

UNIVERSITY OF CAPE COAST

CHALLENGES FACED BY EDUCATIONAL ADMINISTRATORS IN  
RURAL SENIOR HIGH SCHOOLS: A CASE STUDY OF THE BIBIANI-  
ANHWIASO-BEKWAI DISTRICT OF THE WESTERN  
REGION OF GHANA

RICHARD AKWASI DONKOR

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REGION OF GHANA

BY  
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of the Faculty of Education, University of Cape Coast, in partial fulfillment of  
the requirement for award of Master of Education Degree in Educational  
Administration

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**DECLARATION**

**Candidate's Declaration**

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

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

Name: Richard Akwasi Donkor

**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.*

Supervisor's Signature ..... Date: .....

Dr. George K.T. Oduro

**ABSTRACT**

This study on challenges faced by administrators of rural Senior High Schools focuses on areas that reveal the weaknesses side or inadequate areas

of rural Senior High School educational administrators in the Bibiani-Anhwiaso-Bekwai District of Western Region. The subject or respondents for the study were the teaching staff with administrative responsibility positions and some executives of the Parent Teacher Associations (P.T.A) of the schools where the study was conducted.

Seventy respondents in administrative position including 10 P.T.A executive members were selected by using purposive sampling and census. The research design for this study was the descriptive survey. Questionnaires and interview guide were used to gather data for the study. The data that were obtained were described and analysed using percentages and frequencies. The researcher found out that: Physical facilities were overstretched in the two schools. The schools were always in financial difficulties. Both schools were observed to have low staff retention rate. Teachers' absenteeism was high in both schools where the study was conducted.

Based upon the findings in this study, it was recommended that: Teaching and learning resources should be upgraded to meet the test of time and parents must be educated on the importance of prompt payment of fees. School administrators should identify other sources of funding schools such as establishment of school farm and liaise with local and international organisations. Incentive packages should be put in place to attract and retain qualified staff.

## **ACKNOWLEDGEMENTS**

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## **DEDICATION**

I dedicate this work to my late father Opanin Kwabena Donkor for his good parental care and bravery.

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## **CHAPTER ONE**

### **INTRODUCTION**

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

Administrators of schools, parents, students and the society share common goal, which is improved student's achievement. This can be done when the right administrative frame work is put into place. The administration of the senior high schools in Ghana started as far back as the colonial days when some religious bodies like the Basel Missionaries now Evangelical Presbyterian church and the colonial government established schools to develop the needed manpower of the Gold Coast.

However the administration of these Schools was not and is still not rosy as it beset with numerous challenges. Literature review suggests that administrators of Senior High Schools (SHS) encounter problems related to some of the following:

- (1) Financial management.
- (2) Recruitment, training and retention of qualified staff.
- (3) Maintenance of law and order on campuses.
- (4) Student personnel services especially, admission of students into schools.
- (5) Managing learning resources and forging good school-community relationship.

## **Financial Management**

Managing of the scarce financial resources in rural Senior High Schools poses a major challenge to school administrators. The success of the programme of Senior High or any other school for that matter depends very much on the way the financial inputs are managed, since this affects the overall performance of the school. As an administrator of a Senior High School, one is faced with the challenge of sourcing funds, preparing the school budget, mobilizing financial resources, expending and giving detailed account for money spent or expended. These challenges are of great importance to the rural Senior High School administrator.

## **Maintaining Laws and Order on Campus**

This can be described as one of the challenging tasks due to technological advancement, coupled with other environmental factors. Human beings in general cannot be easily directed or managed. For example, a student or a teacher who drinks or smoke Indian hemp may find it difficult to consider issues of smoking and drinking as a threat to law and order on campus as the one who does not drink or smoke. The various environmental factors to which mankind are exposed to make it a serious challenge to manage.

## **Recruitment, Training and Retention of Qualified Staff**

As defined by Macmillan English Dictionary (2002), “recruitment is the process of finding people to join a military force or an organisation.” Unfortunately, in the Ghanaian situation and probably elsewhere, teachers and

other staff of Senior High Schools (SHS) are recruited by the Ghana Education Services (GES) and posted to where their services may be needed. Even though the school administrators at times play the role of initiating the process, they do not have control over the recruitment process. This deprives them of engaging the services of individuals who they consider most suitable to work with. They therefore have to work with people whose competency is not initially known. Apart from this, some of the posted workers do not show interest in the job, more so some do not exhibit professionalism.

Again, senior high school (SHS) administrators do not have the power to dismiss any reckless or non-productive staff. As a result of this some members of staff usually exhibit behaviours that are counter productive. Lack of administrative power at the second cycle schools level to suspend or dismiss non-performing staff could be one of the major challenges facing administrators at the (SHS) level.

### **Training**

Training in every profession leads to the acquisition and development of new skills in the areas concerned. As new skills are being acquired and developed, one's performance in his or her area of specialization also improves with time. Unfortunately training of both the SHS administrators and their staff is limited by lack of finance.

The organisation of workshops and seminars for administrators of SHS and their staff should have been a regular feature, but this important aspect of education is rare due to the reason stated earlier. Because updating knowledge

on the transformation process of SHS education is limited, the challenges facing such administrator is likely to be increased on a daily basis.

### **Retention of Qualified Staff in School**

Retaining qualified staff in a school depends on many factors. Some of the factors according to Aseidu-Akrofi (1978) include:

1. The administrative and leadership style exhibited by the Headmaster or (administrator). A Headmaster who recognises, appreciates, and motivates teachers can retain a high number of hardworking, experienced and dedicated teachers on his staff. An administrator who involves staff members from decision making to the implementation stage may be viewed as a democratic leader and as such staff will be willing to do their best.
2. Good or Congenial working environment.
3. Recognition of teachers by both students and parents.
4. Enhanced salary. This is the major driving force, which determines the longevity of a staff member in a particular institution.
5. Availability of Teaching Learning Materials (TLM)
6. Attractive extra duty allowance. This included PTA sponsored extra classes.

