UNIVERSITY OF CAPE COAST

CHALLENGES IN THE ADMINISTRATION OF SENIOR HIGH SCHOOLS

IN THE KPESHIE SUB METRO OF THE ACCRA METROPOLITAN

EDUCATION DIRECTORATE

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 in Administration

2009

DECLARATION

Candidate's Declaration

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

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

Name: Mary Adu-Gyamfi

Supervisor's Declaration

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

Supervisors Signature………………………………… Date:…………

Name: Dr. Y. A. Ankomah

ABSTRACT

The administration of Secondary Schools today, according to Alani (2000), can no longer be reduced to rule-of-thumb since schools are becoming increasingly complex. The purpose of the study was to identify the challenges faced by administrators in the administration of Senior High Schools in the Kpeshie Sub Metropolitan Education Directorate of the Accra Metropolitan area. In all, 5 day and boarding public Senior High Schools were used in the study.

The schools were purposively selected and census sampling was used to obtain respondents. The main instrument used in collecting the data for the study was the questionnaire. Open and closed questions were used to illicit information from respondents.

The study identified some challenges administrators faced in their schools. With respect to teachers, maintaining competent staff, teacher lateness and sometimes absenteeism, inadequate teaching and learning resources as well as non compliance to timetables and duty rosters were the most significant challenges the school. The study affirmed that most of the administrators did not go through training for their administrative positions and were also not mentored making them incapable of facing challenges at the initial stages.

In the light of the findings, it was recommended that administrators should be given pre-service training for their positions. Mentorship was highly recommended by the administrators to help prepare them to face any challenges that may come as they perform their duties.

ACKNOWLEDGEMENTS

Firstly, my gratitude goes to my supervisor Dr. Yaw Afari Ankomah who got me interested in working diligently on this dissertation and also spurred me on to work tirelessly to submit it soon after the completion of my course. Again much gratitude also goes to Mrs. Eunice Sam and her husband, Mr. Fred Sam for their assistance during the pursuance of my course. I am very grateful to all the administrators who responded to the questionnaires. I would also like to place on record, my profound gratitude to the Assistant Heads who helped me to administer the questionnaires in the 5 schools.

I also owe much to my daughters, Regina, Abena, Ama, Akua and Elsie for keeping the home while away in school and also typing portions of the dissertation. My sincere appreciation goes to Eric Adjei Henneh for typing the rest of the dissertation. I owe much to my colleague group members and Miss Margaret Osei for reading through the initial work. I am indeed grateful to them all for their critique and relevant contributions.

Mr. and Mrs. Alex Baah and Ms. Florence Boateng need special mention for their financial contributions and prayerful support. I wish to thank my late husband Mr. Kofi Adu-Gyamfi for understanding and supporting me immensely. Words cannot express the magnitude of my gratitude to him.

DEDICATION

To my deceased parents, uncle and husband for their contributions towards my

education. Also to my children, for their unflinching support.

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CHAPTER ONE

Background to the Study

All over the world, education is accepted as the process by which individuals acquire knowledge, skills and attitudes, which enable them to develop their faculties in full. It is also universally accepted that one of the benefits of good education is that it enables individuals to contribute to development and to improve the quality of life for themselves, their communities and the nation as a whole (MOE, 1996).

The crucial role education plays in developing human resources for personal fulfillment, social and economic advancement cannot be overemphasized. Stressing this point, Aboagye (2002), said that the ultimate goals of the Ghanaian educational system are the passing on of the cultural values and practices of a society to the younger generation to ensure cultural continuity. He also added that education prepares them to play useful roles in the society.

A major purpose of education, according to Dewey (1916), is also to socialize the child into society. Dewey identified this socialization, as a process that transmits cultural values by teaching children to conform to the norms, values and practices of the society. Socialization can take place through formal or informal education. The type and direction of the socialization process, however, depends on the philosophy, political structures and the culture of the society (Dewey 1916).

Although several social institutions, such as the home, the church and the mass media, engage in this socialization process at various levels, formal

systematic education is provided only by the school system. Before formal education was introduced into Ghana (then the Gold Coast), indigenous Ghanaian education was being practiced (Aboagye, 2002). Aboagye further stated that this non-formal and non-certificated education in terms of competencies took place at various stages of a child's life. Knowledge was presumed to be static and the pedagogic techniques used were basically memorization and the strict imitation of adult behaviour.

Questioning the logic, meaning or analysis of knowledge by children was discouraged as children were to be seen but not heard. Most knowledge was, therefore, sheltered in legends and mysticism and could only be exposed by the wise. This study will start with a brief look at the historical background of the educational system in Ghana and the focus would be on formal education.

Formal education was introduced into Ghana in the 16th century by the British merchants (Ghana Information Services, 1974) .The first schools were set up by European merchants. The education system, ideas and practices were therefore similar to British education.

The aim of education was to train clerks for administration and for commercial activities. Only a few people belonging to the top class of the society had access to it. Castle schools were established specifically for mulattoes and mulatresses of the white merchants and African women. Later, sons of wealthy African traders and chiefs were admitted (McWillam & Kwamina- Poh, 1975).

Christian missionaries later established schools which had similar curricula, structure and organization. When the missionaries came on the scene,

they established schools in the hinterland. Aboagye (2002) said that "the missionaries adopted the school approach to enhance the process of evangelism" (pg. 26). The formal system of education received a major push in 1925 with the Education Policy in British Tropical Africa Act which expanded schools throughout Ghana and led to the founding of the University of Ghana in 1948.

In 1951 the Accelerated Development Plan for Education called for six years of free basic education. Also, a major campaign to teach adults to read and write in their own language and in English was initiated. The Education Act of 1960 called for universal education, but economic problems prevented the accomplishment of this goal.

The development of a western style of traditional British education, dubbed "Westminster" education, therefore instilled in children foreign ideologies, culture and , while those that were traditional in Ghana were portrayed as primitive and evil. Learning was defined by the teaching and mastery of specific subjects and one's level of ability was determined by the capacity to memorize and reproduce facts from these subjects because colonial educationists argued that schools and colleges must help their pupils to solve only mental problems (Blege, 1986).

However, schools, according to the functionalists, are an integral, functioning part of the society, vital to its continuation and survival (Soltis, 1968). Academic knowledge, therefore, is useful only if it can be applied to solve societal problems, otherwise it could be damaging to the society.

According to Whitty (1981), traditional English education laid no clear emphasis on social and political education. Any open citizenship education was actually geared towards the working class who were perceived to have social problems. Practical and vocational education had always enjoyed low status within the English education system when compared with education grounded in liberal humanist conceptions of culture (Whitty, 1981).

No wonder in Ghana vocational and practical training were regarded as suitable only for people of low academic ability, and most parents strongly objected to their children going into apprenticeship or vocational schools instead of academic institutions because of the colonial mentality that linked status to academic qualifications.

Formal education is supposed to transform a society from pre-literate to modern nationhood as knowledge, skills and attitudes are acquired. However, the sort of transformation that took place in Ghana could not help the country alter and modernize the economy to meet the demands of the growing society. The reason, to explain this, was that the education system did not emphasize the teaching of life experiences in the curriculum. Ghana, an agricultural country that exported raw materials and   imported most of her manufactured goods, was still in the process of developing her socio-economic base after centuries of colonization. These statements can be supported by the fact that highly literate people can use their skills, knowledge and technical know-how to marshal the resources in the community to such people's advantage.

Ghana therefore needed skilled and semi-skilled intermediate level manpower in particular for the industrial sector, but the education system did not provide such people and hence did not enhance socio-economic development. Rather, it trained people only for white collar jobs, who were strong devotees of formal schooling that had a strong academic emphasis (Aboagye 2002). Education trained people who could not be employed while there were jobs for which no one was being trained. Formal education at the time therefore was found to be ineffective and inadequate to the needs and aspirations of the Ghanaian society.

In introducing the Educational Reform in Ghana after independence, in 1957, the government decided that the Ghanaian educational goals should be redefined. Again, a report on the Proposed New Structure and Content of Education for Ghana, of 1972, criticized the old education system as elitist, and one which did not develop the co-operative attitudes and concerns needed for the growth of the society. The report recommended a form of education that would target the development of the nation's potential, especially in the industrial, agricultural and commercial sectors (Ministry of Education, 1972).

It was argued that if this goal was achieved, education would help to develop and modernize the country's traditions and culture to meet the demands of the fast-changing Ghanaian society. Based on the above recommendations, a new education system was introduced nationwide in 1987.

The new system shifted from the British subject-centred curriculum, to an integrated curriculum which emphasized an inquiry approach to teaching and

learning. It also emphasized the attainment of affective and cognitive objectives, as well as the development of vocational and creative skills. These attributes were expected to help children appreciate the need for change, and the improvement and preservation of the society and the environment (Ministry of Education, 1972). It was assumed that the attainment of the affective objectives would have long term effects on both students and the society in relation to the development of students' general self-concept, interests and attitudes in adulthood.

Subjects such as social studies, culture, life skills, integrated science and vocational subjects were therefore introduced. It was anticipated that Social Studies, for example, would facilitate the development of more positive attitudes towards society and the environment among students (Daily Graphic, 17 th. Feb)

In 1987, pre-university education was reduced from 17 years to 12 years, with six years of primary school, three years of Junior Secondary School (JSS) and three years of Senior Secondary School (SSS). Increased emphasis was placed on vocational training in JSS to better equip students, not entering SSS, to enter the job market. In 1996, a programmme for nine years of free compulsory and universal basic education (FCUBE Programme) was established by the Ministry of Education. The Free Compulsory and Universal Basic Education (FCUBE) Programme begun by the Ministry of Education was to provide all children of Ghana with nine years of basic education.

Administration and control of education during this time were also in the hands of a few people. In other words, administration of formal education was highly centralized and biased. For instance, the Education Ordinance of 1882

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made provision for the appointment of one inspector of schools, Reverend Metcalfe Sunter, former Principal of Fourah Bay College in Freetown, Sierra Leone, to supervise schools for all the West African Settlements. These included the Gambia, Sierra Leone, the Gold Coast, and the settlement of Lagos (Aboagye 2002). The situation continued like this until local communities started advocating for their participation in educational decision-making and administration.

The growth of secondary schools was relatively slow. By 1950, there were 57 secondary schools in the country. Of this number, only two were government schools. According to Foster (1967), the government's focus was more on the growth of technical and agricultural schools than purely academic ones; hence the colonial governor was very careful about illogical increases in secondary education. This, he points out was the government's aim to control unemployment which was even defeated because of the Gold Coasters' desire to acquire academic qualifications.

The Accelerated Development Plan of 1951 saw secondary schools increasing from 13 to 38 in 1957. Between 1957 and 1966 secondary school enrolment increased from 9,860 to 42,111 (Butler 1984). By 1970-71, the figure had risen to 52,852. The major problems that secondary education faced in the 1960 decade were lack of adequate facilities for teaching of science subjects, neglect of technical and vocational training and shortage of trained teachers.

By 1987, secondary education in the country was referred to as Senior Secondary School (SSS) due to the Educational Reform Programme. Education at this level is designed to cater for students from the Junior Secondary Schools

(JSS) and is mostly between 15 and 18 years of age. The focus, at this level, was to reinforce the knowledge and skills acquired at the basic level, cater for development of different talents and skills and to inculcate in students the longing for self improvement. At the beginning of the 2007/2008 academic year, the New Educational Reform commenced changing the name of second cycle institutions from SSSs to Senior High Schools (SHSs). The duration was changed from 3 years to 4 years.

