, it will be the responsibility of the involved teachers and administrators to work with the students, his/her parents and other support personnel to correct the misbehaviour. Both the welfare of the individual student and the school as a whole will be considered when making a

disciplinary decision.

According to McGregers cited in Oladele (1984) the following principles should be followed when setting good disciplinary actions:

- (a) There should be prior knowledge of rules and regulations. The head teacher must ensure that students have prior knowledge of rules and regulations so as to enable him or her to maintain standards of discipline. This can be done through orientation and induction. The students should also be well informed about the organisational rules and the consequences of breaking them. The rules should be clear and copies given to students.
- (b) Disciplinary action should be applied immediately. The head master must immediately deal with disciplinary issues. The head master should find solutions to undesirable behaviours to prevent further occurrences of such behaviors.
- (c) Disciplinary actions must be consistently applied. The headmaster should try as much as possible to ensure that similar offences are dealt with in an organization, there is the likelihood of a general members' discontent which may lead to a result. Favoritism and inconsistent application of discipline should be eradicated in the process of administration.
- (d) Disciplinary action must be objective. An effective disciplinary action must be based on facts not inference. The head teacher must therefore carry out a thorough inquiry to ensure that the offence was actually committed by the said student before a disciplinary action is taken.
- (e) Another way in which the head can provide this service is that, he /she

should be impersonal in administering this disciplinary action. The head must ensure that the undesirable action is rather punished and not the person.

Report on review of Education Reforms in Ghana (2002), identified that indiscipline is creeping into the whole educational system which could lead to breakdown of effective teaching and learning in schools. Steps recommended among others by the committee to address this menace were enforcement of school disciplinary rules; screening of all programmes presented to public so that corrupt morals would not reach the youth and periodic review of the code of discipline to reflect changing situations.

Financial Administration, Sourcing and Management of Funding

The School head is responsible for administration of the acquisition and spending of financial resources within a specified period of time. Finance is the backbone of school administration. According to Owusu (1998), a very crucial aspect of the head's administration of a school is financial management. In his opinion: of all the functions that confront the head, the role he plays in financial administration is the most crucial, critical and perhaps, the most important. The head's entire operation as an administrator is hinged on an adequate provision of funds and their effective disbursement to cater for work program of the school (p. 113).

This is captured in budgeting. A budget is a quantified planned course of

action over a definitive time period. It is an attempt to estimate inputs and the cost of inputs along with associated output and revenues from output ([http/www.defense](http://www.defense) link). The head of a school has to satisfy two aspects of responsibility in fiscal control measures. Firstly he has to carry out the programme of activities within the limits of funds made available to his institution. The head has to adopt strict measures toward control of expenditure.

The second responsibility is the efficiency in the use of resources. Heads have to make efforts to obtain the greatest possible returns out of available funds. Economic use of resources must be their guiding principles at all times. Millet (1954, p. 229) considers as one of the major responsibilities of the head of an administrative agency, his ability 'to obtain the greatest possible return from the expenditure of authorised funds.' Millet also quoted Lewis "the economic aim of budgeting is to achieve best use of our resources.

Adesina (1990) pointed out that 'in administering the School budget, the primary concern is to ensure that the results achieved by the School system justify the financial outlay.' Asiedu-Akrofi threw more light as he comments that the School budget should be guided by the educational philosophy of the people; that it is necessary to exercise some control over the programmes to be promulgated, Persons to be employed, equipment to be bought and buildings to be constructed and maintained.

Budgeting, an essential exercise in financial administration is a process that goes through certain stages. According to the Commonwealth Secretariat (1993), budgeting comprises of identifying programmes, projects or activities one

wishes to accomplish in the budget period; figuring out and costing resources at hand, namely manpower, materials and time; presenting the budget as per budgetary guidelines and obtaining approval of the budget by the authorities; then evaluating executed plan.

Budget involves the preparation of estimates for probable incomes and expenditure for the future in the running of a school. Owusu (1998) gave some fundamental principles as guides for the preparation of budget estimate. Some are the principle of limitation of time and principle of limitation of power. With the limitation of time, the head is enjoined to prepare budget estimate limited to the work programme that will be accomplished during the fiscal year. For the limitation of power, the school head should carry out budgetary programmes within the limits of the educational policy of the government.

Millet as cited in Salamat (2007, p. 36) described the whole process of budget execution as fiscal control. Owusu (1998) threw more light on the need for the school to be guided by rules and regulations governing the use of the school funds. He postulated that a school head has to satisfy two aspects of responsibility with regard to the fiscal control measures. First, the head has to carry out the activities of the school within the limits of funds made available to the institution; and second, to obtain the greatest possible returns for the use of the funds.

Much as the head has to be circumspect in the disbursement, what has to be done should have to be catered for. Owusu cited in Salamat (2007) put it in this way: “The most important aspect of the head’s functions is to make sure the planned work is accomplished, given funds and not to place unexpected

limitations on expenditure of funds to the detriment of work accomplishment.” (p. 127). The basis for good accounts is the good keeping of records, showing the amount of money, goods and services received in the previous and current years and how they were expended. Asiedu-Akrofi asserted that a good accounting system of the school should be the best means of judging its needs and acquisition.

With reference to the MOE (1994), for effective financial record keeping, the use of receipt books, the cash books and cash analysis book among others should be used. The head is not the only personnel to deal with finance but the bursar or the accountant, there is the need for cooperation, trust and transparency for good management of finance. The work of the bursar, like any other worker of the school is a delegated duty of which the head must retain the final authority and responsibility. Should there be any financial malfeasance on the part of the bursar or any of the accounting staff; it is the school head that would be held responsible for those lapses. Therefore it is incumbent on heads to have the technical know how about financial transactions. Owusu (1998) shared this view as he emphasised the need for school heads to acquire basic accounting knowledge which would enable them to check the accounting books of the school.

Asiedu-Akrofi (1978) on his part, listed the duties of the head in finance management as follows:

1. To exercise supervision over the work of the Bursar and other accounting officers,
2. To see that proper accounts, books of accounts and records relating thereto

are kept,

3. To see that proper provision is made for the safe custody, banking and investment of cash, the safe custody of value books and property of stores,
4. To see that expenditure is incurred in accordance with the approved estimates as varied by approved provision,
5. To deal with any financial matters referred to him by the Management Board,
6. To see that debts owed by the institution are promptly paid and that debts owed to the institution are promptly collected, and
7. In general, to see that the ensuring instructions are implemented (p. 132).

Campbell, Bridges and Nystrand (1977) identified budget making, securing revenues and managing expenditures as some of the tasks of school administration. In their view, the achievement of such tasks requires an organisation or structure by which they refer to the relationships of people as they work to achieve a common goal.