Provision of affordable accommodation, loan scheme as an well as annual award to hardworking staff could be some motivational packages to help retain qualified staff. Senior High Schools (SHS) which do not have such packages in place may loose their qualified staff to other schools, since human actions are driven by financial or material gain.

Good human relation is as important as other motivational packages previously discussed. As reported by Hope (2002), successful policy implementation depends on the school administrator's ability to influence teacher and staff behaviour. The view of Hope confirms the importance of good human relationship in any organization. It is believed that an administrator of SHS who develops good human relationship with his or her staff may have considerable influence over them, hence successful policy implementation.

### **Managing Instructional Time**

The effective and efficient use of time allocated for teaching by GES is one of the challenges facing rural senior high school administrators. In addition to making instructional materials such as chalk, syllabuses and textbooks available for use to teachers, the rural senior high school administrator is expected to monitor, supervise and evaluate the performance of each teacher in the school concerned. Besides some of these rural SHS administrators teach. These challenges need both mental and physical fitness to squarely face them. In some areas of Bibiani-Anhwiaso-Bekwai District, official teaching timetable is adjusted to suit the local conditions, since the majority of the inhabitants are farmers and some of the students usually help their parents with marketing and production of food and cash crops. These situations create extra work for rural SHS administrators since they have to come out with new time tables and also ensure that staff members abide by them.



## **Managing Learning Resource**

As an administrator of a rural senior high school, one of the major challenges is to see to it that the necessary learning resources are available so as to enhance teaching and learning. Compounding the already complex phenomenon is the fast rate at which the world's population is increasing. As a result, the demand for education has by far outweighed the existing educational facilities, especially, in Ghana. This high demand for Senior High education has compelled and still compels schools administrators to admit the number of students that exceeds the capacity of the existing facilities. This is a common feature of senior high schools in the Regional and District Capitals.

These conditions make the daily task the rural senior high schools administers extremely challenging since they have to go extra mile to improvise. For example the administrators of Sefwi-Bekwai senior high school built a shed to be used as classrooms for the excess intake of J.H.S graduates who were admitted into Form One in 2004/2005 academic year, since the original classrooms could not contain all of them. Since administrators of rural senior high school (SHS) cannot continue to build sheds, the common thing to be seen on the campuses of almost all the senior high school in the Bibiani-Anhwiaso-Bekwai is congestion. As a result of the huge population found in senior high schools, maintaining law and order has become a serious challenge to the administrators. Besides, both teachers and administrators find it challenging in recognizing the faces and names of their students. The validity of class-tests and examination may erode because there is a very high probability of students copying from each other since they are closely seated due to lack of space in the classroom.

Taylor (1960) cited by Amuzu-kpeglo (2004) in his system of scientific management stated that workmen should have standardized conditions and appliances to accomplish the task set for them. Comparing Taylor's assertion to what we see today on the campuses of rural senior high schools in Ghana, there is a vast difference if not the opposite, because of the conditions under which almost all senior high schools facilities are overstretched, and this creates the above-mentioned challenges. The quest for secondary school education has led to the overcrowding of dormitories as well as classrooms in Ghanaian boarding schools. This also poses a serious challenge for schools administrators in terms of maintaining sanity in the dormitory e.g. conducting roll calls (announced or unannounced) and instilling discipline among others. The overcrowding situation in dormitories of second cycle schools today poses so much challenge for both students and school administrators. Outbreak of diseases such as malaria, diarrhea and typhoid fever are some of the negative effects faced by students. There is a struggle associated with bathing and visiting the toilet everyday, especially the morning hours of weekdays because those facilities are just inadequate to cater for them. As a result, some of the students come to school late. Stealing and competing for sleeping places form part of the challenges.

The administrator is also faced with the challenge of maintaining discipline, the available limited facilities and how to source funds for the expansion of the existing facilities. It is not appropriate for students to sleep on the floors of the dormitories, but this is happening in some schools such as those in Bibiani –Anhwiaso – Bekwai District. Two students sleeping on a bed is common feature in most senior high schools.

Books, library space, science laboratory and other resources that make learning easier are in short supply, even though the Education Ministry is trying its best. Definitely an increase in student population is positively correlated to an increase in teacher/staff population of a school. The implication is that as the numerical strength of student increases so must that of the teaching staff in order to bridge the gap that might be created. The increase in the numerical strength of teaching staff also poses an accommodation challenge for the administrator of a school. For example due to increase in the number of teachers at Sefwi-Bekwai senior high, the school has to rent some houses outside the school campus for some of the school teaching staff who could not be accommodated due to limited accommodation facilities. Taylor (1960) stated in one of his scientific management theory that the worker should have standardized conditions and appliances to accomplish the task set for him effectively and efficiently. This was in a bid to improve working conditions, and fatigue and allow each worker to develop to his fullest potential. This implies that it is a duty to a senior high school administrator to create a congenial and a conducive environment in order to motivate teachers to give out their best and even seek additional responsibilities. The foregoing are situations or conditions that demand extra attention from school administrators, thereby making their daily tasks increasingly challenging.

The state of the school block itself poses a challenge. In a situation where the roof is leaking, or the building is weak, classes are unnecessarily suspended as soon as it begins to rain. Such a condition will demand renovation or repairs or total demolition and construction of a new structure.

The administrator is therefore faced with the challenge of finding solution to these problems.