Most educational systems in developing countries are largely centralized. Centralization implies that there is more than one level of authority that exists. Educational administrative organizations are hierarchical and in a centralized administration all decisions would be at the top level (Aryee, 1996). This means that the lower levels would merely carry out directions from above without any delegated or discretionary authority.

The administrative system in a secondary school consists of a number of people who are assigned specific roles to ensure the smooth running of the school. Every school is administered by a board of governors, comprising a chairman, vice-chairman and up to 15 members.   The board also oversees the general running and development of the school and plays an important role in fundraising for new facilities.

The head of the school is a combination of an academic head and a chief executive. He or she is responsible for the care and discipline of the children and for the management of the whole school. The head is also responsible for facilitating their school's interactions with parents and others in the school

community. This responsibility includes working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns. The head also interacts with parents who serve on school advisory boards and parent/ teacher associations. He or she is virtually responsible for all that happens in the school (Oyedeji ; Fasasi, 2006). The Head is usually assisted by 2 assistant heads, one for academic matters and the other for administration. Each school's head deals with enrolments, admissions, financial administration among others and a bursar who deals with all financial matters - collection of school fees, preparation of end of term bills, records of disbursement of money that is appropriated to the school. Schools also have academic board made up of the head, the assistant heads and the heads of departments.

Each house, either in the boarding or day schools, is run by a housemaster and/or housemistress that may or may not live on the premises. House and form masters/mistresses are teachers who build a close rapport with the children in their care and are able to help with any problem a child may have, be it academic, social or personal. Every boarding school has a resident qualified nurse who can give preliminary medical advice and treatment, but who refers children to a doctor in a nearby hospital or clinic.

Education in Ghana has seen changes due to education reforms and policies that had been introduced in the past years. All these changes were meant to increase the quality of education. However, the frequent policy changes in education had to a large extent denied the GES sufficient implementation, monitoring and evaluation of all the aspects of the educational systems (Yeboah,

1990). Schools in Australia were challenged, in the name of restructuring, to change in governance structures, open themselves up to community influence, become more accountable, clarify standards for content and performance and introduce related changes in their approaches to teaching and learning (Leithwood, Jantzi, Steinbech, 1991). Challenges brought to schools by restructuring have been cited as reasons for advocating for transformational leadership in schools. It is argued that transformational leadership is well suited to the challenges of current school restructuring.

The administrative function, as a distinct feature of education, arose out of the need to give direction to development and operation of schools. School administration, a part of educational administration, has its aim and objective as defining functions of school activities, eliminate wastage and to simplify complex situations (Baafi, et al 2002). School effectiveness has been tied down with quality administration of the school as was asserted by McCleary and Hencley (1965) that "School authorities generally agree that the quality of administrative service within a school is the most significant determinant of the level of effectiveness of the total educational programme" (pg.3).

Educational scientists such as Millet (1996) and Leithwood (1994) believe that administrators play an important role in the organization and operation of schools. Most of these experts consider administrators as the main source and the driving force for the organizational development and academic growth of students (Murphy, 2002). All the relevant responsibilities in implementing policies of education lie with administrators. Smooth running or functioning of a school is

one of the signs that the school has good administrators. On the other hand, poor functioning of an institution is a sign of poor administration.

The success of administrators is dependent on the methods used in the administration process. The administrators' leadership style influences the effectiveness and efficiency of the organization. The heads' style in leadership is based on his or her assumptions about human beings, human learning, and human nature. These assumptions, conscious or unconscious, are the foundation for decision making and choosing a leadership style.

Although there is an appreciable improvement in the organization and administration of schools in recent times, there is the great need both to clarify and to magnify the office of the administrators. The role of administrators, especially the school head, has become more complex, very demanding, diversified and difficult (Sackney 1988). Having a mentor and a good preparation programme are steps that would make for a successful move into headship.

Statement of Problem

The decentralization of education has resulted in several administrative changes in the country's educational system. For example, devolved administration in Ghana has given a greater scope for action coupled with stronger accountability pressures of school heads' leadership and management roles (Aryee, 1996).

The governance of schools is basically in the hands of the Headmasters or Headmistresses. This trend calls for educational administrators who are aware of the complex nature of educational management.

Rapid educational reforms that characterized the country's education in recent times including the New Educational Reform which instituted the four year system for SHS and decentralization, are bound to bring some challenges in the administration of Senior High Schools.

In Ghana, headship of secondary schools is by appointment and the consideration is of experience and seniority as prerequisite instead of professional qualification is the basis for selection. In other words, managers tend to be promoted to the level of their incompetencies (Obilade, 1986).

In the face of the decentralization, educational reforms and lack of comprehensive training programmes in educational planning, administration, management and leadership of administrators, what challenges or difficulties are being encountered by school administrators? What are the implications for the administration of their schools? Answers to such questions call for an indepth investigation.

Purpose of the Study

The main purpose of this study was to identify challenges heads of SHS encounter under the current reformed and decentralized education system in the Accra Metropolitan Directorate of Education. Specifically, the study sought to

i. highlight the roles of Headmaster/Headmistress in SHS in the Kpeshie Sub Metropolitan area of Accra Metropolitan Education Directorate.

ii. identify the challenges the SHS heads encounter in executing their roles.

iii.   identify the management training needs of school administrators that will equip them to squarely face these challenges.

Research Questions

This study is guided by the following research questions about challenges faced by senior high school administrators in Accra Metropolitan Education Directorate.

1. How professionally qualified are school administrators in the Kpeshie Sub Metropolitan Education Directorate?

2. What administrative roles are performed by school heads in Kpeshie Sub Metropolitan Education Directorate?

3. What are the leadership styles of the school administrators in the Kpeshie Sub Metropolitan Education Directorate?

4. What challenges are faced by institutional administrators in the directorate?

5. What measures can be taken to address the problems identified?

Significance of the Study

The findings of this study could be a source of information for SHS administrators in Accra Metropolitan Education Directorate because of the collective challenges the administrators face. This would further help the administrators to strategize as a team to overcome these challenges and thereby help to enhance their performance. The findings, would also give the administrators insight into the sort of training needs they need as the necessary skills for the performance of their roles.

Again, the findings should help the Metropolitan and other District Assemblies as what they could do to contribute to the local school administration. The study would help parents, teachers among others who wish to develop their general understanding of the school head's role; serve as source of information for those who have the desire to be school administrators. The final purpose of this study is to locate possible research problems in the field of educational administration through this research.

Delimitation

The study deals with challenges faced in the administration of senior high schools in the Kpeshie Sub Metropolitan Directorate of the Accra Metropolitan Education Directorate. Therefore the findings, its corresponding conclusions and recommendations would be limited to this area. However, it could be applied to contemporary situations with similar educational and social backgrounds.

Limitations

The expanse of the study of this nature based on its purpose of examining the school heads should have warranted a wide coverage area so that more schools would be involved. This would have enabled the study to have a more general application and to stimulate further study in other parts of the country. However, constraints in the area of time and money could not allow the researcher to venture into an extensive area. The researcher was also limited by the number of administrators in the few public schools in the study area and also the busy schedule of the heads of the institutions.

Organization of the Study

This study attempts to describe the administrative responsibilities of SHS administrators. It also highlights the challenges that are inherent in their duties and the suggestions as possible future solutions in the SHSs in the Accra Metropolitan Directorate.

Chapter one presents the background to the study. It brings out the historical account of formal education from the centralized colonial era to the present time. The statement of problem, objectives of the study, research questions, significance of the study, delimitations and the organization of the study form part of the first chapter. Chapter two comprises of the review of relevant literature. It highlights the administrative functions of the SHS administrators, the leadership theories and styles of administrators.

The focus of chapter three is the details of the method and the research design used in conducting the survey as well as the data collection instruments used. The fourth chapter is about the data analysis and discussions. Finally, chapter five is devoted to the summary of major findings, conclusions and recommendations for removing most of the bottlenecks in the administration of senior high schools in Accra Metropolitan Education Directorate.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

School administrators are leaders of their institutions and so in order to gain an adequate reflection of the challenges that confront administrators while balancing multiple roles, an attempt is made here to show how leadership is defined, the theories of leadership, leadership styles and how they impact on the administrators' work, the Headmaster/Headmistress' role, the role of the Assistant Head as well as their training needs from selected literature.

Definition of Leadership

The subject of leadership is prominent in all fields. From the fields of business, education, health care, and public policy, family, to name a few, come a study stream of literature on the topic, though not all the literature on leadership is always helpful (Kets de Vries, 2004). "Papers, books, and articles claiming to delineate leadership proliferate, yet their conclusions can be confusing and even conflicting" (p. 212).

Leadership is a process of group influence where a group is simply two or more people (Priest & Gass, 1997). Kouzes and Posner (1997) stated that leadership is the exercise of authority and the making of decision. The more recent definitions of the term share many similarities and when grouped together these definitions, allow for a rough classification that conceives of leadership in the following ways:

as the focus of group processes, as a matter of personality,

as a matter of inducing compliance, as the exercise of influence,

as particular behaviours, as a form of persuasion, as a power

relation, as an instrument to achieve goals, as an effect of

interaction ,as a differentiated role, as initiation of structure,

as many combinations of these definitions. (p.11)

Gardner (1990) also defined leadership as "the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers" (1990, p. 1). Again, Burns (1978) provided a definition of leadership that communicates the leader-follower reciprocity inbuilt in leadership, the context within which it is demonstrated, and the nature of the goals essential to the demonstration of leadership. Evans (1990) defined leadership as "the capacity to lead, to conduct, to escort, to guide, to route, to steer, or to manage others" (p. 19).

In her definition of leadership, Wheatley (2001) concluded that leadership does not result solely from individual traits, but also involves attributes of the deal between those who lead, those who follow, and situational variables. From all the definitions that have been stated above, one can say leaders are people who emerge in a group with special abilities or skills to sway the members to achieve their group goals. Leadership therefore is not something that is in born.

It can be learned and developed. Leaders are made. In fact, there is a belief that there is leadership potential in all people (Miller, 1997). It is important

for leaders in all situations to be prepared to make decisions that will change the status quo and then be prepared to lead the people in the new direction until they are familiar with the course enough to follow it voluntarily.

Research conducted by people such as Burns (1978) and Stogdill (1974) on leadership during the first half of the twentieth century focused on differentiating between the characteristics of leaders and followers. Much of this research was based on the ground that leaders were individuals who were endowed with certain personality traits, which constituted their ability to lead. White (2000) stresses that true leadership must lead, not dominate. It must inspire and encourage, not force and bully. True leadership must arouse in others an emergent leadership. However subsequent researches have brought to the fore other schools of thought on leadership. It is for this reason that this review would touch on leadership theories.

Leadership Theories

Interest in what makes effective leaders is as long as history itself. Theories concerning leadership behaviour help with understanding how leaders are influenced and how their behaviour can be changed. Yukl (1998) classifies major lines of research into one of the following four approaches: (1) trait approach, (2) behaviour approach, (3) power influence approach, and (4) situational approach.

Trait Approach

Yukl (1998) stated that, the trait approach emphasizes the personal attributes of leaders. "Leadership, then, is part of one's personality. What is

important is that the theory is reflected in personality differences between leaders and followers" (Adams & Yoder, 1995, p. 3). They indicated that this leadership is the result of some capabilities that are in people.

Underlying this approach was the assumption that some people are natural leaders who are gifted with certain traits not possessed by other people. People tend to characterize leaders as having these traits: Intelligence, outgoing personality, verbal skills, aggressiveness, consistency, determination, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability (Stogdill, 1974). These qualities however, do not ensure that an individual will, become a leader. The traits must be relevant to the situations in which the leader is functioning.