Similar views were shared by Wilson (1996) and Asiedu-Akrofi (1978). Wilson (1996) commented that good budget planning involves the entire staff. He therefore suggests that all divisions of the school system should be solicited for ideas of improvement and should have a voice in determining allocated amounts. This approach when used tactfully, he argued is a vehicle for curriculum improvement. It can inspire teachers to dream about innovation and better teaching. It can also lead them subtly into becoming cost conscious.

Most authorities, according to Wilson, agree that citizens should be

brought into the planning stage as a means of bettering community understanding of school operations, needs, and cost. More importantly, he emphasised, taxpayers would undoubtedly be more sympathetic to request for educational expenditures if they know precisely what their dollars are buying. More so, the Scholl Board has a role to play in the administration of the school. According to Campbell and his colleagues, theirs is to deal with the policy make- up, where as the head deals with the details of operation.

Sources of School Funds

Funds according to Longman Dictionary of Contemporary English (1978) are sums of monies set aside for specific purposes. Funds also denote store or supply of non-material things for use when the need arises. For any school to operate effectively, it must have sufficient funds. This is because these are needed to translate curriculum and the functional objectives of the school into reality (Knezevich as cited in Salamat, 2007). School instructional and curriculum objectives can be achieved when the school has sufficient funds to meet its capital and recurrent expenditures such as putting up buildings, buying textbooks and other staff members.

Owusu (1998) considered the head of an educational institution as a school business or finance manager who Commonwealth Secretariat (1993) strongly advises that he takes an active role in determining, mobilising and acquiring financial resources. Heads are to be creative in generating funds for the School. The Secretariat asserts that the head's success in obtaining extra funding

depends on his sense of integrity, business acumen and a development of sound relationship between him and the school staff, students, board members, PTA members and the local community.

In Ghana, with reference to the Centre for Continuing Education (CCE) (2006, p.105), sources of school funds included:

1. School fees,
2. Hiring out school facilities such as classroom,
3. Community groups such as Parent-Teacher-Association (PTA), Old Boys/Girls Associations,
4. Philanthropists,
5. Fund raising,
6. Sale of Produce like craftwork as well as Non-Governmental Organisations (NGOs).

In the private schools, parents give immense financial assistance in the running of private schools. Asiedu-Akrofi (1978) stated that parents are interested in the schooling of their wards because they want their wards to be better off, with regard to employment opportunities, prestige, good living conditions and self-identification (p. 47).

According to Asiedu-Akrofi (1978), the chief sources of school income are government grant, tuition fees, rents, boarding fees and donations. The government grants usually cover teacher's salary and other expenses while the other grants are used for bursaries and scholarships for both brilliant as well as needy children and students. This pertains to public schools.

For him, the tuition fees, as the name implies are paid by parents for the education of their wards and children. They are also paid by some governments in countries where there is a free system of education. It is worth noting that commenting on funding that parents should give, the Commonwealth Secretariat (1993) admonished school heads not to assume that all parents can make the same contribution, whether financial, in kind or in time to the school.

Educational expenditures and thus costs have been rising over the years. It is therefore necessary to know the factors that are responsible for this increase and how it can be controlled. Owusu (1998) went further to give control measures in the disbursement of funds (p. 127). Heads are to guard against misappropriation of funds. This concerns the use of school funds for some other private purposes; misapplication of funds, that is, transferring funds meant for the performance of one activity to the performance of another activity. Again, there should be supervision on accounting personnel and those involved in the use of funds

The empirical review indicated that the role of the head is well defined and all efforts are directed towards the achievement of quality education. The study with reference to the above related literature would find out how these factors have impact on the challenges of the head as an administrator of a basic private school.

CHAPTER THREE

METHODOLOGY

This chapter deals with the research design selected for the study. It also discusses issues such as the target population and the sample technique used for the survey. Other areas of this chapter unfold the development and design of instruments used, data collection procedure as well as data analysis procedure employed.

Research Design

The descriptive survey design was adopted for the study. A descriptive survey design is concerned with the conditions, practices and attitudes, opinions that are held, processes that are going on or trends that are developed. It therefore involves collection of information on the current status of the subject of the study (Gay, 1996).

The views of Ary and Rayzavieh (1990) are not completely different from that of Gay stated earlier. They contend that descriptive research studies are prepared to secure information regarding the nature of current phenomena. They are directed at establishing the caliber of a group or nature of a situation during the time of study. More so, they identify the status of a particular population relative to certain variables.

Information gathered through descriptive survey at a period of time, enables one to form a picture of events which explains the behavior of a particular group of people and their perceptions. More so, it presents a much reliable basis for the researcher to attend to specific questions of interest and importance. When certain items set are not clear, they can be explained through the follow-up questions and finally responses from respondents are easy to analyse.

However, the descriptive survey has its limitations. Fraenkel and Wallen (2000) pointed out some difficulties related to its use. These include the danger of prying into the private affairs of respondents and therefore the likelihood of generating unreliable responses; the difficulty in asserting the clarity and precision of questions that would elicit the desired response and the tendency for people to state something which is convenient to them. Such anticipated problems were overcome by adopting measures such as conducting a pre-test of the instruments to help identify questions that might not be well understood by the respondents and re-word them.

In spite of the limitations, a careful comparison of advantages and disadvantages of the descriptive design reveals that its pros outweigh the cons, hence, its choice for this study.

Population

The population was taken from basic private schools in the Ablekuma sub-Metro of the Accra Metropolis. It covered all head teachers, teachers, circuit supervisors, and heads of Inspectorate from the sub-Metro.

Sample and Sampling Technique

A sample is a subset of the population and consists of individuals, objects or events that form the population. A purposive sampling was used for the schools and heads of the private basic schools in the sub metropolis to get enough population for the study.

To have experiential comments about basic private school from their point of view, the circuit supervisors and officers in charge of Ablekuma sub-Metro, Accra formed a vital part of the study, as they have much experience with private basic schools in the sub metropolis. The sample consisted of the following subjects as indicated in the table below.

Table 2: Sample Respondents

Respondents	Sample	Percentage
Heads of Inspectorate	2	2.0
Circuit supervisors	5	5.0
Head teachers	27	27.3
Teachers	65	65.7
Total	99	100.0

In selecting the sample, the sample random sampling method was used. In this procedure, sample units were directly drawn from the population, by a method designed to meet the essential criterion of randomness. The method gave all members or elements in the population an equal chance of being selected from

the population.

To select the teachers, the simple random sampling technique was adopted. I randomly selected three names of teachers from each school as the lists of teachers are presented to her.

Research Instruments

Fraenkel and Wallen (2000) asserted that the foundation of survey research is eliciting response from a large group of people through administering carefully designed questions. Hence, questionnaires were used to gather information from respondents. This instruments (labeled Appendices A and B) were most suitable because the respondents are all literates. Further it was relatively easy to administer and reach a fairly large population or sample since it is impossible to interview all of them. More so, it provided many answers for the respondents to select their individual appropriate responses.