The state of equipment and tools in rural senior high schools is another major challenge to the administrator. Departments of Agriculture, Science, Home Economics and Physical Education should have the needed tools and equipment in order to engage students in meaningful practical works. These need to be provided and maintained by the administrator.

Distribution of school supplies among departments of a rural senior high school is also a challenge, as proper documentation and equitable distribution is necessary. Opong-Mensah (1999) reported that conflicts result from competition for organisational resources such as money, raw materials and personnel. This means that if teaching and learning resources materials supplied by Ghana Education Service (GES) are not distributed equitably, conflict may result. For example if a department with less number of teachers receives more supply of teaching-learning resources as against a department with more teachers, conflict will arise due to dissatisfaction. Distribution of school supplies such as books and materials for teaching aids is a serious challenge to school administrators since it needs to be done with care.

### **Statement of the Problem**

Heads of Senior High Schools (SHS) according to Jacobson (1998) are school administrators. As administrators they are the pivots of the school, as the day-to-day administration of the school rest on them. The performance of a school is a direct measurement of the performance of the school

administrator. Initiation the recruitment process of qualified staff, motivating and supervising staff, maintaining law and order on campuses, creation of conducive teaching and learning environment, provision of teaching and learning resources, budgeting, managing school funds among other are some major functions of SHS administrators Jacobson (1998). In performing their functions as SHS administrators whether in Ghana or any country there are numerous challenges, which would confront them.

Some of these challenges range from staff personnel management, student management, school-community relationship, Instruction, Appraisal, Physical facilities, Educational materials and finally financial and business management. The severity of the challenges varies from individual intellectual ability to the other as well as the environment in which the administrators find themselves. One however wonders what the severity of these challenges is within Bibiani-Anhwiaso Bekwai District. Yet no study has been conducted to find an empirical answer to this question in Bibiani-Anhwiaso Bekwai District. It is this gap that necessitated this study.

### **Significance of the Study**

The researcher is hopeful that the information gathered in the research will

- a. Serve as a source of information for implementation of educational policy within the Bibiani-Anhwiaso-Bekwai District.
- b. Enable school administrators to reflect on the ideas presented in this research and relate them to their own practice for school improvement.

- c. Contribute to existing knowledge about rural senior high schools.
- d. Serve as sources of information to stakeholders and educational planners for future provision for the disadvantaged rural senior high schools.

### **Research Questions**

1. What are the challenges faced by rural senior high school heads within Bibiani-Anhwiaso-Bekwai district.
2. In what ways do challenges faced by male and female administrators in rural senior high schools differ?
3. What structures are being put in place to offset or mitigate these challenges?

### **Delimitation**

The research was delimited to challenges faced by educational administrators of SHS of Bibiani-Anhwiaso-Bekwai District of Western Region of Ghana. The researcher lives in this area and this made the collection of data easy, so that effective and efficient investigation was carried out within the stipulated period.

### **Limitation**

One limitation of this research is that using one district out of 138 districts in Ghana might make generalisation to the whole country impossible. This is because the rural High schools in Bibiani-Anhwiaso-Bekwai District is

not representative of all the rural Senior High Schools in Ghana and therefore the challenges in the administration of some rural Senior High Schools could be better or worse than that of in Bibiani-Anhwiaso-Bekwai District. The conclusions drawn from this study are based on the data generated from this District.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is devoted to an extensive examination of relevant literature related to the study. The review focused on four general topics, namely:

1. Functions / role of school administrators.
2. Historical context of school administration in Ghana.
3. Nature of senior high school administration in Ghana.
4. Challenges of Senior High School administrators.
5. Implication of literature for the study.

#### **Functions / Role of School Administrators**

Tanner and Tanner (1980) stated that, Supervision is concerned with professional growth from the vantage point of curriculum improvement. To them the objective of supervision is to help teachers and school staff in general to function at the level of professionalism.

They asserted that the person who performs supervisory duties in an institution is the administrator of the school. The administrator of an institution is often called the curriculum coordinator or curriculum consultant. They therefore see the person in the school who formulates objective policies



and mobilise scarce resources (human, materials, financial and time) to achieve the objectives of the school is the school administrator.

The school administrator must have these qualities:

- (1) The administrator must be able to see into the future and plan a course of action with open mind. He must also be able to recognise problems in their order of importance, able to analyse a situation, develop plan of action and reach logical conclusions.
- (2) Be a man of integrity i.e. be honest, sincere, trust-worthy and faithful. Failure to possess integrity will result in low morale and inefficiency in the school.
- (3) Be friendly and considerate, impartial, wise enough to weigh and decide, tolerant and democratic, if he is to be able to instill good human relations.
- (4) Be sensitive (to the needs and demands of all followers) and flexible (adapting his abilities to changing demands from moment to moment)
- (5) Possess the willingness and the ability to make decisions when the situation necessitate such actions.
- (6) Be willing to accepts responsibility.
- (7) Possess good health and physical fitness, be neat, well dressed, colourful and active.
- (8) Possess a reasonable degree of organising and entrepreneurship abilities.

Jacobson (1998) recognised the Principal / Headmaster as the institutional leader in every educational institution. He /she is to supervise work being done and ensure that activities are carried out in line with the agreed standards. As part of the supervisory duties, the administrator or head

of school must take steps to correct or meet every bit of challenges that may be posed by staff / members, students, communities or any group of people or organization. In other words the administrator of school must take steps to correct teachers and other staff members who are observed not to be doing what is right. Apart from staff, students must seriously be guided with the view of making them useful citizens in the future.