Behaviour Approach

Yukl (1998) compared the behaviour of effective and ineffective leaders. This theory concentrates on what leaders actually do rather than the qualities they possess. Most behavioral theories such as Theory X and Theory Y (McGregor, 1960), attempt to answer the question, "What different styles leadership use, and how effective the styles are?" The proponents of this theory see leadership as observable actions of the leader instead of personality traits.

Behavioural theories identify leadership as a set of skills. According to this behaviour approach, leadership is "the behaviour of an individual when he or she is directing the activities of a group toward a shared goal "(Adams & Yoder, 1995, p. 4). The focus is on the behaviour and not the traits of the person leading.

According to literature, such behaviour may influence the group positively or negatively.

Power-Influence

The power-influence approach attempts to explain leadership effectiveness in terms of the amount of power possessed by a leader, the types of power, and how power is exercised (Yukl, 1998). This approach incorporates issues of change within organizations, accumulation and loss of power, and coalition building.

Situational Approach

Situational leadership theories suggest that leadership is specific to the situation in which it is being exercised. These theories suggest that there may be different styles of leadership required at different levels in the same organization (http://www.ruf.rice.edu). These approaches are similar to contingency theories that propose the combination of leaders' style and situational favourability to predict a leaders' effectiveness (Adams & Yoder, 1995).

Situational leadership views leadership as a role with expectations about how people in a given position would interact (Marzono, Waters, & McNulty, 2005). That is, situational theory focuses on the characteristics of the task and situation or social context in which leadership is enacted (Adams & Yoder, 1995). The task of leadership is to be able to accurately identify the situation and match leadership activities. Other leadership theories have been propounded and are reviewed as follows:

Management (Supervision) Theories of Leadership

This theory usually deals with the specific question "How do leaders get people to do what they want them to do?" Examples of this type of theory are transactional leadership, transformational leadership, and democratic leadership, just to mention a few. Democratic leadership seeks progressively to transfer leadership from a basis of group dependence on the leadership of a person or small group to the common intelligence of the whole group.

Transformational leadership, a current approach, describes leadership that transforms organizations and individuals. Transformational leadership raises the level of motivation in both the leader and the followers. The Transformational Leader works with people. Working with people means establishing systems that people can understand and follow. Therefore, Transformational leadership is about increasing the commitments and capacities of school staff. It signals a basic and fundamental change in the organization.

Charisma according to literature is an integral part of transformational leadership (Burns, 1978).Charismatic leaders have a remarkable ability to bring complex ideas into simple messages. Such leaders inspire other people to follow them (Geoghegan, 2005). Transactional leaders seek compliance from the followers. Team members can do little to improve their job satisfaction under the transactional leadership style. Transactional leaders ensure that routine work is done reliably.

Relationship Theory

This theory answers the question of leadership by defining leadership as a relationship among people with mutual wants and needs who are striving for mutual goals. The way the school head works with people and sets the stage for human relationships will make the difference in what type of school he directs (Harris, 2006).

Leadership Styles

"The job of administrative leaders is primarily about enhancing the skills and knowledge of the people in the organization, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective result."(Elmore, 2004, 12). To achieve this purpose would demand the leader's style of leadership. Leadership styles take into consideration what a leader does, says, and how he acts. This has produced different types of leaders.

Leadership in a school setting is the result of the way headmasters/headmistresses use themselves to create a school climate that is characterized by staff productivity, student productivity, and creative thought (Foster, 1989). Consequently, the headmaster/headmistress's qualities and behaviour determine, to a large degree, how the subordinates feel about their organization.

A particular leadership style may either foster or hinder teacher commitment and create the right school climate. School climate has been defined

as the "feel" of a school (Halpin & Croft, 1966), as its collective personality. Climate is the human environment within which the teachers of a school do their work and it surrounds and affects everything that happens in an organization (Brookover and Lezotte, 1979). According to Priest and Gass (1997) there are three outdoor leadership styles: autocratic, democratic, and laissez-faire.

Laissez-faire

This kind of leadership is avoidance or absence of leadership and is, by definition, most inactive, as well as, most ineffective according to almost all research on the style (Bass, 1998, p. 7). This leader displays an absence of behaviours where decisions are not made, actions are delayed and authority is not utilized.

Laissez-faire leaders allow staff members to determine the direction they wish to move individually or as a group. The ability to work independently can be very motivational for some people. The leader who uses this style does not attempt to coordinate or control the actions of group members. Group objectives may be ignored and individual objectives are likely to dominate activities (Costely & Todd, 1978).

Autocratic style

Autocratic leadership style is characterized by an authoritarian approach in which the leader makes all-important decisions and dictates needed responses. The leader makes most of the decisions without consulting group members. This style of leadership can provide consistency in goals and procedures because all decisions are made by the leader especially if this leadership style is practiced in

schools. However, it may result in low motivation, because many people resent being controlled.

It tends to reduce creativity and since most communication is one-way, there may be frequent misunderstandings between the leader and group members (Costley and Todd, 1978). The follower becomes dependent on the leader and his personal development is jeopardized.

Democratic style

This leadership style is characterized by shared decision making, with all participants involved in problem-solving activities. Participation in decision-making can result in high motivation of group members. The leader's style is about consultation with group members and involves them in the decision-making process. This does not only increase job satisfaction but also develops people's skills.

The leader delegates authority and responsibility to group members and the leader considers the attitudes, feelings, and values of group members in making decisions. If there is extensive delegation and no clear-cut responsibilities, the result may be that no one takes action. Achievement of group goals depends on the leader coordinating the group involvement and obtaining cooperation (Costley and Todd, 1978). Democratic leadership can produce high quality and quantity work for long periods of time. Many employees like the trust they receive and respond with co-operation, team spirit and high morale.

Participative leadership

This type of style involves the leader including one or more employees in on the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is of mutual benefit to the leader and the followers. It allows the employees to become part of the team and allows the leader to make better decisions. (http://answers.yahoo.com/question/index)

Charismatic Leadership

Weber (cited by Adair -Toteft, 1947) defines charismatic authority as: "resting on devotion to the exceptional sanctity, heroism or exemplary character of an individual person and of the normative patterns or order revealed or ordained by him". (en.wikipedia.org/wiki/Charismatic-domination). Charismatic individuals can exercise almost any leadership style and gather sufficient staff support to move the organization in the chosen direction. They revive failing companies, develop new products and revolutionize processes. These people see opportunity everywhere.

Charismatic leadership style appears similar to transformational leadership style. The leader injects enthusiasm in his team and is very energetic in driving others forward. However, the literature suggests that the innovations that charismatic leaders introduce rarely continued after that person leaves the school or changes jobs. (http://www.aasa.org). The charismatic leaders tend to believe more in themselves than their teams and so success is tied to the presence of the leader.

The challenge for the leader is to adapt his or her leadership style to the characteristics of the subordinates and the work setting (Evans, 1990). This is because a number of studies have explored the relationship between the leadership style of school heads and teachers' commitment to the school.

Findings of Bennis (1985), indicate that in order to build strong teacher commitment, school heads must provide strong, directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication, and managing instruction. Several studies pointed out that a leadership style leaning more toward consideration will tend to build better teacher commitment (Burns, 1978) and a more open school climate (Bass, 1985).

Role of Administrators in the Senior High School

No matter what the strategy for improving schools, all schools, good, bad, or improving, rely on the leadership exercised by a single individual, the school principal or the head (Blumberg and Greenfield, 1986). It is widely acknowledged that the role of the school head is crucial to a school's effectiveness. Below are some impressive statements about Principals.

The Educational Research Service said in its recent study on

principals, "Research, policy makers, and educational practitioners

agree: good school Principals are keystone of good schools. Without

the Principal's leadership, efforts to raise students' achievement

cannot succeed." (Institute Educational Leadership 2000).

I've never been in a high-quality school and not seen a very good

Principal," Geral Tirozzi, Executive Director of the National

Association of Secondary School Principals (NASSP) (Scott, Leech, Gubbs and Green, 2002)

Recent reports from some researchers such as Freidman (1996) have also indicated that the role is becoming more demanding as a result of successive influence of school reform (Drucker, 1979).

The Role of a Headmaster/Headmistress

This section provides an overview of the role of the secondary school headmaster/headmistress as prescribed in the Ghana Education Service legislation, as described in recent literature on in-school administration, and as enacted by experienced headmasters/headmistresses.

The leadership role of senior high school heads has a wide scope. They are responsible for activities that extend beyond the management of teaching and learning in the school to a role that encompasses a broad sphere of administrative duties and a leadership role at the centre of the school community.

Headmasters/ headmistresses are, in effect, educational leaders. They are appointed by the Ghana Education Service and are responsible for managing the day- to- day operation of their schools, including managing curriculum, personnel, school assets and finances. They are also responsible for providing a safe physical and emotional environment for their students and a safe workplace for their staff.

Research literature points to the importance of the school administrator as the key to an excellent school (DuFour & Eaker, 1988). It describes the head as the guiding light for effective schools and the leader of school improvement.

Much of the literature on school leadership in recent years has made a clear and emphatic reference to the fact that the role of the headmaster/headmistress has been undergoing significant changes.

While policy changes and educational reforms have had their impact upon structures and processes within school systems, significant sociological changes have brought with them a multiplicity of student needs and interests which have placed new demands upon schools (Portin and Shen, 1998). Headmasters/headmistresses themselves are in the forefront of those who report that the roles of school-level leaders are undergoing significant changes (Murphy, 1992).

In addition, there have been significant changes in approaches to leadership and these have brought about differences in effectiveness in the work of a school head than did the theories of thirty years ago. According to Kaiser (1995), there seems to be a general consensus of opinion that many of what were considered fundamental practices of the headship in the 1980s will be of markedly different priority in the 2000s.

Owusu (1993) stressed that the school head, as an administrator, a leader and manager, performs a number of functions which are used to assess the success of the school. He maintained that the head's performance goes a long way to set the tone and quality of a school. In the following pages, aspects of the roles of the headmaster/headmistress, as they are described and reviewed from literature would be discussed.

The headmaster/headmistress or the administrator is responsible for the school's numerous operations, in addition to overseeing the daily functioning of the school. These generally include:

i)   Developing and ensuring adherence to the school's philosophy and policies.

ii)   Guiding the development of the instructional program.

iii)   Managing the financial affairs.

iv)   Supervising the school buildings and grounds.

v)   Demonstrating staff leadership.

vi)   Developing in-service programs.

vii)   Assigning duties to staff.

viii)   Holding academic and staff meetings.

ix)   Relating to school board and parents.

x)   Acting as liaison with school personnel.

xi)   Furthering public and community relations (Manual for New Administrators).

The head of an institution performs his/her official duties in the school but aside that, Musaazi (1982) asserted that the headmaster must create a good image of the school by establishing good relationships with the community. It is imperative for the headmaster to involve himself in Parent- Teacher Association (P.T.A.) activities, inform parents and the public about what is happening in the school and let the public know what is expected of them to contribute to the progress of the school.

Supporting the above assertion on school-community relationship, Abosi and Brookman- Amissah (1992) are of the view that the headmaster needs to know the social, political, occupational and educational setting of the community in which the school is located. This enables the head to formulate policies and develop a curriculum, in line with national tendency that are in consonance with the community needs. They also maintained that the headmaster should keep the society informed of school activities, new school policies, and participate in the community's development undertakings.

With the capacity to do this, he or she can win support and co-operation from community members. School financial administration in educational institution is a crucial management function for the headmaster/headmistress (Owusu, 1993). Peterson (1977) observed that the need for professional knowledge in financial administration by school heads is paramount in a decentralized system.