The questions were divided into two sections. The first was mainly on the bio-data which elicited information about the respondent's gender and the work-experience in the basic private school. Section two addressed four challenging aspects of administration such as admission of pupils, staffing, sourcing and management of funding, acquisition and management of teaching and learning resources, improving quality of teaching and learning, time management, promoting school community relationship and leadership.

Close-ended items guided respondents to choose from alternatives provided for each of the questions. On the other hand, provisions were made for

respondents to express themselves if certain ideas were given. Interviews were also used to collect the needed information from the external supervisors: the Circuit supervisors, the Assistant in-charge of monitoring and supervision and the District Director of Education. This procedure was adopted to have firsthand information and for practicality since schedules of these officers might not permit them to handle questionnaires on their own. All the questions in the interview schedule were designed by the study. In the interview, questions were posed to respondents and they were allowed to organise their thoughts before information was given.

Pilot-Testing of Instruments

To ascertain the validity and reliability of the instruments used for gathering information for the study, pilot-testing of the instruments was done. This was conducted in one school, the head and three teachers on the staff. An interview was done with one circuit supervisor in Ablekuma sub-Metro. Some questionnaires were re-framed and few items added to the questionnaires.

To ensure the validity of the questions, the preliminary questionnaire was given to course mates and other colleagues to read through and offer suggestions for revision. Appropriate suggestions given were taken and the questionnaire restructures accordingly. Copies of the two sets of questionnaires were also given to the supervisor who went through in order to give necessary suggestions and corrections.

Questionnaires were administered to 10 heads and 30 staff in selected

private basic schools in the Ga West District of the Greater Accra Region. Responses gathered during the pre-testing helped me to clarify some of the questionnaires. The Cronbach's Alpha reliability test was conducted for the piloted questionnaires and coefficients of 0.811 and 0.780 were obtained for the heads and staff's questionnaires as shown in Appendix C. This indicated that the instruments had "adequate" internal consistencies.

Data Collection Procedure

I collected all the data myself. After preparing the research instrument, an introductory letter was obtained from the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. The required number of copies of both the introductory letter and the questionnaires were made. A lot of personal contact was done in the collection of the data through the administration of the questionnaire and the interview guide.

I personally visited the schools explaining to the heads and teachers about the purpose of this exercise. This, to a high extent addressed the issues of suspicion, hostility and anxiety giving way to free flow of information.

Copies of questionnaires were left with the respondents for two or three days as they requested in order not to disrupt normal teaching in the schools. The study made sure that a high level of understanding existed between her and the respondents before leaving them to answer the questionnaires.

Pre-arrangement was made with the circuit supervisors and heads of inspectorate of the inspectorate. This minimised delay and other forms of

disappointment. More so, advanced preparation gave the respondent ample time to get ready for the interview. Privacy was given to each respondent so as to ensure favourable ambience for openness and free flow of communication. In all, about ten weeks were used for the collection of data that is from the third week in February to the ending of April, 2010.

Data Analysis Procedure

The gathered data were analysed using the Statistical Package for Students and Simulations (version 17.0). The variables were coded and with the aid of the SPSS, descriptive statistics including frequency counts and percentages were calculated to obtain views of the respondents. This was done to describe their experiences pertaining to challenges in administration of basic private schools.

This allowed meaningful conclusions to be deduced from the study. The data collected were analysed through the representation of tables and graphs.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the analysis of the data collected from heads and teachers on the challenges facing private basic schools in the Ablekuma sub-Metro of Accra. It addresses the research questions posed in Chapter One. The analysis was based on the following thematic areas:

1. Background information of respondents,
2. Major challenges in the administration and management of private basic schools,
3. Strategies adopted by stakeholders in addressing the challenges, and
4. Forms of support given by Government and community to private basic schools in the sub-Metro.

Out of 30 head teachers targeted, 27 representing 90.0% of them responded to the questionnaires while 65 from 80 teachers also participated in the study. In all, there were 92 respondents in this study. Responses from the respondents were presented in statistically constructed tables and figures for easy understanding of issues presented.

Background Information of Respondents

The study explored the background characteristics of the respondents in order to fully appreciate their opinions and views on issues bordering on private

basic schools. These include their gender, academic qualifications, and duration of service as heads and teachers. Again, the study sought to determine if the status (grades) of the schools as categorised by the GES, had any influence on the caliber of teachers recruited. Table 3 contains the gender distribution of the head teachers and teachers in the private basic schools studied.

Table 3: Gender Distribution of Respondents

Respondents	Gender					
	Male		Female		Total	
	No.	%	No.	%	No.	%
Head	16	37.2	11	22.4	27	29.3
Teachers	27	62.8	38	77.6	65	70.7
Total	43	100.0	49	100.0	92	100.0

From Table 3, it can be seen that majority (53.3%) of the respondents was female while the remaining of them were males. Of the 27 heads, 16 were males while 11 were females. Again, 38 out of the 65 teacher respondents were females while the remaining were males. The female respondents dominated the teachers.

On the working experience of the respondents, Figure 1 graphically presents the details. From Figure 1, 65.1% and 55.1% of the males and females respectively had at least 9 years of teaching experience. Also, 28 (30.4%) of the respondents had taught between 3 and 8 years while 4 (9.3%) and 6 (12.2%) of the males and females had at most 2 years' experience as teachers in their respective schools.