The Ghana Education Service (GES) a national organisation under the Ministry of Education which is responsible for the implementation of the approved national policies and programmes relating to pre-tertiary education prescribes the functions and responsibilities of the school administrator (Headmaster) as follows:

- (i) Ceremonial, leadership and co-ordinator of roles of various functions of school administration.
- (ii) Takes decisions and manage Human Resources and materials resources.
- (iii) Business and financial administrator.
- (iv) Instructional and curriculum leadership.
- (v) Maintenance of school plant and equipment.
- (vi) Day to day running of the school.

Abosi and Brookman-Amisshah (1992) contended that curriculum supervision should cover all activities that are planned, implemented and evaluated in school. The aim of such is to develop the cognitive, psychomotor and the effective domains of learner's personalities. They also added that the administrative task of the institutional head is to ensure that

time table, course contents, syllabuses, chalk, textbooks including all materials necessary for teaching and learning are available in school.

These administrative tasks also pose some challenges to the head or administrators of schools. They further argued that a good supervisor should make sure that questions set reflect the content of the particular syllabus covered, because the aim of appraisal is to find out whether there are any weakness to be corrected in the teaching and learning process in the institution.

### **Historical Context of School Administration in Ghana**

The history of the development of schools / education and its management and administration falls into three historical periods:

1. The beginning of schools / education and its administration in the pre-colonial period. This period covers the period of the castle schools and the Christian missions' education (1529 – 1850)
2. The development of schools / education in the colonial period. This period takes account of Government and private participation in school Education.
3. The development of schools / education in the post independence era.

### **The Beginning of Schools / Education and its Administration in the Pre-Colonial Era**

The era of European Merchant activities began with Portuguese followed by the Dutch, the British and others marked the beginning of Western formal Education in Gold Coast. Castles were erected along the

Coast of Gold Coast which served as the earliest avenues for introduction of formal Education and strong hold of the trading companies of the European countries. These were the schools set in the Castles by the European slave traders to educate their mulatto children (children with Ghanaian wives) produce literates to fill vacancies in their service and convert the people to Christianity. Before 1800 although the Castle schools were few, there was a definite administrative structure in existence. The Cape Coast Castle School was under The Board of Trade, the Exchequer and the Parliament in England. A nine member of the Merchants of three Chief ports trading in Africa, London, Bristol and Liverpool elected Committee of Merchants every year. This committee according to Graham (1976) was responsible to the Board of Trade, the Exchequer and the Parliament. It was this Committee and Society for Propagation of the Gospel (SPG) that financed the school and paid for the maintenance of the school functionaries.

The Elmina Castle School was under the management of classis in Holland. The Christianborg Castle School was directly under the King of Denmark. It was the King who did staffing and sending of equipment to the school. Directors in Copenhagen were to elect the Chaplain and the superintendent of the school for the approval of the king of Denmark.

The administration of the mission schools was in the hands of the local Board government body of missionary society. These managerial boards appointed local managers who were also priests to head the schools.

## **Administration of Schools in Colonial Era**

Until 1850, the development of education, management and administration of schools were entirely in the hands of the missionaries. The Government showed increasing interest in education from 1850 onwards. In 1852 the Government of Governor Stephen Hill passed an Education ordinance to provide for better system of Education to meet the needs of the people of Ghana. Under the ordinance, there was to be a Government Training College to train teachers who would be sent out to open district schools. The school according to Graham (1976) was to be run by a married European Couple. In the same year, 1850 the colonial Government made an attempt through the Education ordinance of 1980 to collect Taxes that could be used in financing the cost of Education. This attempt, according to Graham (1976) proved unsuccessful because the people of Gold Coast refused to pay the poll tax. As a result the colonial government gave up the idea of establishing schools and instead decided to support and controls the missionary schools.

This element of support culminated in the passage of and implementation of the Education ordinance of 1852. Schools were managed by a General Board. It controlled and supervised education in missionary / privates and government schools, Graham (1976). There was also Local Board Education, who inspected schools, certified the competence of Teachers and assisted in the administration of grant-in-aid. The mission schools were provided with grant if they were efficient. There was an inspector of school who was to report to the General Board and ensure that the mission schools

observed the given conditions. The first inspector appointed was Reverend Sunter, who inspected schools in Ghana, Nigeria, Sierra Leone and Gambia.

This system of school administration was faced with numerous challenges. The establishment of a single control system was a problem. It was extremely difficult if not impossible to apply a single set of rules to the mission schools which has hitherto worked on independent lines. Besides, the ordinance was being implemented when the boundaries of the colonial government was not very clear. Furthermore the area the inspector of schools was supposed to supervise was too vast i.e. Ghana, Nigeria, the Gambia and Sierra Leone.

The roads were bad and finally his job was not a full time, since he was a Reverend Minister. It was therefore replaced by 1887 Education Ordinance. The administration of the assisted schools i.e. mission schools was given to managers instead of local schools Boards. The local governing body of a missionary society became the managerial body of the mission schools. The managerial local Boards appointed local managers who were Priests to head the schools. This gave back the administration of mission schools to the missionaries.

### **Administration of Schools in Post Independent Era**

In 1961 an African Government under Convention People Party (CPP) introduced Education Act. The act gave power and Authority to Local Education Authorities (LEA). They were to equipped and maintain all Public Primary and Middle schools. This further introduced decentralization into Education administration in Ghana. Boards of Governors were established in

all secondary schools to manage them. This system of administration is still being used in Ghana.

### **Nature of Senior High School Administration in Ghana**

Senior High School is any formal school higher than the basic school but less than tertiary. This is also a second cycle school and this includes Technical Schools, Vocational schools and Secondary Schools. They were established to provide students with literacy, numeracy, general knowledge and problem solving skills. They also provide students with technical and vocational skills for the world of work in addition to preparing learners for the tertiary education.