From Hallinger and Heck (1997), the secondary school heads who are referred to as Principals, set the academic tone, evaluate and help improve the skills of the teachers and staff under them. Secondary school administrators, especially the head, visits the classrooms, observe teaching methods, review instructional objectives and examine learning materials.

The writers further enumerated other important roles of the secondary school head as meeting and interacting with other administrators, students, parents and community representatives from organizations. The administrators are the ones who take administrative decisions, prepare school budgets and report on

various subjects and they also oversee the requisition and allocation of resources. For example, they are at the forefront in ensuring that students meet the national, regional and district academic standards.

Again, headmasters/headmistresses must have talents in dealing with the staff of the school. It also includes the ability to develop teamwork and nurturing of teachers and other staff to bring out their best. An important aspect of nurturing is beginning teacher induction programmes (Rebore, 2001). The beginning teacher can be very fragile and should be treated with care by the Headmaster/Headmistress. The first three years of a teacher's career usually have a profound effect on the remainder of their tenure in education.

Another related role is that of the staff development. Staff development is not just for beginning teachers (Blanhard, Heary, and Johnson, 1996). The headmaster/headmistress is expected to take the lead in determining which staff development is most beneficial and how it should best be implemented. The headmaster/headmistress is supposed to provide "effective leadership", courage and vision for the school. Whenever there is an issue at a school or involving the school, it is the headmaster/ headmistress's role to deal with it.

Co- curricular, discipline issues and boundary relocation in a growing system, all put a strain on a head's time. The school head's job is rife with paradoxes, and competing forces often pull them   in many different directions. Unfortunately, these factors often overshadow how rewarding the job can be (Drucker, 1979).

In their report on studying some school heads, Bloomberg and Greenfield (1980) concluded, that there is an overwhelming consensus that the headmaster/headmistress's job in recent years is more professionally challenging and personally taxing than it has ever been. The role of the headmaster/headmistress must therefore change to meet the challenges of the twenty first century (Murphy, 2002).

Administrators must develop a new conception of their roles as instructional leaders (Blasé and Blase, 2000). The school heads must become instructional leaders, develop philosophy and vision, lead staff development, foster morale in the school, oversee co-curricular activities, create a safe environment in the school, mentor new teachers, and a countless of other duties. If these duties are performed in a way that elicits staff and parent satisfaction then the headmaster/headmistress will be viewed as successful (Davis and Meyer, 1998).

Kadel & Foliman (1993) have described the critical role of the school head in maintaining school discipline, applying sanctions and promoting a positive school climate. With regard to discipline, they suggest:

i)   Maintaining a visible profile.

ii)   Visiting classrooms often.

iii)   Expressing positive feelings to students.

iv)   Developing a good relationship with key student leaders (formal and informal leaders).

v) Developing a crisis management plan linking suspensions with rehabilitation.

Evidence from the available literature confirms that the roles and the responsibilities of administrators do change under a school-based management context (Beck & Murphy, 1998). Leadership demands are now qualitatively different from what they have been some years back (Cranston, 2002).

Research on characteristics of effective schools reveals that the administrator occupies a central position. The administrator is the key to high academic performance. The reality of today is that many evaluate the headmaster/headmistress of a school by the achievement test scores of the students in that school. While the vision of a headmaster/headmistress and thus the school most assuredly will include achievement scores, there are specific duties and responsibilities aimed solely at improving test scores.

Headmasters/headmistresses must evaluate the school's most recent scores; secondly the head and teachers must have a commitment to raising test scores, thirdly teachers and the head should examine all the factors that influence students test performance and use every available resource to enhance that performance; lastly it is the headmaster/headmistress's responsibility to ensure quality control in the process (Mendez- Morse,1992).Two effective leadership themes that headmasters/headmistresses can practice to enhance classroom instruction are talking with teachers to promote reflection and promoting professional growth (Blasé & Blasé, 1998).

In sum, the role of the headmaster/headmistress has been described as instructional leader; business leader; office clerk or manager; and consultant, counsellor, and adviser. Block (1987) found that secondary headmasters/headmistresses reported they were engaged in new roles that had simply been "layered" over the old job. That is, instead of replacing former responsibilities or being integrated into the job, the new duties were simply added to what was already there.

However, the head does not perform these roles alone. White (2000) submitted that, no one man should feel that he must do the whole work. However experienced or qualified he may be, it would be in his interest to unite other talents with his. The school head therefore has other administrators to help him to ensure that effective school administration is achieved. That is why the roles of the Assistant Head and the Heads of Departments would be briefly discussed.

The Roles of the Assistant Head

Webb and Vulliamy (1995) observed that the assistant head holds key leadership and administrative positions in the school. The position they also observe is often a thankless position that places heavy demands on those who take it, while rewarding them with only little money. Richard (2000) has observed and concluded from a United States school perspective that the assistant head holds, perhaps, the toughest job in American education. This observation raises questions as to what it is that is unique about such positions in schools. What challenges do deputy principals/heads face, and what specifically are those holding such positions charged with undertaking in terms of their role?

The roles of the assistant head are:

i) Instructional leadership

ii) Management of conflicts

iii) Management (scheduling, discipline, school plant management)

iv) Liaison between headmaster/headmistress and teachers (spokesperson, buffer, etc.)

v) Carrying out vision of superiors

vi) Vision-development, creation of shared goals

vii) Evaluation

viii) Student guidance

Role possibilities (Blanchard, 2000):

i) As leaders

ii) As disciplinarians

iii) As change agents

iv) As prescriptive agents

v) As motivators

vi) As ethical models

vii) As community relations agents

viii) As care agents

ix) As innovators

x) Achievement and a model for academic excellence.

Research findings from many influential researchers such as Burns (1978) and Stodgill (1974) have brought to the fore that deputy principals/heads

were far less experienced, averaging slightly more than 2 years experience. "Many assistant heads comment that it feels good to get into classrooms and observe instruction but, according to some research, they often sit there and think of all discipline problems that will be waiting for them when they return to their offices." (Koru, 1993).

Panyako and Rorie (1987) endeavoured to explain this partial representation some years ago, by asserting that historically, the assistant head's role has been the most overlooked in terms of significance and prestige and that their recognition and authority are invisible.

Further, Golanda (1991, p.266) suggested that the position of the assistant head 'emerged without a proper philosophical basis, and its development as a profession has continued to be more a matter of expedience than an end product of careful planning (see also Harvey, 1994). Michel (1996, p.8) posits an alternative view suggesting that most educators think assistant principals/heads should be subordinate to principals because of less experience and less training. Harvey (1994) looks at the roles of the assistant head and paints a depressing picture and centers it

> on a mosaic of administrative routines which contribute to
>
> the maintenance of organizational stability in the school.
>
> The work of the deputy principals is largely defined by the
>
> needs of other school participants. This includes supporting
>
> the headmaster and the teachers, as well as providing for
>
> the welfare and maintaining the standard of behaviour of

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students. Assistant heads have not been given responsibility for the curriculum and for leadership in the teaching-learning process. Traditionally, they have had little autonomy in the responsibilities they perform and have not been the initiators of school level change. They lack opportunities for self-expression and their contribution to maintaining the administrative routines of the school has become taken for granted (p.7).

Some research from the United States, reported that assistant heads desired a greater sense of shared responsibility with the principal in regard to all administrative functions (Gorton and Kattman, 1985, p.39). The 1991 National Association of Secondary School Principals (NASSP) statement on the role of the assistant principal/head described roles that were assigned through job descriptions, contracts, organizational structure, and directions from superiors as helping the headmaster/headmistress in the overall administration of the school.

Despite these limitations, some general themes in summary derived from the literature review include:

i)   The role of the deputy principal/head has become more complex and varied over time;

ii)   Principals play an important role in determining the particular activities a deputy principal/head might undertake;

iii)   There are questions as to how best to prepare deputy principals/heads for the headship.

Training Needs of Headmasters

The need for training of educational administrators (heads of schools) for the successful management of the educational decentralization is an issue to contend with. The decentralization has led to a rise in school enrolment, calling for expanded educational facilities (Mankoe, 2002). This situation has resulted in several structural and, hence, administrative changes.

Amuzu – Kpeglo (1990) explained that these trends have made both educational system and the state of the art in educational management rather complex and thus calls for a better prepared educational leadership in the country. So there is the necessity to train educational administrators who are well conditioned to exhibit the desirable and effective administrative behaviour in the education industry which has become so complex. This would position them to manage their schools in the face of reforms in education.

The education system in Ghana, he further expressed, does not provide well articulated formal training programmes for the various categories of educational administrators. Most current administrators, who are headmasters, attain the position by combining academic qualification with rising through the ranks. Amuzu-Kpeglo further explained that some of them have just been exposed to short duration vacation in – service courses that are inadequate for their efficiency and effectiveness in local management.

As pointed out by Adesina (1990), education is an investment of the successful implementation of policies and administration of schools which require capacity building. That being the case, education can then be said to be in the

global market where there is keen competition among countries vying to out do one another. Consequently, Bryk, Valries, and Peter (1993) argued that to participate successfully in the competition, participants must fulfill three basic conditions. Two of these are, knowing the rules of the game and making adequate preparation. This concept holds true for decentralization of education in Ghana. Headmasters therefore need adequate preparation to understand the guiding principles of educational decentralization.

Peterson (1977) also noted that professionalism in decentralization, particularly in financial business management, should be acquired before appointment to administrative responsibilities. Some headmasters/headmistresses have fallen into serious financial problems, most often their bursars taken advantage of them due to their ignorance.

Similar views have been expressed by Millet (1954), who was concerned about financial accounting in local management. Millet postulates that fiscal control is an essential element in controlling and supervising school programmes. Consequently, he posits that all management officials responsible for the conduct of administrative operations, in some degree, require some information. This information is basically acquired from training. He therefore argued that not only do management require accounting specialists in the group but also management personnel in general need to understand the basic elements of governmental accounting.

Given that the education, training, professional experience, vision and leadership styles of school heads all focus on students, it is not surprising that

their highest priority is the safety and welfare of those students. Most heads provide remedial personal support to students and their families although many are not trained to deal with the specific issues and students may not therefore receive the most appropriate skilled support.

Senior High School heads, however, have a great deal of immediate contact with the real world of adolescents and their families. Day to day they come face to face with a demanding real world mix of well-adjusted students from stable and productive home environments as well as with abused and abusing teenagers, drug dealers, seriously mentally ill young people, teenage drunks, and snifters on a rampage. While they have daily contact with the political, cultural, artistic and sporting leaders of the future, they also deal day to day with the intricacies of the drains, toilet blocks, safety issues outside their control and surrounding dangers to students in the bush, on busy roads and from criminals.

The fore-going discussions point to the fact that training in all aspects of school management is critical if local schools are to survive under the current decentralized educational system. Findings from a survey conducted by Parry (1996) among some principals confirmed that the ability to plan, prioritize and organize their time and tasks was considered as an essential competency they need to develop in order to achieve their vision for the school. Also, the ability to make a balanced decision was considered an important competency by 150 principals (97 %) to be developed (Spencer and Spencer, 1994). Developing competences is an important part of enabling school administrators to act. If skills are unavailable, they cannot administer their schools effectively. Training is

therefore an important part for effective leadership. Competency leads to pride and pride leads to superior performance.

According to the central thinking of Adair (1993), leadership is a skill that can be learned like any other, echoing Drucker's view that the potentials in leaders can be developed in order to bring the best in them.

CHAPTER THREE

METHODOLOGY

This chapter is devoted to the discussion of the population of the study, the sample size, the sampling procedure as well as the research design. It also describes the research instruments used in the data collection, the method used in administering the instrument, and the means of data analysis.