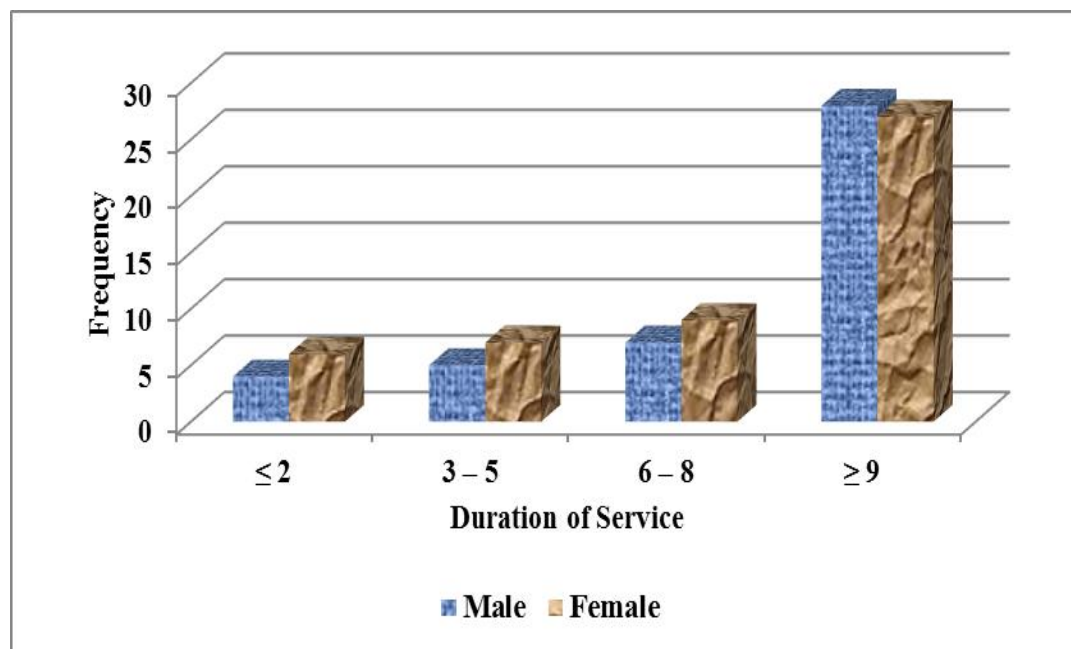


Figure 1: Duration of service of respondents

Table 4 also contains the academic qualifications of both heads and teachers according to categories of school. On the grades of the participating private basic schools, 44.4% of them were Grade B, 8 (29.6%) were Grade B while there were 7 (25.9%) Grade A schools.

Table 4: Teachers' academic qualification by grade of schools

Qualifications	Grade of School			Total
	Grade A	Grade B	Grade C	
MSLC/BECE	0	0	7	7
SSSCE/ 'O' and 'A' Levels	4	5	4	13
Cert. 'A'	6	9	15	30
Diploma/ Degree	6	4	5	15
Total	16	18	31	65

Among the teachers, most (46.2%) of them had the Post-Secondary School Certificate ‘A’ out of which 15 representing (50.0%) could be found in Grade C schools. In all, 15 (23.1%) of them obtained Diploma or Degrees in different fields of study. It was found that most (40.0%) of Diploma and Degree holders taught in Grade A private basic schools. Interestingly, all the 7 teachers who had MSCL/BECE were in Grade C schools only.

Table 5: Heads’ Academic Qualifications by Grade of Schools

Qualifications	Grade A	Grade B	Grade C	Total
SSSCE/ ‘O’ and ‘A’ Levels	0	0	2	2
Cert. ‘A’	0	3	2	5
Diploma/ Degree	9	11	0	20
Total	9	14	4	27

It can be seen from Table 5 that all the 2 respondents who obtained SSSCE or ‘O’ and ‘A’ Level certificates could be found as heads in Grade C schools only. On the other hand, all the 9 heads of the Grade A private basic schools had either Diploma or Degrees. In general, 20 representing 74.1% of them had at least Diploma/Degree.

Research Question 1: What challenges do administration and management of basic private schools in Ghana experience in managing people, teaching and learning resources, finance, and school-community relationship?

This section revealed the major challenges encountered in the administration and management of private basic schools in the Ablekuma sub-Metro. These challenges are classified into four (4) main areas as follows:

6. Management of people,
7. Managing teaching and learning resources,
8. Financial management,
9. School-community relationship.

Managing People in Private Schools

The respondents were asked to indicate how they found admission procedures. Majority (62.9%) of the heads reported that they had difficulties getting pupils/students admitted into their schools. On the part of the teachers, 60.05 claimed that their admission processes were relatively easier.

It is generally perceived that high quality of teaching and learning is the main factor for overwhelming preference of private schools by parents despite their relatively high charges. The study sought to explore the views of the heads and teachers on this as well.

Table 6: Responses on Preference of Basic Private Schools

Reasons	Heads		Teachers		Total	
	No.	%	No.	%	No.	%
High quality of teaching and learning	27	100.0	65	100.0	92	100.0
Proximity	27	100.0	60	92.3	87	92.4
Fame	18	66.7	58	89.2	76	82.6
Family ties	20	74.1	60	92.3	80	87.0
Others	10	37.0	40	61.5	50	54.3

From Table 6, all (100.0%) each of the heads and of the teachers responded said that parents were attracted to their schools because of the high quality of teaching and learning prevailing in their school. This assertion confirms the position of Opare (1999) who asserted that private schooling is perceived as a mechanism for perpetuating the stratification system in that it provides excellent instruction guaranteeing high levels of academic performance, with Addae-Mensah, Djangmah and Agbenyegah (1973) concluding that the greatest patronage of private schooling comes from the elite because they set high academic standard for their children at an early ages. To Assiedu-Akrofi (1978), parents are interested in the schooling of their wards because they want their wards to be better off with regards to employment opportunities, prestige, good living conditions and self-identification. Other reasons given were proximity, family ties and fame of the school.

Table 7 presents responses of heads and teachers on the staff adequacies or otherwise in their respective schools.

Table 7: Adequacy of Staff in Private Schools

Responses	Heads		Teachers		Total	
	No.	%	No.	%	No.	%
<i>Teaching Staff:</i>						
Adequate	22	81.5	48	73.8	70	76.1
Inadequate	5	18.5	17	26.2	22	23.9
<i>Non-Teaching Staff:</i>						
Adequate	27	100.0	46	70.8	77	83.7
Inadequate	0	0.0	19	29.2	19	16.3
Total	27	100.0	65	100.0	92	100.0

From Table 7, there appears to be enough human resources in the various private basic schools studied as 70 representing 76.1% and 77 (83.7%) of the respondents indicated that teaching and non-teaching staff were respectively adequate. They cited three main reasons for staff retention in private schools as job satisfaction, fringe benefits and proximity to schools. The various management teams could be said to have largely complied with Mankoe's (2002) advice that through human resource planning, a school ensures that it has the right number of people with the right skills, in the right place and at the right time and that the people are capable of effectively and efficiently carrying out those tasks that will aid the institution to achieve its goals.

The staff respondents however, indicated that reasons such as poor remuneration, inadequate facilities, personal development and security had caused several others to leave the schools. Their responses are depicted in Figure 2.