Senior High Schools have a unique administrative system which helps them to achieve these complexities of functions. Senior High School administration can be seen to constitute five main administrative functions, namely:

1. Instructional / curriculum leadership.
2. Business and financial administration.
3. Personnel administration.
4. Day to day administration / running of the school.
5. Ceremonial / public relation administration.

### **Instructional / Curriculum Leadership**

Instructional / curriculum leadership encompasses those actions that a Principal / Headmaster takes or delegates to others to promote growth in student learning. This comprises the following tasks: defining the purpose of

schooling, setting school-wide goals, providing the resources needed for learning to occur, supervising and evaluating teachers; coordinating staff development programmes and creating collegial relationships with and among teachers Knezevich (1984).

Through team work the Principal / Headmaster delegate authority to the following:

- a. Assistant Headmaster academic
- b. Departmental Heads
- c. Committee system (Examination and Academic)

The Assistant Headmaster academic, deputises for the Headmaster in all academic matters in the school. He/she prepares the school academic time table, supervise teaching and learning on daily basis and allocates subjects and periods to teachers. Besides he/she liase between Form masters, Head of department, class prefects and Headmaster. He/she in collaboration with examination committee prepares terminal examination timetable and supervises all examinations in the school. Again, the Assistant Headmaster academic prepares academic transcript for students on request, monitors attendance to classes by teachers and students and also do assignments that may be given by the Headmaster from time to time.

### **Business and Financial Administration**

The Headmaster assisted by the school bursary and accounts clerks are in charge of financial administration of Senior High Schools. They keep records of all finances including records of income / receipts and expenditure or school transactions. The Headmaster sources funds, exercises fiscal control



and prepares the school budget in consultation with his heads of departments and the school bursar. The Headmaster supervises the accounting staff and ensures that all money accruing to the school are kept at the bank. The business administration includes the school setting up some income generation projects. The school either from it's own internal generated fund or teaming up with Parent Teacher Association (PTA) and or old students association can set up businesses like poultry farm, corn mill, cold stores and many more to generate income for the school.

### **Personnel Administration**

This includes staff personnel administration and student administration. Staff personnel administration involves recruitment, placement, and staff development, supervising and motivating both teaching and non-teaching staff. Recruitment and placement is done by Ghana Education service even though the headmaster can initiate the process. Supervision is done formally by the Headmaster, Board of governors, District Education oversight committee and the Inspectorate division of Ghana education service and informally by PTA and the members of the school community. Students' personnel administration involves admission of students into the school, maintenance of students' records, library services, school health services, guidance and counselling services and boarding and lodging services.

The Headmaster assisted by his office staff do admission of students into the school and maintenance of students' record. The school Librarian, Library prefect and Library teacher under the supervision of the Headmaster

administer Library services. The senior Housemaster / Housemistress, house master/mistress, House prefects and Dormitory prefects are responsible for boarding and lodging services. The physical Education (P.E) department the school Nurse / Doctor, and the clinic teacher / clinic prefects are in charge of the school health services. Guidance and counseling is done by the guidance and counseling co-ordinators with collaboration of the guidance team.

Ceremonial / public relation administration is the sole responsibility of the Headmaster. The headmaster, using the organogram of the school, does the day-to-day administration of the school.

The Board of Governors also assist in the administration of Senior High School by assisting the Headmaster to discharge his/her duties as under section 14 of Education Act of 1961, Act 87. But it does not encroach upon the authority and responsibilities of the Headmaster. The Board exercises supervisory roles over the schools and they take decisions to enhance the efficient administration of Senior High schools. The Board Controls the general policy of the Senior High School subject to further directives of the Ministry of Education science and sports. The Board ensures the good administration of the funds of the institution, and good discipline among staff and students.

Besides, in every District an Educational Oversight Committee (DEOC) has been established to serves as a platform for community participation in Education:

Its membership include, the following

1. The District Chief Executive - Chairman
2. The District Director of Education.

3. The District Director of Health.
4. The District Inspector of schools (A/D supervision)

The DEOC can be said to be the education service council in the district. The DEOC supervises the condition of school buildings and other school infrastructure. They ensure the provision of teachers and the regular and punctual attendance of teachers and pupils to school. In addition they ensure the proper performance of duties by the staff at school, proper moral behaviour of the staff towards students and also ensure that the school environment is kept clean.

### **Challenges of School Administrators**

#### **Concept of Challenge**

Different authors have defined challenge differently based upon how each one perceives it. Macmillan English Dictionary (2002) defines challenge as “something that needs a lot of skill, energy and determination to deal with or achieve, especially something you have never done before and will enjoy doing”. It further explains challenge to mean to question whether something is true, accurate or legal. It finally states that, challenge is the inability to do particular things without difficulty because of being disabled in some ways.

Cambridge Learner’s Dictionary (2001) has also defines challenge as something that is difficult and that tests some one’s ability or determination. It further defines challenge as to express disagreement with ideas, rules or someone’s authority or to invite someone to compete in a game or a fight.

## **Managing Financial Resources**

According to Commonwealth Secretariat (1993), administrators of SHS can source funds from three major categories, namely parents, government and community groups. Parents on their part make financial contribution to schools through payment of school fee, Parent Teacher Association (P.T.A) dues, special levies, paying teachers for extra work done among others. However, these payments are made in the face of challenges in the sense that most parents are not willing to pay. The school administrator has to take the trouble of driving defaulting students before parents pay the approved fees for their children or wards. Such situations place impediments in the way of the school administrator when it comes to implementing schools' programme, e.g. feeding of students, carrying out minor repair works on building, acquiring stationery for administrative work and replacement of damaged electrical fittings. The delay tactics employed by some parents when it comes to payment of school fees does not pose a challenge to the Senior High School administrator only, but it equally poses it to the students and the entire school community. For instance, money may be needed to replace a leaking water pipe or a bulb of streetlight. The replacement of such fittings cannot occur unless there is money. As a result, there will be water shortage or darkness at some places on campus.