This study sought both descriptive and behavioral information from the respondents. Descriptive information needed for this study included years of experience as a headmaster/headmistress, years of experience as a teacher, prior to becoming a headmaster/headmistress, the size of the school, the grade configuration of the school, and the socio-economics of the school population.

This information contributed to an understanding of the challenges faced by larger populations of headmasters/headmistresses and other administrators represented by the sample and allowed for comparisons of groups of respondents. Behavioral information was based upon anticipated emotional reactions following a particular behavior (Richard, Vander Pligt and De Varies, 1996a). Examples were how the school heads treat their subordinate and how they behave in the face of challenges.

Research Design

"The research design is the logic that links the data to be collected (and the conclusions to be drawn) to the initial questions of the study" (Yin, 1989, p 15).

This research used the descriptive method to investigate the challenges of a Senior High School Administrator. Additionally, the study sought to discover what characteristics or skills are needed for headmasters/headmistresses to be successful in a school environment.

The purpose of the study dictated the method of investigation. The method used which was appropriate was a descriptive survey. Descriptive survey "is a research design that attempts to describe existing situations without actually analyzing relationships among variables" (Fraenkel & Wallen, 1990). The design is not used to support inferential statements about the population of the data. The duties and responsibilities were examined within the context of the "wholeness" of the school system. Although, bounded by its context, the study proposed to contribute to the understanding of the duties and responsibilities of headmasters/headmistresses and other administrators of a school.

When a study is conducted to provide insight into an issue, it is considered instrumental in nature. Hence the descriptive survey was used on the assumption that it would lead to the drawing of meaningful conclusions from the study. In this study all the administrators as listed under Population of the study, answered the same set of questions. As was stated by Fraenkel and Wallen, the answers supplied describe "a given state of affairs as fully and carefully as possible".

Population

The population for this study comprised all administrators in the Senior High Schools in the Kpeshie Sub Metropolitan of the Accra Metropolitan

Education Directorate. They included the heads of institutions, their assistants, and heads of departments, house masters/mistresses and form masters /mistresses.

However, the target population was the administrators in the public Senior High Schools in the Kpeshie Sub Metropolitan Education Directorate. In all, five public Senior High Schools, made up of three Day and two Boarding schools and four private Senior High Schools are in this Sub Metropolitan Education Directorate. Consideration was given to this Sub Metropolitan because the researcher wanted to find out if the administrators in both categories faced the same challenges or if there were differences.

Sample and Sampling Procedure

The five public schools were purposively selected in order to get the required population for the study. The sample was made up of the following;

i.   All heads of SHS and their assistants in the Kpeshie Sub Metropolitan Education Directorate

ii.   All heads of department in the selected SHS in the study area.

iii. All house masters/mistresses in the selected schools.

iv.   All form masters/mistresses who also formed part of SHS administrators from the selected schools.

In all, 200 respondents were involved in the study. These administrators were selected from the Kpeshie Sub Metropolitan Education Directorate and were sampled from the schools selected. The selected schools were Labone Senior High School. Nungua Senior High School, St. Thomas Aquinas School, Presby Senior High Schools at La and Teshie. In selecting the sample, the researcher

used purposeful sampling. The respondents were all professionally trained teachers and heads of schools involved in school administration. Though, the head is the principal administrator, the other respondents who support him in the administration of the school were purposefully selected as those who were in the position to provide the data needed for the research. In other words, the purposeful sampling was preferred to simple random sampling of individual teachers because it helped the researcher to get adequate representation and sufficient data to provide rich details about the administrators in the study area.

Research Instrument

Questionnaire was the main instrument used in collecting data for this study. The questionnaire was designed by the researcher to solicit respondents' views on challenges in the administration of SHS. It was designed in such a way that they suited all the selected administrators (Appendix I). It was intended to obtain information on challenges the headmasters/headmistresses and their assistants faced, and some suggestions as to how to minimize them.

Both open-ended and closed-ended items were used. Items 1-6 on the questionnaire sought to elicit information on personal data of the respondents. These had to do with their age, sex, academic and professional qualification. Items 8-13 examined the roles of headmasters/headmistresses in SHS. The administrators' challenges came up from the responses of items 14 - 25. The rest of the questionnaires gave the respondents the chance to suggest some solutions to the challenges and also recommend ways of improving the performance of Heads of institutions.

Pilot Testing

The pilot testing was carried out at Presbyterian Senior High school, Osu (PRESEC-Osu) in an attempt to test the validity of the questionnaire. There was also the need to find out if the instructions accompanying the items were clear enough and would therefore help the respondents to complete the questionnaires as accurately as possible. It offered the opportunity for the researcher to detect any faults in the survey instrument for the actual study. The study was done in another Sub Metropolitan Educational Directorate which also had similarities with the study area on 19th January and 10th February 2007.

The researcher noted that during the pilot study, the respondents were not enthused completing open ended questionnaires and felt more at ease to respond to the questionnaires since almost all the items were closed ended questions. The pilot testing helped the researcher to sharpen the instruments as few ambiguities were identified and corrected. The researcher concluded that there was no need to interview any of the respondents because the data collected was used to answer the research questions.

Data Collection Procedure

The actual survey was conducted on March 4th and 5th, 2007. In administering the questionnaire, the researcher, with the letter of introduction, sought permission from the heads of these institutions within the study area. The letter of introduction had been collected from the Institute for Educational Planning and Administration (I.E.P.A.)

After the initial introduction of the researcher to the administrators who would be needed for the survey, an attempt was made to establish a rapport with them to win their confidence. Winning their confidence was necessary for the respondents to accept and complete the questionnaire as voluntarily and objectively as they could. A very good and trustworthy relationship with the respondents was established and that helped a smooth administration of the questionnaires.

The administration of the questionnaire was done during the break period when most of them were free because the researcher did not want to do it at the expense of their normal work. A brief orientation on how to complete the questionnaire was given to them. The researcher administered the questionnaires with the help of a teacher from Presec-Osu. However, the collection was done later because the researcher allowed three days to elapse before collecting them. One hundred and fifty copies out of 200 copies of the questionnaires were retrieved from respondents giving a response rate of 75%. The problem encountered was the unwillingness of some of the respondents to complete the questionnaires.

Data Analysis

The method of analysis was the qualitative descriptive methods. This method uses the non-quantitative but systematic procedure issues as they influence the apparent existing problems (Best & Kahn, 1993: and Mumford, 1996). The responses were grouped, coded and then analysed using percentages.

The data were then put in tables and were used to answer the four research questions.

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CHAPTER FOUR

RESULTS AND DISCUSSION

The study focused on the challenges in the administration of Senior Secondary Schools (SHSs) in the Kpeshie Sub Metro Education Directorate. This chapter deals with the results of the findings. Five senior high schools were studied and these are Nungua Secondary School, St Thomas Aquinas School, La Presbyterian School and Teshie Presbyterian Secondary School. Tables that show appropriate statistical tables were drawn to facilitate the presentation of the findings.

The analysis of the responses from the survey has made an attempt to highlight challenges encountered by administrators of SHS in the performance of their roles, with special emphasis on those five schools listed above. Frequencies and percentages were the main statistical tools used for the analysis of the study. Attempt has been made to compare challenges in day and boarding schools. The results and discussion of the findings are presented around the research questions.

Background of School Administrators

Research question one: How professionally qualified are school administrators in the Kpeshie Sub Metropolitan Education Directorate?

The data to answer this question were taken from the administrators' qualifications, their rank and whether they were mentored to take up their positions.

These respondents' biographic data showing their highest academic and professional qualifications in various positions of responsibility they hold in the schools were shown in Tables 1 and 2.

Table 1

Highest Academic Qualifications

Academic Qualification	No.	%
H.N.D.	3	2 .0
"O" & "A" Levels	5	3.3
Diploma	10	6.6
First Degree	110	73.3
Second Degree	22	14.7
Total	150	100

Table 1 shows that 73.3% were first degree holders, 14.7% have had their second degrees and 6.6% were diplomats. The high percentages of first and second degree holders lend support to the observation by some writers like Mankoe (1996) that administrators in the second cycle institutions have attained higher academic qualifications.

Table 2 represents the professional status of the administrators who responded to the questionnaires. The data revealed that majority were graduate professionals who held Bachelor of Education (B.ED, 72.7%), Masters in Education (M.ED, 11.3%) and Post Graduate Diploma in Education (P.G.D.E., 9.3%) certificates.

Table 2

Highest Professional Qualification of Respondents

Professional Status	No.	%
Cert "A"	1	0.7
Diplomates	9	6.0
B.Ed	109	72.7
P.G.D.E.	14	9.3
M.Ed	17	11.3
M. Phil	-	-
Total	150	100

It was asserted that the high academic and professional qualifications of the administrators in the various schools of the study area would make them professionally competent to perform their roles. This assertion was emphasized by Rebore (2001) when he stated that "education is a service enterprise and as such the major priority must be attracting highly qualified employees" (p.93).

The Commonwealth Secretariat (1993) also corroborated this by indicating that " due to the complexities of the tasks of the school head, as an administrator, one of his/ her qualities under a person specification is a person qualified both academically and professionally" (p.27).

The ranks of the administrators show their positions in the hierarchy of the GES. The distribution of respondents by rank has been shown in Table 3.

Table 3

Rank of Respondents in the Ghana Education Service (GES)

Rank	No.	%
Superintendent	15	10.0
Senior Superintendent	13	8.7
Principal Superintendent	85	56.0
Assistant Director	33	22.0
Director	-	-
Others	4	2.7
Total	150	100

With respect to the rank, 56% indicated that they were Principal Superintendents, 22% had obtained the rank of Assistant Director, and 10% of the respondents were Superintendents while only 8.7% were senior Superintendents. The table further revealed that none of them was a Director and 4 (2.7%) had no rank because they were not professional teachers.

By their qualifications and ranks, all the respondents qualify or were eligible to perform supervisory roles in the GES. The findings also revealed that about 50% have had between 5 years and 15 years on their present position as administrators. This was an indication that the respondents had a fair knowledge of the educational system in which they were working and had gained experiences. These findings were consistent with the assertion made by Alani

(2000) that, "the school system needs only those who understand the business of managing people and resources to achieve educational goals" (p.105).

Administrators of schools should be effective in the performance of roles which are becoming complex with the introduction of educational reforms. Respondents were to indicate in the questionnaires whether they were mentored or not. The researcher had the opportunity to find out if any of the responses had an impact in the performance of their roles. The data is shown in Table 4.

Table 4

Whether Respondents Had Been Mentored

Status	No.	%
Mentored	20	13.3
Not Mentored	130	86.7
Total	150	100

As indicated in Table 4, 130 or 86.7% respondents said they were not mentored. Only 20 or 13.3% of them said they were mentored. This was an indication that newly appointed administrators were not offered the opportunity to pair up with an experienced teacher or administrator in order to provide the beginning administrator support and encouragement. Rebore (2001) underscored the importance of mentoring as an induction strategy or orientation for teachers or administrators who are new on the job.

When asked to indicate the impact the responses in Table 4 would have on them, the majority who were not mentored said that the impact was negative and

their effectiveness and efficiency were affected. They recalled their initial frustration and unpleasant experiences where mentoring had been ignored confirming the observation made by Rebore (2001) in that respect. Elsbery and Bishop (1996) stressed that many new principals fail because they have no support or orientation. The 20 respondents who were mentored had indicated receiving a lot of benefits such as exposure to ideas, decision-making skills and leadership skills that helped in affirming their professional competences.

Administrative Roles Performed by the Head

Research question 2: What administrative roles are performed by a professional school head? The data collected from the administrators investigated both the expected and the actual administrative roles a professional school head performs. The responses of some expected professional and managerial functions of the principal administrator are shown in Table 5 below.