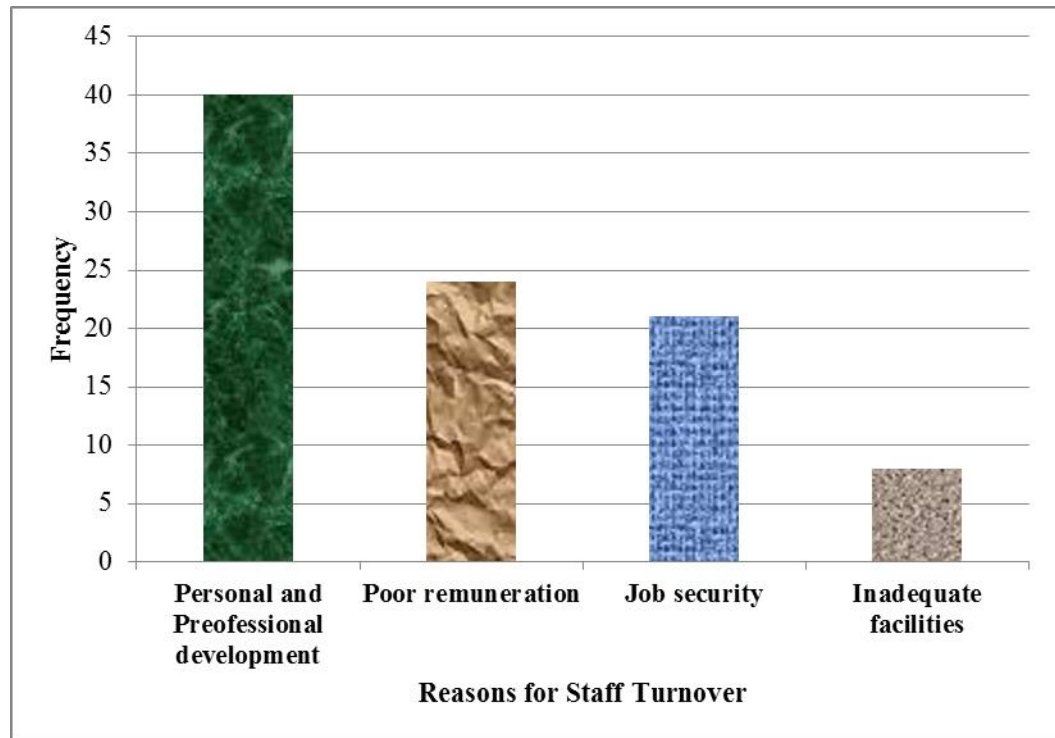


Figure 2: Challenges in staff retention in basic private schools

Financial Management in Private Schools

According to Owusu (1998), a very crucial aspect of the head's administration of a school is financial management. School management has various sources of revising funds for private schools. Table 8 presents the various sources of funds.

Table 8: Sources of Funds

Sources	Heads		Teachers		Total	
	No.	%	No.	%	No.	%
PTA	5	18.5	11	16.9	16	17.4
Religious bodies	1	3.7	2	3.1	3	3.3
School fees	19	70.4	42	64.6	61	66.3
Internally Generated Funds (IGFs)	2	7.4	10	15.4	12	13.0
Total	27	100.0	65	100.0	92	100.0

It can be seen from Table 8 that the most significant sources of funds to private basic schools were School fees (66.3%), Parent-Teacher Associations (PTAs) and internally generated funds (IGFs) (13.0%). Only few heads and teachers reported that they got financial support from Religious bodies. This finding agrees with Asiedu-Akrofi's (1978) position that the chief sources of school income are "... tuition fees, boarding fees and donations from PTAs and other bodies." Again, the EPS 206 Course Book for Diploma in Basic Education stated that sources of school funds include school fees, etc. sufficient funds according to Knezerich cited in Salamat (2007), enable school to operate effectively.

The respondents however, indicated that excessive delays in the payment of school fees (85.9%) by parents of the pupils, and lack of government's support (83.8%) were the main challenges confronting private basic schools in the sub-Metro.

Procurement and Maintenance of Teaching and Learning Resources

The provision and maintenance of teaching and learning resources in schools including private basic schools, is a joint responsibility of heads, teachers and pupils. Staff usually identify relevant teaching and learning materials (TLMs) and the school finances its acquisition.

The respondents were asked to indicate the state in terms of the availability, adequacy and condition of teaching and learning resources such as TLMs, library, health facilities and compound. Table 9 contains their responses.

Table 9: Teaching and Learning Resources in the Basic Private Schools

Resources	State	Heads		Teachers		Total	
		No.	%	No.	%	No.	%
TLMs	Available/Adequate/Good	21	77.8	51	78.5	72	78.3
	Unavailable/Inadequate/Poor	6	22.2	14	21.5	20	21.7
Library	Available/Adequate/Good	12	44.4	38	58.5	50	54.3
	Unavailable/Inadequate/Poor	15	55.6	27	41.5	42	45.7
Health	Available/Adequate/Good	12	44.4	44	67.7	56	60.9
Facilities	Unavailable/Inadequate/Poor	15	55.6	21	32.3	36	39.1
Compound	Available/Adequate/Good	14	51.9	47	47	61	66.3
	Unavailable/Inadequate/Poor	13	48.1	18	18	31	33.7

With regards to the procurement and maintenance of teaching and learning materials (TLMs), 77.8% of the heads indicated that they were available, adequate and in good state while the remaining taught otherwise. Similarly, majority

(78.5%) of the teacher respondents reported that TLMs were available, adequate and in good conditions.

However, about the state of libraries, whilst some of the schools had, others did not. From Table 9 again, 56.6% of the headteachers indicated “unavailable, inadequate and poor.” Contrarily, 58.5% of the teachers responded positively that libraries were available, adequate and in good state.

Also, there was no consensus among the heads and teachers over the availability, adequacy and the good state of the health facilities in the schools studied. About 66% of them reported that they had adequate and good school compounds while others disagreed.

School-Community Relations

Hoy and Miskel (1987) stated that the school is not an island, that it even has an external environment which includes the school’s district, parents, other taxpayers, educational associations and accrediting agencies. I verified the kind of relationship between the private basic schools and their respective communities. Table 10 presents the frequency of occurrence of Founders’ Day celebrations, PTA meetings, Prize-giving days, and clean-up exercises.

Table 10: Frequency of Interaction between School and Stakeholders

Functions	Once in a while	Once a year	Once a Term	Never	Total
Founders' Day					
Celebration	0	0	0	92	92
PTA meetings	6	54	15	17	92
Prize-Giving Days	0	0	43	49	92
Clean-up exercises	0	0	19	73	92

Seemingly, not much had happened between private basic and their immediate communities. The PTA meetings according to 58.7% of the 92 respondents occurred only once in a year. They had not been a single Founders' Day Celebration in any of the selected schools while 79.3% of them reported of no incidence of clean-up exercises in their communities. Asiedu-Akrofi (1978) stated that a good communication between and parents will give pupils/students a sense of responsibility, punctuality, good behavior and self-discipline. These, he said that the school must insist upon to be carried onto their lives outside the school. He concluded that the success of the school would be seen by the community through such attitudes.

Research Question 2: What strategies do administrators use in handling challenges that face them?

Successful operation of an educational institution requires competent administrators. From the preceding discussions, it came to light that the following

were the main challenges facing the administration of private basic schools in the Ablekuma sub-Metro:

1. Low caliber of teachers,
2. Staff retention due to low remuneration
3. Inadequacies of libraries and health facilities,
4. Funding,
5. Admission, and
6. Poor school-community relationship.

In-depth interviews separately held with the 25 heads who also doubled as school administrators revealed the following strategies of dealing with the above-mentioned challenges:

1. They claimed that 4 of the 6 challenges identified bothered on lack of finance. They asserted that although high caliber and well-qualified graduates came to seek employment, they could not afford to pay their remunerations. Strong appeals, according to them, had been made to the Government to support private schools especially less-endowed ones to promote effective teaching and learning. These supports could take forms of assisting in negotiating for soft loans from the financial institutions, grant them support from the GETFund by providing them with buses, libraries, health facilities and even extending the School Feeding Programme to deprived private basic schools.