Commonwealth Secretariat (1993) reported that every school needs funds to operate effectively. This assertion confirms the earlier statement. Another source of funding SHS in Ghana is the Central Government. The Central Government is the major provider of funds to Senior High Schools in Ghana and other developing nations. Government funds schools in the form

of quarterly grants, payment of salaries of teaching and non-teaching staffs, assisting schools to establish money generating projects by providing the technical assistance including materials, equipment and financing the construction and rehabilitation of school buildings. Additionally, government makes indirect contributions to each Senior High School in terms of training teachers, etc.

Community groups, local government and non-governmental organisation (NGOs) are some of the sources from which school funds are obtained. Sourcing funds from these bodies however, does not come on a silver platter, but through good school-community relationship. Forging good school-community relationship or closer link between the school and the community is a challenge to the administrators of Senior High Schools (Musazi 1985). He further alleged that parents consider the job of teachers merely as instruction in the classroom, not organizing productive activities in the village, while in some cases, administrators of schools consider community members, especially those in the rural areas to be unqualified to partake in schools activities such as open day and speech day and therefore exclude them. This mistrust between school administrators and members of communities in which their schools are situated poses an open challenge to both parties. Such challenges in some cases may lead to violent conflict where both parties openly confront each others or non-violent conflict, where the chief and his subjects secretly seek the removal of the school administrator by writing letters of complain against him or her to the superior officer. Oppong-Mensah (1999) defined conflict as “a situation in which an effort is made by

someone to offset the efforts of another by some form of blocking that will result in frustrating the other in attaining goals and interest”.

From the foregoing assertions, a conflict between a school and its community is major challenge and as such, the school administrator cannot source funds from said community. This implies that a community can only become a source of funding to the school, if these challenges are reduced to the minimum level.

Budgeting forms an integral part of financial management in secondary schools, and it is a challenge to the school administrator. Jacobson, (1998) defined budgeting as “a process of preparing work programmes that translate work policy of an institution into a monetary term”. This statement confirms how challenging a budgeting is, because if it is not done properly, the entire programme of the school will be in disarray. For examples, if the cost of running a secondary school for an academic year is GH¢60,000.00 based on current market price, there will be a deficit if inflating rate is excluded from the budget. The budget implication is that the budgetary allocation will be inadequate to procure all items listed in the budget as a result of inflationary increase.

Therefore, an administrator of SHS who does not have knowledge of accounting, will face a tougher challenge in managing the finance of his school as compared to the administrator who is knowledgeable in the area. Additionally, a school administrator who knows nothing about accounting principles stands a very high risk of being duped by his bursar and this may likely place him or her at the wrong side of the law. For example, in preparing the school budget, the bursar may inflate prices with the intention of pocketing

the excess cash. Also, the bursar could withdraw money from the school account through dubious means without detecting it until the auditor's report is made public, at which time he (the administrator) will be held liable. In early 1982 some heads of secondary school in Ghana, including Mr. Kwabena Kyere the then Headmaster of Techiman Secondary School, who was also National Association of Teachers President were punished for alleged embezzlement of school funds due to their poor supervision of their bursars Daily Graphic Newspaper (1982).

One of the aspects of financial management, which is very challenging, is fiscal control. When a school administrator prepares his/her annual budget, the budget estimate goes through so many process before the needed money can be made available. Therefore, the entire process involved in executing the budget or spending the available cash is known as fiscal control Millet (1954). Jacobson (1998) suggested that the administrators of SHS have to satisfy two aspects of responsibilities in fiscal control measures. First, he or she has to carry out the program of activities within the limit of the funds made available to his or her institution and secondly, quarterly expenditures should not exceed quarterly allocation of funds, unless permission is sort from the appropriate quarters. Some school administrators find it difficult to fulfill these aspects of their responsibilities probably due to lack of knowledge or greed hence a challenge.

Keeping accurate financial records are equally a challenge to the administrators of secondary schools. However, those who do not have knowledge on keeping financial record usually face a serious challenge when audited. For example, auditors require receipts, payment vouchers and

invoices to name a few to compare with what is written in the expenditure book to really determine if funds allocated to the school has been used for its intended purpose. If a school administrator cannot provide these documents, he or she could be accused of embezzling school funds, hence a challenge.

Jones, Salisbury and Spencer (1969) revealed that curricular shortcoming is one of the challenges that secondary schools administrators are confronted with. They are of the view that some researchers into so-called discipline cases and into cases of students who drop out of school are convinced that majority are caused by school programs and or by the school personnel. They further alleged that inadequate facilities could pose a challenge to school administrators as well as all stakeholders in education (students, teachers, parents and government).

Campbell, Bridges and Nystrand (1973) in their studies found out that School's Board of Governor in some cases may pose some challenges to school administrators. They reported that all board members of secondary schools are given executive power of heads of school administrators and as such, school administrators feel threatened in taking some major decisions in the interest of their schools. It is alleged in our Ghanaian situation that a head or administrator who is not an alumnus of school does not have favour in the sight of some members of the school board of governor who strongly believe in the alumnus. The reason for such an opposition could probably be that such members would like to see an old boy or girl administering affairs of the school so that he or she can perpetuate the school culture.