A close look at the table shows that the respondents wished to see their heads take the roles such as a resource person 122 (81.3%), focuses on students' issues 140 (93.3%), vision developer 134 (89.3%), supervisor and evaluator 147 (98.0%), guidance officer 138 (92.0%), counsellor 142 (94.7%), and leader of change 121 (80.7%). Other roles of a school head as shown by the responses in are instructional leader 130 (86.7%), a disciplinarian 148 (98.7%), develops the school climate 138 (92.0%), and conflict manager 133 (88.7%). The data shows that respondents are expecting the professional head to perform all the roles indicated in table 5. However, whether or not the professional heads were able to perform all these roles as expected of them is shown in Table 6.

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Table 5

Respondents Views on Roles Expected of School Administrator

Roles	No.	%
Resource person	122	81.3
Motivates and controls teachers positively	118	78.7
Pays attention to students issues	140	93.3
Works well with parents	102	68.0
Counsellor	142	94.7
Guidance officer	138	92.0
Manager of change	125	83.3
Leader of change	121	80.7
Instructional leadership	130	86.7
Conflict management	133	88.7
Teacher-head liaison	111	74.0
Vision developer	134	89.3
Supervisor/Evaluator	147	98.0
Student guidance & discipline	148	98.7
Community/parent relations	120	80.0
Develops school climate	138	92.0

Total   150= 100%

Table 6 indicates the actual roles performed by the professional school head.

Table 6

Respondents Views on Roles of School Administrator

Roles	No.	%
Resource person	113	75.3
Motivates and controls teachers positively	84	56.0
Pays attention to students issues	133	88.7
Works well with parents	106	70.7
Counsellor	123	82.0
Guidance officer	126	84.0
Manager of change	76	50.7
Leader of change	108	72.0
Instructional leadership	127	84.7
Conflict management	105	70.0
Teacher-head liaison	76	50.7
Vision developer	114	76.0
Supervisor/Evaluator	140	93.3
Student guidance & discipline	124	82.7
Community/parent relations	80	53.3
Develops school climate	78	52.0

Total   150= 100%

From Table 6, the respondents' head take the roles such as a resource person 113 (75.3%), focuses on students' issues 133 (88.7%), vision developer 114 (76.0%), supervisor and evaluator 140 (93.3%), a guidance officer 124

(84.0%), counselor 123 (82.0%), and leader of change 108 (72.0%). Other roles of the school head as shown by the responses are instructional leader 127 (84.7%), a disciplinarian 124 (82.7%), and conflict manager 105 (70.0%).

The role of a school head has become more complex, demanding, diversified and difficult (Lezzote & Perterson, 1991, Renihan 1990 and Sackey 1988). Outstanding schools have outstanding administrators (Block, 2003). Leadership of institutions therefore requires vision- a force that provides meaning and purpose to an organization. Leaders of change are visionary leaders and therefore are outstanding administrators who perform their roles effectively by setting the appropriate goals to achieve their visions.

Managing change and developing school climate received the following responses 76 (50.7%) and 78 (52.0%) respectively. Brookover and Lezotte (1979) recognized that administrators, especially the school head carry the prime responsibility of creating an effective environment for effective teaching and learning to take place. The findings as shown in the table had brought to the fore that managing change effectively has been a testing challenge for the school head, confirming Whiteley and Broomfield's (1996) observation.

On the whole, the roles agreed on by respondents as being the roles of the school head are in consonance with the list of duties by Ozigi (1997). His list includes titles such as advisor, policy- maker, organizer, communicator, innovator among others

According to the Arikewuyo (1990) there are certain ingredients that go to make a manager and for that matter, an administrator successful. The study

therefore sought to find out the characteristics of administrators that make them stand out, focusing more on the institutional head. The responses are shown in Table 7.

Table 7

Characteristics of the Administrators in Reference to their Positions

Characteristics	No.	%
Visible in school and community ; attends functions	120	80.0
Approachable	140	93.3
Respects confidentiality and professionalism	115	76.7
Is familiar with curriculum development	91	60.7
Supportive of teachers and professionalism	92	61.3
Empowers and give credit to others who deserve it	109	72.7
Encourages staff and student leadership	118	78.7
Communicates well and frequently	127	84.7
Ensures a safe environment	108	72.0
Has a consistent student behaviour policy	100	66.7
Has a vision or goals for the school	109	72.7
Well organized	117	78.0
Expects and promotes growth	78	52.0

Total   150= 100%

An administrator should show all the characteristics listed in the in the table. However, being visible in school, 120 (80.0%), being approachable 140 (93.3%), empowering others 109 (72.7%), respecting confidentiality and professionalism of

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subordinates 115 (76.7%), being a good communicator 127 (84.7%) were esteemed as high characteristics that an effective and outstanding administrator should possess. Also recognized as special characteristics of administrators were being well organized 117 (78.0%),expecting and promoting growth (52.0%), encouraging staff and student leadership 118 (78.7%), and a visionary 109 (72.7%).

Table 8 summarizes the responses on the administrators' other characteristics.

Table 8

Other Characteristics of the School Administrator with Reference to their Positions

Characteristics	No.	%
Puts children first	116	77.3
Is an instructional leader	108	72.0
Is a risk taker and risk promoter	100	66.7
Has an open door policy	78	52.0
Delegates effectively	125	83.3
Acknowledges success	111	74.0
Promotes and models school pride	128	85.3
Deals with issues promptly	89	59.3
Self-reflective	121	80.7
Good role models and leads by example	110	73.3
Involved in professional development	132	88.0

Total   150= 100%

Table 8 shows the respondents' choices of some other characteristics of administrators such as risk takers 100 (66.7%), having an open door policy 78 (52.0%) being self-reflective 121 (80.7%), acknowledging success of staff and students 111 (74%), delegate effectively 125 (83.3%), and promote and model school pride 128 (85.3%), as well as role models 110 (73.3%).

Taking a critical look at risk taking, as one of the characteristics of heads from Table 9, Fullan (1991), stated that leaders of educational change are risk takers, and stresses "change must be initiated by leaders who are willing to risk their reputations for the future benefits of their institutions" (p.4). He believes that risk is not taken haphazardly but tends to be considered as opportunities that will improve the institution.

Leadership Styles of Administrators and its Implications to their Roles

Research question three was on leadership styles of school administrators and its implications to the management roles. Effective management ensures that different situations require different styles.

Table 9 below shows the responses given by the respondents that helped to answer the research question. The table indicates that 79 (52%) of the administrators take quick action in all situations, 116 (77.3%) prefer dialogue situations in managing their schools and 93 (62.0%) would take initiatives as they perform their tasks. The data further shows that the total responses of 73 (48.7%) of the administrators see their subordinates as subordinates and would want them to fully accord them the respects due them, 136 (90.7%), the highest percent of responses rather saw the administrators as giving enthusiastic support for change.

A close look at the table shows that the administrators 125 (83.3%) involve them in decision making and also take time to listen to them 135 (90.0%). The least number of responses 39 (26.0%) however, shows that administrators were not so much keen in providing for the welfare of their teachers.

Table 9

Leadership Styles of Respondents

Description	No.	%
Takes quick action	79	52
Prefers dialogue	116	77.3
Prefers to allow subordinates to take initiatives	93	62.0
Sees subordinates as Subordinates	73	48.7
Models norms you want teachers to support	71	47.3
Allows teachers and others the opportunity to lead	131	87.3
Gives enthusiastic support for change	136	90.7
Provides for teacher's welfare	39	26.0
Involves subordinates in decision making	125	83.3
Takes time to listen	135	90.0

The responses shown in Table 9 were a clear indication that the administrators were using different management styles in their schools. The dominant styles were democratic and situational styles. Transactional style did not show much as there was no balance between achieving the needs of the institutions and that of the individual needs of subordinates.

What is important is that the administrators recognized that the extent to which they succeeded in attaining the school objectives, especially the school heads and fulfilling all principles such as the mission of the school, depended on how skillfully a suitable management style is developed.

Commonwealth Secretariat (1993) explained that "a particular style of management or leadership will affect the school's tone either adversely or positively" (p.9).The writers further remarked that a successful management style would largely depend on the head's or the administrator's own personality as well as his or her training. It means therefore that there would be no problem if administrators would endeavour to select the right style in the performance of their administrative roles. The administrators' style in the end should provide an environment for every person in the institution to excel and to strive for team based wins and not individual win

Challenges Faced by School Administrators

The fourth research question was about the challenges faced by school administrators. The research question was stated as "What challenges are faced by institutional administrators and what the implications to the running of the school are? This question was for the respondents to express their views on the challenges they face in the performance of their roles. The responses of whether they strongly agree, agree, strongly disagree or disagree with the challenges raised in the questionnaire were used to build Table 10.

However, the researcher, for the purposes of the discussion of the findings in Table 11, have combined the results of strongly agree (SA) and agree (A) to

stand as agree (A). For example, 80.0% of the respondents agree that administrators in the study areas faced the challenge of inadequate teaching and learning materials. In the same way, the results of strongly disagree (SD) and disagree (D) have been put together to read as disagree (D).

Table 10

Challenges Faced by the School Administrators in Respect of Teachers

Challenges	SA	A	SD	D
	%	%	%	%
Inadequate teaching and learning materials	41.3	38.7	8.7	11.3
Difficulty in recruiting teachers	8.7	30.7	14.7	46.0
Difficulties in retaining competent teachers	42.0	38.0	4.7	15.3
Teacher absenteeism	25.3	26.7	17.3	30.7
Lateness of teachers to school	26.7	38.7	12.7	22.0
Un- cooperative attitudes of teachers	10.7	38.0	17.3	34.0
Illegal taking of money from parents	4.7	10.7	49.3	15.3
Non compliance to duty roster/ timetable	33.3	34.7	13.3	18.7
Failure to give and mark exercise	6.0	32.0	20.7	34.0
Openly challenging the Head	10.6	15.3	38.0	36.0
Lack of commitment of teachers	9.3	44.7	17.3	28.7

This means that the figures that would be stated in the discussions in Tables 10, 11, 12, 13 and 14 would not appear in the tables unless the individual figures are combined as have been explained earlier.

The focal interest of the study was to find what challenges face the SHS administrator in the performance of his/ her duties. The study was to find out challenges of the administrator in the following areas; Teaching staff, Non Teaching staff, Students and community members. There was provision made for them to state other challenges faced but not provided under these sub headings.

From Table 10, the most significant challenges administrators face in their interactions and supervisory roles with the teachers of their institutions in achieving their school's educational goals are as follows. Respondents who agreed that inadequate teaching and learning resources was a challenge were 80.0 %, for difficulties in recruiting competent teachers 60.7% disagree it was a challenge however, 80.0% agreed that retaining competent teachers was a challenge.

Another constraint on administrators was teachers' absenteeism, 52.0% agreed to this assertion and also 65.4% of the respondents agreed to teachers' lateness to school while 68.0% agreed that the teachers were not complying with duty roster and/or timetable.

The study further found out that administrators strongly disagreed that they faced challenges in the area of recruiting teachers since mostly teachers are sent to their schools from the Regional Directorate of Education to fill vacancies in the schools. The Heads however intimated that such teachers are selected after rigorous interviews conducted at the school level.

Staff recruitment and management are critical aspects of the institutional management as they contribute greatly to the effective running of schools.

Recruitment in the study area was done through interviews of prospective applicants of assurance letters. These interviews conducted, though not part of the GES approved policy, are necessary and agree with Rebore's (2001) assertion that a school's search for the best people available to help achieve the mission and vision of educating the students is necessary. Interviews are therefore one of the means of the selection processes which help the school administrator (the head) and his team of administrators to fill a vacant position with the qualified person.