They stated that the availability of adequate funds would help them to adequately recruit, motivate, train and develop their staff. According to them,

“graduates are difficult to remunerate and the likelihood of staff turnover is high.” They therefore, preferred recruiting non-professional teachers with low academic qualifications.

On admissions challenges, they said that there are three main challenges. Namely: the categorisation of the school, age of the school, and the maintenance of pupils and students. They consented that there were some schools that were tagged as Grade A schools. For such schools, they had enough teaching and learning materials, adequate infrastructure, generally acceptable teaching and learning ambience, good calibre of staff, and good examination results. Mostly, Grades B and C schools normally have difficulties with admissions since parents desperately run after the Grade A schools.

The heads therefore, determined to strategically plan in order to improve upon their pupils’ academic work through organizing extra-classes for them.

Poor School-Community Relations

On how administrators could foster strong relationship between the school and the community, they unanimously claimed to have adopted the cooperative system as suggested by Asiedu-Akrofi (1978), and Jones and Strout (1960) that there is a constant interaction between school and community. The heads recommended the formation of Old Students’ Associations, and the revamping of PTAs. Also, they pledged their fullest support for the celebration of open days, prize-giving days, sports and cultural festivals to interact with the society so that the society/community members would identify themselves with the school and

actively seek to influence and be influenced by the school organisation and administration. This will ensure information flow from both sides.

Research Question 3: What forms of support do the government and community give to private basic schools?

There had been no clear support from either the Government or community to any of the selected schools over the years despite the incessant appeals. Government can no longer shirk its responsibility of funding private (basic) schools so that the high quality of education that these private schools are noted for will not be sacrificed. They had determined to pressurise Government by partitioning the Parliament of Ghana through the Ghana National Association of Private Schools (GNAPS) to get the GETFund's policies amended to include private schools as well.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of the entire work and conclusion drawn based on the findings of the study. It also includes the recommendations and suggestions for further studies.

Summary

The study was aimed at finding out the challenges in the administration of private basic schools in the Ablekuma sub-Metro. It specifically, identified the major challenges faced by these schools, strategies adopted by school authorities in dealing with the challenges encountered, and the forms of support given by the Government and community to private (basic) schools in the sub-Metro.

The study was descriptive in nature and involved 92 respondents made-up of 27 headteachers and 65 teachers. Two sets of structured questionnaires were developed for the study. Data gathered were analysed using the SPSS (version 17.0) and Microsoft Office Excel (2007). Descriptive statistics such as frequencies and simple percentages were run, presented in tables and graphs, discussed in relation with the research questions posed in Chapter One.

The emerged from the study that female respondents dominated among the teacher as with 58.5% while 59.3% of the heads were males in the 27 private basic

schools studied and more of the less qualified teachers and heads were found in Grades B and C private basic schools. Particularly, there was no Diploma or Degree holder as head teacher in the 8 of the Grade C schools studied.

Major Findings

The following are the major findings from the study:

1. There appeared to be difficulties with admission procedures in some of the private basic schools. Hundred per cent (100.0%) of the Grade C and 40.0% of Grade B school heads reported that they could not get the required number of pupil/students to admit into their schools.
2. Personal development, poor remuneration and job security were mentioned as the main challenges facing staff retention in the schools.
3. School fees of pupils/students was identified as the most significant source of funds to the private basic schools.
4. There was a poor school-community relationship as activities such PTA meetings, Founders' Day Celebration, Prize-Giving Days, and clean-up exercises were rarely organized.
5. Heads appeared to have solutions to all problems encountered in the administration of their respective schools.

Conclusions

Although private schools are generally regarded as “home” of high quality education all over the world including Ghana, they have multifaceted challenges

ranging from funding, human resource (pupils and staff retention), admission and school-community relationship among others. In fact, heads of these (basic) private schools are resolved to overcome these challenges through their incessant calls on the Central Government to support since parents of pupils/students in the private schools are equally taxpayers as those whose wards are in the public schools.

The use of less-qualified teachers in Grade C private schools (in particular) could adversely affect their output, hence eroding the success chalked over the years. Since basic private schools largely depend on school fees as their main source of finance, it could result in outrageous charges bringing untold financial burden on some parents.

Recommendations

From the findings of the study, the following recommendations and suggestions are made for possible consideration and implementation:

1. Government should partner private basic schools through its public-private partnership policy to support their infrastructural development, etc. this can be done through the GETFund. Government could also help them by granting grants and sourcing for loans for them.
2. Private schools should embark on income generating projects to augment funds sourced from school fees.
3. Private schools through the GNAPS to look for investors

4. Private schools should engage in attractive activities that will bring community members on board. This will promote school-community relationship.
5. Managers of private schools should advertise their schools and improve on their physical facilities to attract parents for an increased in-take.
6. Staff especially teaching staff should be motivated to give-off their best.
7. School authorities should provide all needed teaching and learning resources for effective and efficient teaching and learning in their respective schools.

Suggestions for Further Studies

Due to inadequate funds and time for the study, the study could not cover all aspects of challenges confronting basic private schools in the Ablekumasub-Metro in the Accra Metropolis. Therefore, it is suggested that further studies should be conducted on payment of school fees in private basic schools.

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APPENDICES

APPENDIX A
QUESTIONNAIRE FOR HEADTEACHERS/HEADMISTRESSES ON
CHALLENGES IN ADMINISTRATION IN BASIC PRIVATE SCHOOLS
IN ACCRA METROPOLIS

This study was about some challenges facing heads of private basic schools in Accra Metropolis in their performance of duties as school leaders. This questionnaire will help identify the challenges of the heads of private basic schools in question and pave the way for suggestions and recommendations that could be adopted to deal with the challenges if any to ensure academic excellence.

Please tick (√) or write where applicable.

SECTION A: BIO-DATA

1. Gender:.....
2. Total number of years of headship experience in basic private school in Accra Metropolis.
 - a. 1-2 years
 - b. 3-4 years
 - c. 5-6 years
 - d. 7 years and above
3. Highest academic qualification:.....

SECTION B: THE CHALLENGES

Admissions of pupils

3. Most parents who apply for admission in your school are given.

Yes []

No []

4. If your answer to question four (3) is no, specify by ticking your reasons for not admitting all who ask for admission.