Recent literature on leadership or administration in general, identifies drive, leadership motivation, integrity, self-confidence, intelligence,



knowledge of the business and emotional intelligence. According to Jones, Salisbury, and Spencer, (1969) a leader or school administrator who faces some opposition from above may lose some of the above-mentioned competences e.g. self-confidence and integrity. They reported that integrity refers to the administrator's or leader's truthfulness and tendency to translate words into deeds. Therefore, a school administrator who faces opposition from some board members may not find it easier in translating words into deeds, hence a great challenge. They also referred to self-confidence as the belief an administrator has in himself or herself in terms of convincing his or her followers to work towards achieving the aims and objectives of the school. Again an administrator, who has lost self-confidence as a result of stiff opposition from the higher bracket, may equally lose focus in performing his or her duties.

According to Jones, Salisbury and Spencer (1969), many of today's teachers are just marking time until somebody pops the question in a concise version, this means that many of today's teachers have no interest in the job; they only do it as last resort. This assertion could be confirmed by what is currently occurring in G. E. S, where most of the teachers on study leave don't go back to the classroom after completion, but find different jobs to do. They further added that some teachers, especially those in the urban areas abandon classrooms during official working hours to perform private duties, extra classes and trading. The situations according to them are personnel shortcomings and are a challenge to school administrators. They suggested that school administrators should counsel teachers who are found to have

shortcomings in the performance of duties; probably such teachers are not aware of their shortcomings.

Jones et al as one of the challenges identified guidance and counseling in the Senior High School. They reported that professional guidance coordinators are in short supply and the few on jobs are overloaded with teaching, a factor leading to inefficiency. To stress the importance of guidance and counseling in secondary school Jones et al (1969) held the view that conflict is a human factor which is seen inevitable, endemic and often legitimate in our homes, schools or organisation. This is because individuals or groups belong to different background environments, which are constantly changing. With the foregoing in mind, it is necessary for professional guidance and counselors to be present in all schools so as to guide and counsel those perceive to have problems with the view of preventing and managing conflict. In addition to the foregoing assertion, Jones et al (1969) suggested that students with psychological problems if not guided and counseled, they tend pose serious disciplinary problems for school administrators.

Musazi (1985) and Asiedu-Akrofi (1978) respectively studied the relationship between school and African Traditional Societies and observed that the two are moving in parallel rails and will never meet, unless conscious efforts are made to bring them together. In their respective views initiating and completing such a task is a major challenge, because the traditionalists regard school as an European Institution which has no bearing on what pertains at the traditional level.

In an attempt to categorize behavioural reactions to stress and dissatisfaction (challenges), Hirschman (1973) pointed out that actors in

organizations have two primary alternatives when faced with conditions that they find objectionable. He was referring to the “painful decision to withdraw or switch in the act of administration stress and dissatisfaction in work place mostly result from the failure of management to consider the need of their staff.

According to the Maslow hierarchy of needs an individual behaviour is need or goal directed. Therefore, he or she tries to satisfy such a need. He emphasized that the individual needs are hierarchical in order and the lower need must be satisfied before the higher need. For example, the individual must satisfy his physiological need such as food, water and shelter before he or she thinks of security and peace. If these needs are not satisfied according to Maslow, there is bound to be lack of commitment to work.

Mayes and Tolela (1988) also indicated that in the process of administering an organisation, some challenges may lead to turnover intention (the decision to leave the organisation) or voice. Voice, according to Hirschman (1973), “refers to any attempt at all to change rather than escape from an objectable state of affairs”. If this seems plausible to operationalise “voice” as the degree to which organisation members either form militant attitudes or take political action to improve their work conditions.

The organisational behaviour literature suggests that the determinants of ‘exit’ and ‘voice’ may in fact, be quite different. Researchers seeking to identify the predictors to ‘exit’ and ‘voice’ in a wide range of organizations have found that the circumstances leading to ‘exit’ (ie turnover) are typically quite different from those associated with political action or militancy.

Mayes and Tolela (1988) for instance found that among public sector professionals, although high satisfaction was associated with a lower propensity to leave ('exit'), no association was found between satisfaction and political actor ('voice'). They further found that although neither of the two work conditions tested (role ambiguity and role conflict) emerged as a significant predictor of given a high level of organizational commitment. These conditions pose various kinds of challenges to school administrators.

Hoy and Miskel (1982) in their study identified five top sources of stress/challenge in educational administration. They mentioned the sources as reprimanding staff; dealing with staff under stress or tension; 'responsibility of position'; 'Maintaining Standards and values'; and quality of work in the school. They further reported that the three major sources of stress form 77 out of 296 primary headteachers in their sample were:

- a) 'Feeling that I have too heavy a work load and that I do not have enough time to complete the tasks demanded of me during the normal working day'
- b) 'Knowing that I am not properly fulfilling all the roles demanded of me and
- c) 'Not having sufficient staff or expertise to fulfill curricular demands.

Taylor in his effort to eliminate inefficient and wasteful practices at work places as cited by Amuzu-Kpeglo (2004), called for setting up a clearly defined, large, daily task for all workers (high or low) which require full day's effort to complete in order to occupy a man's maximum working abilities for each day of his occupation.

The results of the Tennessee school administrators carried out by Brimm showed that besides the consensus among elementary and junior high school principals, rules compliance (complying with state federal rules and policies) was their most stressful or challenging task. These administrative groups further indicated that decision-making which involved students and colleagues, evaluation of staff members and attempts to resolve parent -school conflicts were among the five most stressful or challenging aspect of their job.

Lane, Corwin and Monaham (1967) investigated occupational challenges among school heads and some senior members in educational administration across the United Kingdom. From the study, some factors attributed to challenges in Educational Administration were identified as follow: “work overload”, “handling staff relationships and those with other adults”, “resources and market approach”, “the demands and constraints of work”, “handling inadequate staff” and “feeling undervalued”.