From the table, it is evident that the administrators' difficulty rather lies in retaining competent teachers. This was seen to be prominent in the schools which had problem with very good working conditions like unattractive environment and good human relationship between the head and the staff. Bloom (1976) noted that human relation is a thread that runs throughout the organization and affects the personal practices of workers in the school.

Another bottleneck of the school administrators was teachers' lateness to school. This may have come as a result of the schools' location in the city, and also because three out of the five schools in the study area have no staff accommodation on the compound for teachers.

The lateness of teachers to school also was a contributory factor to some teachers not complying with the duty roster and teaching or being late during the first two periods of the timetable. The administrators did not so much face challenges in the area of teachers' commitment to work (54.0%), teachers setting exercises and marking for students (54.7%) and teachers openly challenging the

school head or having an open confrontation with the head 74.1% disagreed that this was the order of the day.

Challenges Faced by Administrators with Respect to Non Teaching Staff

Items 11 to 15 from Table 12, elicited responses from the respondents to bring to the fore challenges if any, faced by the administrators with respect to the Non Teaching staff.

Table 11

Challenges Faced by Administrators with Respect to Non Teaching Staff

Challenges	SA	A	SD	D
Reporting to work late	36.7	43.3	6.0	14.0
Underwriting of receipts	8.7	12.7	25.3	53.3
Delay in preparing financial documents	8.1	31.3	15.3	45.3
Stealing of foodstuff by kitchen staff	2.0	13.3	24.7	60.0
Stealing of textbooks from stores	6.7	32.0	23.3	38.0

The responses as shown in Table 11 indicated that 80.0% agreed that the classified staff (Non Teaching) report to work late. However, the administrators strongly disagreed that they underwrite receipts (78.6%), delay the preparation of financial documents (60.6%), steal foodstuff from the kitchen (84.7%) or steal textbooks from the store (61.3%).

The challenge they face is to get them early to start the day's work or to attend to parents and guardians who may want to settle their wards' bills or seek for some clarification. The other responses were on the quality of their work

especially the typists and the administrative staff. Administrators strongly were concerned in that area as posing a major challenge.

Challenges Faced by Administrators with Respect to Students

Table 12 brought out the administrators' challenges as they manage and administer their day to day operations of the schools in respect to the students. The respondents agreed that the major challenges they face were the collection of fees from students (74.0%), students' absenteeism (79.0%), students' loitering about (79.0%) and stealing or pilfering at school by some students (84.0%).

Table 12

Challenges School Administrators Face in the Training of the Students

Challenges	SA	A	SD	D
Non payment of fees	36.7	37.3	15.3	10.7
Students absenteeism	33.3	46.0	10.7	10.0
Students loitering around	34.7	44.7	12.0	8.6
Stealing or pilfering at school	36.7	47.3	6.0	10.0
Improper dressing of some students	38.0	46.7	10.0	5.3
Lateness to school by some students	34.0	48.0	6.7	11.3
Bullying of colleagues	29.3	47.3	11.3	12.1

Other challenges from table 12 are in the area of improper dressing of some students (84.7%), lateness of students to school (82.0%) and some students bullying their colleagues (76.6%).

The school administrators are always concerned about their students as they develop holistically (Ozigi 1995). In other words since the student is at the centre of the educational process, Ozigi wrote that it behooves on the human resource at the school to aim at developing his total personality to the fullest.

Administration is that part of management task that ensures that an institution or a company is organized and superimposed in a way that would make things work (Atta, Agyenim- Boateng & Baafi- Frimpong 2001). Stealing in schools by students was indeed a major concern to the administrators of the study area. This is because Asiedu Akrofi (1971) has observed that when a child steals it embarrasses both parents and teachers. He further stated that the teacher faces a challenge in dealing with students who steal, but any little success he achieves in his attempt is rewarding.

With regard to the other indisciplinary acts of some students, this is a source of worry to administrators; Asiedu- Akrofi (1971: 148) again confirmed that there is a problem in helping the secondary school student to strive for a balance between independence of a child and coping with the values of the people among whom he lives. The administrators must therefore help by instituting definite programmes of students' activities which the students can engage in. For example, literary clubs such as a Geographical society, Speech Activity Groups among which is a debating club, Character -building clubs like the Red Cross.

Mankoe believes that in spite of the challenges administrators face in training the students up holistically, school discipline must be diligently tackled by school authorities, making sure they are role models themselves, for the

students to emulate. Mahatma Gandhi once said, "We must be the change we wish to see in the world". (Cited in Management for Health Sciences 2005: 170). This means that as administrators, they must inspire and model change."

Education is a "people" business. Educational administrators are therefore charged with working with teachers, non teaching staff, students, parents, communities as well as governmental agencies to educate children. The study investigated the challenges administrators face as they work with the community in the study area. The result is shown in table 13.

Table 13

Challenges **Faced in Respect of school/ community Relationship**

Challenges	SA	A	SD	D
Interference by parents, chiefs, assembly members	8.7	35.3	20.0	36.0
Weak community relationship	22.0	44.7	1.3	32.0
Lack of community support	36.0	36.0	13.3	14.7

From Table 13, 56.0% of the respondents said they do not face challenges as far as interferences of community members in the administration of the schools in the study area are concerned. However, 66.7% and 72.0% of respondents revealed that there were weak community/school relationship and also getting the community support respectively.

Keith and Girling (1991: 259) as stated in Mankoe (2003), put forth a strong case for quality relationship that should exist between the school and the community in which it is situated by bringing out benefits in four areas:

i.   student achievement

ii.   Incremental resources to supplement and complement the existing programmes.

iii.   Opportunity for staff renewal and organizational innovation.

iv.   Political support.

What this means is that a solid relationship between the school and the community would make students perform better in their programmes, political support from the community such as public funding, proper dissemination of information on educational reforms and changes in government education policies and also creating a conducive learning environment. However, there are barriers to school and community relationship.

This explains why the school administrators are facing some challenges in this area which is in line with Keith and Girling's (1991:252) observation that connecting the school and the community is often a tough task. Other challenges the school heads were facing had to do with early release of the Ghana Government Grants and sourcing additional funds to supplement this grant to embark on developmental projects or to complete those already started.

Measures to Address or Minimize the Challenges

Research question 5. Respondents were presented with the following item: *State the measures that would help address or minimize the challenges administrators face*. The responses are shown in Table 14.

Table 14

Measures to Minimize the Challenges Facing Administrators

Measures	SA	A	SD	D
Pre –service Training	50.0	40.7	4.0	5.3
In-service Training	51.3	40.0	4.0	4.7
Further Studies	53.3	33.4	3.3	10.0
Seminars / Workshops	48.6	42.7	7.3	3.4
Mentors/Mentoring Programme	38.0	49.3	6.7	6.0
Regular Durbars / Open Forums	31.3	57.4	6.0	5.3
Regular Form Meetings	41.3	48.7	6.7	3.3
Regular Meetings, P.T.A, Community & CHASS	43.3	46.7	4.0	6.0

From the findings highlighted in Table 14, 90.7% of the administrators in the student area agreed that they should be given pre-service training for their positions. Another 91.3% of them also agreed that in service training is necessary to develop their competencies on the job.

It was also noted that 86.7% were in favour of seminars and workshops as part of the staff development process. A good number of the respondents (91.3%) considered mentors and mentoring programme as very essential. Other measures agreed on strongly are regular durbars and open forum (87.3%), regular form meetings (90.0%) and regular meetings such as P.T.A. and Conference of Heads of Assisted Secondary Schools [CHASS] (90.0%) would give them experience to face the challenges.

So in an attempt to minimize these challenges, respondents unanimously agreed that all the above measures are genuinely essential. The heads of institutions are therefore responsible for the training of the other administrators under them.

Summary

This chapter has dealt with the results and the discussion of the major findings. The major findings that form the challenges faced by administrators were with respect of their dealings with the teachers, non teaching staff, students and the community. The results were presented around the research questions.

Among the results was lateness by some of the teachers, non teaching staff and students as well as their absenteeism. Others were indiscipline on the part of some students and teachers. Again inadequate resources and funds, inability to maintain competent teachers were brought up. Lack of community support was also a challenge for some of the administrators. Finally, lack of training and mentoring were major challenges faced by administrators.

Even though the day and boarding schools are situated in the Kpeshie Sub metro and experiencing similar politico-socio-economic factors, the study revealed some differences as far as challenges faced by administrators were concerned. Lateness of staff and students was not a major challenge for the boarding schools which have accommodation for the staff. Some indisciplinary acts of students were pronounced in the boarding schools. With the collection of school fees, boarders were more committed to payment of fees than their counterparts who are day students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In the preceding chapters, discussions have gone on and issues have been raised on the topic "Challenges in the Administration of Senior High Schools in the Kpeshie Sub Metropolitan of Accra Metropolitan Education Directorate. Emphasis was placed on challenges facing the school administrators. The summary will cover the reasons for embarking on the study, the method used and the key findings. The conclusion drawn from the study and some recommendations made for application has been included in this chapter.

Overview of the Study

The study was embarked upon because SHS administration in Ghana has become complex and therefore needs well prepared administrators. In recent times some administrators especially heads of SHS have come face to face with the laws of the land in the area of education as a result of maladministration of their schools.

Again, with the introduction of various educational reforms, administrators were called upon to properly administer and manage their schools to ensure the success of such reforms. The purpose of this study was to find out the challenges in the administration of SHS and thereby make the necessary recommendations to the appropriate sector for approval and application.

Emerging from the related literature is the fact that though there are different leadership theories, styles and functions, good and quality schools are administered by good and competent administrators. The related literature

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emphasized that administration in SHSs is not only in the hands of the school head. He is supported by assistant heads, heads of department and others.

The method used for the study was the descriptive survey. Purposive sampling was used to select the schools and also to obtain required size of the respondents. The sample came from 5 public schools and was comprised of 150 respondents. Questionnaires were used as the instrument for the data collection. The data collected were presented in the form of tables. Frequencies and percentages were the statistical tools employed.

Summary of Major Findings

Findings from the study highlighted democratic and situational styles as being used by the administrators in the schools. The roles of administrators, more especially the institutional head came out strongly in the literature, as being crucial to a school's effectiveness. The heads in the study area also perform multiple roles, such as institutional, administrative and supervisory roles. As a result of these roles, the heads work with other administrators in a team. The assistant heads, heads of department of various subjects, housemasters and form masters constitute the team of administrators in the school and are leaders in their own capacities.

The study again revealed that most of the administrators are first degree holders, (73.3%). Another emergent revelation was that few school heads 20 (13.3%) were mentored. The challenges that came to light as faced by the administrators were, lateness of staff, inadequate teaching and learning resources,

difficulty in retaining competent teachers and teachers not complying with the duty roster and /or timetable of the school.

Lateness was pronounced in the schools without accommodation for staff on the school compound. However the school head and other stakeholders expect punctuality from the staff because teacher tardiness is lost of time. The study brought out some challenges faced by administrators in their dealings with students. Significant among them were student absenteeism, collection of fees from students, students loitering about during institutional hours and stealing or pilfering at school. Students' lateness to school and bullying their colleagues also posed a lot of challenges to school administrators.

Other challenges as revealed by the study were weak school and community relationship affecting the support the community could give to the school. Also the delay in releasing the Government grants and sourcing for additional funds to run the school smoothly confront the school head, who is the chief administrator.