(a) Lack of vacancies in the school []

(b) Parents do not apply for admission on time []

(c) Children do not pass the entrance test []

(d) Their requested class may not be given []

5. The reason for parents to enroll their children is

(a) Proximity of school to their home or place of work []

(b) Quality of teaching and learning in the school []

(c) Good reputation of the school []

(d) Their siblings are there already []

Staffing

6. Please specify by tick [], the staffing situation in your school below.

Staff	ADEQUACY	
	Adequate	Inadequate
Teaching		
Non-Teaching		

7. What are the factors that attract staff to the school? Please, indicate by ticking those that apply to your school.

- (a) Availability of accommodation []
- (b) Enjoyment of some fringe benefits in the school []
- (c) Location of the school []
- (d) Availability of some social amenities in and around the school []
- (e) Healthy attitude of community members for the school. []
- (f) Others, specify.....

8. Do you organize in-service training for your staff?

- Yes No

9. If No, for question ten (8), give reasons by ticking the appropriate option below.

- (a) Lack of resources []
- (b) Unwillingness of staff to undergo orientation exercises []
- (c) Lack of resource persons []
- (d) Lack of time for such exercise []
- (e) Others, specify.....

Sourcing and management of funding

10. What are the sources of funding for your school? Indicate by ticking the appropriate box(es).

- 1. Government Grant []
- 2. Donations from the community members []
- 3. Donations from old students/pupils []
- 4. Donations from PTA []

- 5. Donations from Religious Bodies
- (a) Fees paid by students/pupils
- (b) Funds generated internally by the school
- (c) Donations from NGO

Others, specify.....

11. What challenges do you face getting funding from the sources indicated under question twelve (10)?

- (a) Government grant is inadequate
- (b) Government grant delays in reaching the school authorities
for disbursement
- (c) Donors of the school find it difficult to donate to the school
- (d) Funds from donors delay in reaching the school
- (e) Donors are not willing to support the school with adequate funding
- (f) The school is not able to carry out projects that could generate funds for her
internally
- (g) Some guardians are not able to pay fees for their wards in full
- (h) Some parents are not able to pay fees for their wards in good time
- (i) Others (specify).....
.....

12. What difficulties do you face in administration of school funds?

- (a) Lack of competent accounting staff to manage the finances of
the school
- (b) Lack of accurate financial records in the school

- (c) Difficulty of controlling inflow and outflow of finances
of the school by the school head []
- (d) The issue of truthfulness in the use of funds []
- (e) Others (specify).....

Acquisition and management of teaching and learning resources

13. Specify the challenges you face in the management of learning resources in our school.

- a. Conflict between staff over the use of some of the learning resources
due to inadequacy []
- b. Lack of competent personnel(s) to keep track of the learning resource
at any time []
- c. Inability of users to replace mishandled or broken learning resources[]
- d. Lack of storage facilities for the learning resource to prolong their life
span []
- e. Others (specify).....

14. Please put a tick [√] against the following learning resources in terms of their state, availability and adequacy .

Item	Availability		Adequacy		State	
	Available	Unavailable	Adequate	Inadequate	Good	Poor
Teaching/learning Materials						
Equipments/Tools						

Item	Availability		Adequacy		State	
	Available	Unavailable	Adequate	Inadequate	Good	Poor
Library						
Pupils' furniture						
Teachers' furniture						
Toilet/urinals						
Litter bins						
Drinking water						
School building						
School compound						
Health facility						

Improving quality of Teaching and Learning

15. Specify the difficulty you face in attempt to encourage effective teaching and learning by a tick [√].

- Unwillingness of some teachers to prepare scheme of work and expanded scheme of work []
- Inability of some teachers to give adequate exercise to their students and mark them []
- Inability of some teachers to cover enough topics in their syllabi []
- Attempt by some teachers to manufacture marks for students because they fail to mark examination and test scripts of students []
- Habitual lateness of some teachers to school []

19. I prioritise my personal schedule daily and keep it.

- 1. Very often
- 2. Often
- 3. Sometimes
- 4. Seldom
- 5. Never

Promoting school-community relationship

20. Indicate by a tick [] if you organise the following functions in your school and how often.

Function	Never	Once a term	Twice a term	Once a year	Once in two years	Once in a while
Founders day celebration						
P.T.A						
Prize-giving day						
Projects of the school in which community is invited to participate						

21. How is the PTA assisting with the promotion of the school?

- a. Some are invited to teach Technical skills (masonry, carpentry, etc.)
- b. Some of the parents who are professionals are invited to give talks on their field of work.

- c. Parents contribute to support school functions []
- d. Parents participate actively in school functions []

22. How does the school help the community?

- a. Pupils sometimes organise clean-up campaigns in the community?
- b. pupils sometimes plant trees in the community.
- c. assist to educate the village on healthy/hygienic way of living.
- d. offer gifts to the needy occasionally.

29. Parentssupervise children's/ward's homework.

- a. Very often
- b. Often
- c. Sometimes
- d. Seldom
- e. Never

30. Parents ...visit the school to interact with teachers on children's/ward's academic performance.

- a. Very often
- b. Often
- c. Sometimes
- d. Seldom
- e. Never

APPENDIX B

**QUESTIONNAIRE FOR STAFF ON CHALLENGES FACED BY
HEADS IN THE ADMINISTRATION OF BASIC PRIVATE SCHOOLS
IN ACCRA METROPOLIS**

This study seeks to unravel challenges facing heads of private basic schools in Accra Metropolis in their performance of duties as managers, administrators and instructional leaders of their respective schools. This will help identify the challenges of the heads of private basic schools in question and pave the way for suggestions and recommendations that could be adopted to deal with the challenges if any to ensure academic excellence.

Please tick (✓) or write where applicable.

SECTION A: BIODATA

1. Gender:.....
2. Total number of years of working experience in basic private school in Accra Metropolis.
 - e. 1-2 years []
 - f. 3-4 years []
 - g. 5-6 years []
 - h. 7 years and above []
3. Highest academic qualification:.....

SECTION B: THE CHALLENGES

Admissions of pupils

3. Most parents who apply for admission of their wards in your school are given.

Yes []

No []

4. If your answer to question four (4) is no, specify by ticking [√] reasons for not admitting all who ask for admission.

- (a) Lack of vacancies in the school []
- (b) Parents do not apply for admission on time []
- (c) Children do not pass the entrance test []
- (d) Their requested class may not be given []

5. The reason for parents to enroll their children in the school is

- (e) Proximity of school to their home or place of work []
- (f) Quality of teaching and learning in the school []
- (g) School fees is relatively cheaper []
- (h) Their siblings are there already []

Staffing

6. Please specify by tick [√], the staffing situation in your school below.

Staff	ADEQUACY	
	Adequate	Inadequate
Teaching		
Non-Teaching		

7. Below are possible reasons for which private basic schools are adequately staffed. Please, indicate by ticking those that apply to your school.

- (j) Availability of accommodation []
- (k) Enjoyment of some fringe benefits in the school []
- (l) Location of the school []
- (m) Availability of some social amenities in and around the school []
- (n) Behavior of community members []
- (o) Others (specify).....