Conclusions

The study indicates that the current phase of education reform has stimulated new demand for new knowledge of curriculum, pedagogy, and organizational improvement of the school and its system levels. Hence today's school heads are faced with complex tasks of a school's vision formulation, being an instructional leader, planning for effective professional development, guiding teachers and handling discipline as well as other details that come with supervision of a school.

The school administrator or the head is the key person in terms of leadership, school reform, creating a secure school environment, involving stakeholders and implementing visionary leadership. It is therefore important that transformational school heads or administrators work hard to increase the quality of their schools.

Analysis of the data has brought to the fore a number of challenges administrators at the SHS are confronted with. However, creating an initial vision with one's team will go a long way toward engaging the team of administrators and other stakeholders' commitment to addressing the challenges. This should be the focus of the institution's head.

Administrators cannot always use the old systems and processes when they are approaching new challenges. They need the qualities of strong interpersonal skills, a strong and clear vision, strong organizational and problem solving skills and sound professional knowledge about the position they occupy. Flexibility is necessary for the team of administrators to succeed.

Schein (2004) tackles the complex question of how an existing culture of a school can be changed for the achievement of the goals of the school. Organizational culture according to research is one of the toughest challenges of leadership. This is where a well prepared administrator to perform his role is crucial to the schools' effectiveness. Researchers such as Bass and Avolio (2000) have discovered and rediscovered that leadership is not a private preserve of few charismatic men and women.

One challenge at a time must be addressed. The administrators must work together to address challenges and achieve results. The key administrator, who is the school head, must motivate the rest of the team to maintain support for facing ongoing challenges.

Recommendations

In addressing the challenges, the administrators will need allies among major stakeholders at the central or any level, as facing and addressing the challenges would require coordinated effort among stakeholders. To put the administrators in the right position to address the challenges they face, is for them to develop to acquire management and leadership skills through training either off the job or on the job.

This assertion was evident when respondents strongly agreed that administrators should receive pre-service training, to at least the degree level. They should also go through in-service training, workshops and seminars, go for further studies whiles on the job to build their capacities.

Form meetings, open forum and regular durbars would address some of the challenges administrators face from managing students. The administrators were of the view that regular P.T.A. meetings and involving the community in Speech and Prize Giving Day were necessary.

The administrators will need to also involve the rest of the staff to join hands to address old and new challenges, for much as leaders are task oriented, they are also people oriented. This was stated beautifully by De Vries (2004) "True leaders are merchants of hope, speaking the collective imagination of their

followers, co-opting them to join them in great adventure. Leaders inspire people to move beyond personal, egoistic motives- to go beyond themselves, as it were – and as a result they get the best out their people".

Mentor/ mentee programmes should form part of the training needs of administrators as they recognize, would help them to minimize avoidable mistakes. Not many educational administration courses are organized for headmasters/head mistresses (as the study has revealed).

Most of them in this study relied mainly on previous experiences acquired in the positions they held below the headmaster level, and the information gathered from discussions with colleagues at CHASS meetings. Staff development is therefore very essential as discussed by Rebore (2001), to reinforce the experiences the administrators already had.

Administrators should address challenges through leadership and new team behaviour. The administrators who are leaders should touch the hearts of the staff, students and the community before they touch their hands. There should be well-defined roles or job description structured for all the administrators. This would help them to effectively perform their functions.

The success of any educational innovations depends on largely the availability of human and material resources. The head and his team of administrators should work towards the provision of adequate resources. .The teachers must be motivated to demonstrate creativity in the improvisation of teaching and learning materials. Staff development through the organization of in-service training, workshops and seminars must be frequently organized. The

teachers should be encouraged to join Subject Associations. CHASS should organize short duration courses/workshops for their members. Peer coaching with fellow school administrators should be encouraged in the schools.

To retain competent teachers, the head of the school should motivate teachers through the promotion of the welfare of the teachers. The P.T.A., the Old Students and some Non Governmental Organizations (NGOs) could support the school in this direction. Again the head and the staff should work at achieving a positive work climate to reduce teacher turnover, thus retaining competent teachers.

Some of the heads of schools should improve on their attitudes and delegate work to subordinates so as to also develop their leadership skills. Parents and the administrators should come together to put modalities in place towards effective collection of fees. Administrators should intensify their supervisory role to curb some indiscipline acts in the schools.

Newly appointed school heads should be mentored by those already at post so as to minimize avoidable mistakes. Administrators should develop themselves through research, writing of books and participating in conferences. Administrators should encourage staff to be supportive of students and their co-curricular activities.

The major findings of this study have led to a number of implications for professional practice. First of all, administrators should be given the opportunity and be encouraged to participate in team-building activities, such as membership on committees, involvement in curriculum planning, and the organization of

school events. Those individuals serving as administrators should recognize that their dominant leadership style is directly related to the school climate and the organizational commitment of their teachers.

Periodic self-evaluation by the administrators of their leadership style, followed by corrective actions toward a more relationship-focused approach, may ultimately enhance commitment of teachers to the school. Finally, it seems that it would be well to assess leadership behaviour, school climate, and teacher commitment as part of periodic internal programme evaluation.

Suggestions for Future Research

The following topic is found to be possible for future research area: "Assessing Instructional Challenges of Senior High Schools". The new educational reforms which has brought the Senior High Schools into existence, takes 4 years for the students to complete instead of the previously 3 years. Apart from the administrative challenges that have been looked at this study, researching for instructional challenges inherent in the new educational reforms in the future could be appropriate.

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UNIVERSTY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

TOPIC: CHALLENGES IN THE ADMINISTRATION OF SECONDARY

SCHOOLS IN THE KPESHIE SUB METRO

QUESTIONNAIRE FOR HEADS, ASSISTANT HEADS,

DEPARTMENTAL HEADS, HOUSE MASTERS AND FORM MASTERS

This questionnaire is intended to elicit information on the challenges faced in the administration of Senior Secondary School. You are requested to give the true picture of what exists in your school. The information you supply will remain confidential.

SECTION A

BACKGROUND OF THE SECONDARY SCHOOL

ADMINISTRATOR

1.

a) Name of your

school…………………………………………………………

b) Present Position;

i). Form master /mistress   [   ]

ii). House master/ mistress   [   ]

iii) Assistant Headmaster/mistress   [   ]   iv) Headmaster/ mistress [

]

v)   Head of Department   [   ]

c) Enrolment

(Girls)……………………Boys…………………..Total…………………

d) Number of Teachers:

i) Professional ……………………………………………….

ii) Non-Professional ……………………………………….

2. Please indicate the age-group you fall into.

21-25   [   ]   41-45   [   ]

26-30   [   ]   46-50   [   ]

31-35   [   ]   51-55   [   ]

36-40   [   ]   56+   [   ]

3. Gender

a) Male   [   ]

b) Female   [   ]

4. Please indicate your

a) Academic qualification

1st degree   [ ]

others…………………………

2nd degree   [ ]

b) Professional qualification

B.ED   [ ]   M.ED   [ ]

PGDE   [ ]   M.PHIL   [ ]

Other………………………………...

c) Rank

Superintendent   [ ]   Director II   [ ]

Senior Superintendent II

[ ]   Director I   [ ]

Senior Superintendent I   [ ]

Principal Superintendent   [ ]

5. Are you a

a) Teaching Headmaster/mistress   [ ]

b) Non-teaching Headmaster/mistress   [   ]

6. How many years have you served as

a) Headmaster/mistress?

_____ years

 b) Assistant Headmaster/mistress?   _____

years

c) Form master/mistress?

_____ years

d) House master/mistress?

_____ years

 e) Head of Department?

_____ years

Please tick all responses that are applicable.

7. a) Please indicate if you were mentored or trained to take your present

position.

    No   [   ]   Yes   [   ]

  b) Specify the impact this have had on your performance …………………

…………………………………………………………………………………………………

..

ROLES OF THE ADMINISTRATOR/ JOB

CHARACTERISTICS

8. a) Please indicate the roles you believe you should perform and what you

perform currently: Tick (√) all those that are applicable.

FUNCTIONS	ROLES YOU SHOULD PERFORM	ROLES YOU PERFORM NOW
1.Resource person		
2.Motivates and controls teachers positively		
3.Pays attention to students issues		
4.Works well with parents		
5.Counselor		
6.Guidance officer		
7.Manager of change		
8.Leader of change		
9.Instructional leadership		
10.Conflict Management		
11.Teacher-Head Liaison		

13.Vision-Development		
14.Supervisor/Evaluator		
15.Student Guidance & Discipline		
16.Community/Parent Relations		
17. Developer of school climate		

If other, please specify

_____

_____

_____

_____

b) Which of the Following Characteristics describe your present position as a

Headmaster/mistress, **Assistant Head, Head of Department, Form**

master/mistress, House master/mistress?

1.Visible in school and community; attends functions	
2.Approachable	
3.Respects confidentiality and professionalism	
4.Is familiar with curriculum developments	
5.Supportive of teachers, professionals	
6.Empowers, gives credit to others	
7.Encourages staff/student leadership	
8.Communicates well and frequently	

9.Ensures a safe environment	
9.Has a consistent student behaviour policy	
10..Has a vision of goals for the school	
11.Well organized	
12..Puts children first	
13.Is an instructional leader	
14.Expects and promotes growth	
15.Risk-taker and risk promoter	
16.Has open-door policy	
17.Delegates effectively	
18.Acknowledges success	
19.Promotes and models school pride	
20.Deals with issues promptly	
21.Self-reflective	
22.Good role models/leads by example	
23.Involved in professional development	

SECTION C

LEADERSHIP STYLE

8.Provide for personal welfare of teachers				
9.Involve subordinates in decision				

making					
10.Take time to listen					

SECTION D

CHALLENGES FACED BY SCHOOL ADMINSTRATORS

Please tick the appropriate response.

Challenges	Strongly Agree	Agree	Strongly Disagree	Disagree
Teaching Staff 1. Inadequate Training and Learning Material				
2. Difficulties in getting/ recruiting of teachers				
3. Difficulties in retaining competent teachers				
4. Teachers absenteeism				
5. Lateness of teachers				
6. Non co-operative attitudes of teachers				
7. Teachers taking unauthorized money from Parents during admissions.				
8. Non-compliance to duty roster/teachers timetable				
9.Failure to give exercises to student & marking them				
10. Teachers openly challenging heads				
11. Lack of commitment of teachers				

Non Teaching Staff				
12. Reporting late to work				
13. Underwriting of receipts				
14. Delay in preparation of financial documents				
15. Stealing of foodstuff by kitchen staff				
16. Stealing of textbooks from stores				
Students				
17. Non-payment of fees				
18. Absenteeism of students				
19. Loitering around by students				
20. Stealing or pilfering at school by students				
21. Improper dressing of some students				
22. Lateness to school by some students				
23. Bullying of colleagues				
Community Members				
24. Interference by Parents, Chiefs, Assembly Members, Opinion Leaders.				
25. Weak school-community relationship				
6. Lack of community support				

Other

challenges…………………………………………………………………………

…

……………………………………………………………………………………………

…….

SECTION E

Please Tick the Measures That Would Help Overcome these Challenges by

School. Administrators

Challenges	Strongly Agree	Agree	Strongly Disagree	Disa
.Pre service training for your positio				
2.In-services training				
3.Further studies				
4.Seminars/workshops				
5.Mentors/ Mentoring programmes				
6.Regular Durbars/Open Forum				
7.Regular Form Meetings				
8.Regular Meeting-P.T.A Community, CHASS				

RECOMMENDATIONS

Please make any recommendations that may have implications for improved

performance of SSS administrators: ……………………………………..

…………………………………………………………………………..

…………………………………………………………………………………

….

THANK YOU VERY MUCH FOR RESPONDING TO THIS

QUESTIONNAIRE