8. Is orientation programme organised for new members of staff?

- Yes No

9. If the answer to question eight (8) is No, specify by ticking reasons for not doing so.

- (a) Lack of resources []
- (b) Unwillingness of staff to undergo orientation exercises []
- (c) Lack of resource persons []
- (d) Lack of time for such exercise []
- (e) Others (specify).....

10. Are in-service training programmes organised for your staff?

- Yes No

11. If No, for question ten (10), give reasons by ticking the appropriate option below.

- (f) Lack of resources []
- (g) Unwillingness of staff to undergo orientation exercises []

- (h) Lack of resource persons []
- (i) Lack of time for such exercise []
- (j) Others (specify).....

Sourcing and management of funding

12. What are the sources of funding for your school? Indicate by ticking [√] in the appropriate box (es).

- (d) Government Grant []
- (e) Donations from the community members []
- (f) Donations from old students/pupils []
- (g) Donations from PTA []
- (h) Donations from Philanthropist(s) []
- (i) Donations from the Development partners []
- (j) Fees paid by students/pupils []
- (k) Funds generated internally by the school []
- (l) Donations from NGO []
- (m) Donations from []
- (n) Others (specify).....

13. What challenges do you face getting funding from the sources indicated under question twelve (12)?

- (c) Government grant is inadequate []
- (d) Government grant delays in reaching the school authorities for disbursement []

- (c) Donors of the school find it difficult to donate to the school
- (d) Funds from donors delay in reaching the school
- (e) Donors are not willing to support the school with adequate funding
- (f) The school is not able to carry out projects that could generate funds for her internally
- (p) Some guardians are not able to pay fees for their wards in full
- (q) Some parents are not able to pay fees for their wards in good time
- (r) Others (specify).....
.....

14. What difficulties do you face in administration of school funds?

- (f) Lack of competent accounting staff to manage the finances of the school
- (g) Lack of accurate financial records in the school
- (h) Lack of funds for daily transactions
- (i) Difficulty of controlling inflow and outflow of finances of the school by the school head
- (j) Others, specify.....
.....

Acquisition and management of teaching and learning resources

15. Do you face challenges in the acquisition of learning resources?

Yes No

16. If yes, for question fifteen (15), specify the challenge(s) you face.

- a. Some of the resources are not easily accessible
- b. Inadequate funding for the acquisition of the need learning resources
- c. Lack of power supply for the use of some of the learning resources
- d. Lack of storage facilities for some of the learning materials in the school
- e. Others (specify).....

17. Specify the challenges you face in the management of learning resources in your School.

- a. Conflict between staff over the use of some of the learning resources due to inadequacy.
- b. Lack of competent personnel(s) to keep track of the learning resource at any time.
- c. Inability of users to replace mishandled or broken learning resources
- d. Lack of storage facilities for the learning resource to prolong their life span.
- e. Others (specify).....

18. Please put a tick [√] against the following learning resources in terms of their state, availability and adequacy.

Item	Availability		Adequacy		State	
	Available	Unavailable	Adequate	Inadequate	Good	Poor
Teaching/learning Materials						
Equipments/Tools						

Item	Availability		Adequacy		State	
	Available	Unavailable	Adequate	Inadequate	Good	Poor
Library						
Pupils' furniture						
Teachers' furniture						
Toilet/urinals						
Litter bins						
Drinking water						
School building						
School compound						
Health facility						

Improving quality of Teaching and Learning

19. Specify the difficulty you face in attempt to encourage effective teaching

and learning by a tick []

- a Unwillingness of some teachers to prepare scheme of work []
- b Inability of some teachers to strictly adhere to their scheme of work []
- c Inability of some teachers to give adequate exercise to
their students and mark them []
- d Inability of some teachers to cover enough topics in their syllabi []
- e Attempt by some teachers to manufacture marked for students
because they fail to mark examination and test scripts of students []
- f Persistent absenteeism of some teachers to lessons []
- g Persistent absenteeism and lateness of some students to class []

h Persistent drunkenness of teachers to lessons

i Others (specify).....
.....
.....

Time Management

Specify how you manage time in the school by ticking [] the appropriate response.

20. You arelate to school

a. Very often

b. Often

c. Sometimes

d. Seldom

e. Never

21. What reasons keep you away from school?

a.....

b.....

22. Which one or combination of the following serves as time wasters in the administration your school? Please tick [].

a. Friends

b. Parents

c. Teachers

d. District Education Officers

e. People of influence

23. Which administrative task takes much of your head time most?

a. Community/school relations

b. Financial management

c. Supervision

d. Admission

e. Pupil personnel services

24. Unforeseen issues come up in his/her day to day administration

a. Very often

b. Often

c. Sometimes

d. Seldom

e. Never

Promoting school community relationship

25. Indicate by a tick [√] if your school organises the following functions and how often.

Functions	Never	Once a term	Twice a term	Once a year	Once in two years	Once in a while
Founders day celebration						
Function						
P.T.A.						

Functions	Never	Once a term	Twice a term	Once a year	Once in two years	Once in a while
Prize-giving day						
Projects of the school in which community is invited to partake						

26. What challenges do you face in the organisation of all or some of the functions stated under questions twenty-five (25)?

- a. No challenge []
- b. Inadequate funding []
- c. Unwillingness of the community members to help with the planning and implementation of the functions. []
- d. Others (specify).....

26. How is the PTA assisting with the promotion of the school?

- a. Some are invited to teach Technical skills (masonry, carpentry, etc.) []
- b. Some of the parents who are professionals are invited to give talks on their field of work. []
- c. Parents provide labour for building of school infrastructure []
- d. Parents sometimes finance labour for building of school infrastructure[]

27. Which other groups/organisations have been helping in the promotion of the school?

- a. Churches []
- b. Past pupils []
- c. Other philanthropists []

d. Others (specify).....

28. How does the school help the community?

- a. Pupils sometimes organize clean-up campaigns in the community?
- b. Pupils sometimes plant trees in the community.
- c. Pupils assist to educate the village on healthy/ hygienic way of living.
- d. Pupils offer gifts to the needy occasionally.

29. Parentssupervise children's/ward's homework.

- a. Very often
- b. Often
- c. Sometimes
- d. Seldom
- e. Never

30. Parents ...visit the school to interact with teachers on children's/ward's academic performance.

- a. Very often
- b. Often
- c. Sometimes
- d. Seldom
- e. Never

Thank You!!!

APPENDIX C

CRONBACH'S ALPHA RELIABILITY TEST

Reliability Statistics For Heads' Questionnaire

Case Processing Summary

		N	%
Cases	Valid	8	80.0
	Excluded ^a	2	20.0
	Total	10	100.0

- a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
0.811	27

Reliability Statistics For Staff Questionnaire

Case Processing Summary

		N	%
Cases	Valid	28	93.3
	Excluded ^a	2	6.7
	Total	30	100.0

- a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
0.780	27