Respect for divergent views from organisation members is another challenge to educational administrators. Gontor, Abdul-Rahman and Mensah – Bonsu (2005) reported in their presentation that individual differences exist in every organisation and this must be respected by those at the helm of affairs so as to make the organisation effective and efficient. They also added that educational administrators should listen to diversity of views and utilize them for the good of their organisations, in this case, the school.

Daily Champion News-paper (2004) cited as one of the causes of indiscipline among students as the failure of some parents to give their children transport fare and other financial support while in school. It alleged that such youngsters are in this case forced to hawk to make ends meet. As it

put it, girls who find themselves in such financial difficulty take to prostitution and finally drop out of school while the boys also take to stealing and arm robbing.

The News-paper further reveals that playing truancy among pupils and students in Nigeria has become a fashionable pastime, a common phenomenon and these perpetrators practice this elicited without qualms. Stakeholders in education are reported to have said that this action has affected not only students' moral standing, but by extension, their academic performance and above all, a great challenge to educational administrators.

Drucker (1967) stressed the idea of organisation corporation as a cooperative system that included not only the executives and employees, but also the investors, suppliers and customers. Organisation to Drucker (1967) is "a system of consciously, systematically coordinated activities of forces of two or more persons having continuity in time". Following this idea, Barnard has analyzed organisations as "cooperative systems" that has to meet two conditions (challenges) in order to survive in the long run. The two challenges were that:

- i. The executives must secure objectives or organizational goals and see to it that they are achieved, which he referred to as effectiveness.
- ii. The cooperation of their individual contributions through a dynamic organizational communication and maintenance of morale through incentives, inducements supervision, training and education, which to Drucker is efficiency.

Jones et al (1969) identified inadequate educational facilities as one of the administrative challenges in education. They alleged that overcrowding due to lack of classroom space could, of course be an obstacle to a good climate for learning. They continue that if buildings are old and in disrepair as well, there is no pride in the school and again the climate for learning suffers. They further stated that buildings that are overheated as a result of overcrowding could soon cause tempers to overheat also. When tempers are overheated, it leads to confusion among students, on campus and thus poses disciplinary problem for the administrator.

Parental disengagement according to them poses a serious challenge to educational administrators in the urban areas of America. They revealed that lack of association between parents of students in Senior High Schools in United State of America (U.S.A) prevents communication about mutual parental problems. In many schools, students come from diverse social and economic backgrounds. According to Jones et al (1969), the school is expected to provide equal opportunity for all of the students irrespective of economic or minority status. This goal has not been achieved because of the diverse demands of the community in schools.

For instance, each distinct group demands, that their values and beliefs are taught within the school. They reported that as a result of the diverse demands groups are battling each other for domination of what is to be taught in the schools. These activities of the group according to them create serious administrative problem for heads of schools. Some of the group members are alleged to be trooping in the offices of the heads for consultation with the view

of winning favour. By their actions, the daily tasks of the school heads that are expected to be performed are not normally completed due to interruptions.

They further reported that schools with small attendance units (low enrolment) are simpler and easier to manage as compare to schools with large attendance unit, example, the believe of educating American youths to their capacities has brought about intense pressure on educational facilities with some Senior High Schools having two to three thousand students as enrolment number. With this increase in population, they added that better planning has become more difficult as more people, both lay and professional, have to be dealt with in planning and administering such schools.

The implementation of new educational policy could be considered as a challenge to educational administrators Yeboah (1990). This is evident by the 1987 Educational Reform in Ghana. For example, it is on record that the non-availability of trained manpower and other logistics which could have promoted the implementation of the new educational policy nearly frustrated the efforts of the policy makers and implementers, for example, at the junior secondary school (J.H.S) level, some teachers became initially confused as to how to teach from the new syllabuses among other problems.

Also at the S.H.S level, some weaknesses were reported to be associated with it. This came to fore after the first batch of SHS students graduated in 1993. Some alleged that the reform had failed to achieve quality targets and exposed the educational sector to public criticism.

Jones et al (1969) cited increased services as another contributing factor to the complexity of leadership in the S. H. S. since such services are accompanied by larger attendance units, huge faculties, essential for sound



administration. They mentioned pupil transportation; guidance and counseling, dental and physical health need for instance, to be some of the services.

### **Implication of Literature for the Study**

The literature review shows that a lot of writers have written extensively on the administrative functions of school heads and the challenges they face everyday. The research and perceptions of the various authors helped the researcher to have a wider perspective of the various aspects of challenges which school administrators face, helped him to develop the purpose of study, the significance of the study and research questions. It also served the basis of generating the items in the questionnaires.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents detailed information on the techniques and processes used in identifying the challenges in the administration of rural senior high schools in Bibiani-Anhwiaso-Bekwai District in Western Region. Particular reference is made to the research design, the population, the sampling techniques and the research Instrument used in this study. The data collection produce and data analysis procedures are also presented.

#### **The Research Design**

The research design for this study was descriptive survey design. The purpose was to observe, describe and document aspects of the challenges in the administration of rural senior high schools in Bibiani-Anhwiaso –Bekwai District. According to Best and Khan (1998), “descriptive research is concerned with the conditions or relationships that exist, such as conditions, practices and attitudes, opinions that are held, processes that are going on, or trends that are developed” Descriptive designs are in tented obtain to more information about a particular characteristic within a particular field of study. A descriptive study may be used to develop theory, identify problems within current practice, justify current practice, and make judgements or identity what others in similar situations may be doing.

This type of design is used to study relationships between non-manipulated variables in a natural rather than an artificial setting. It involves administering the same set of questions to a large number of individuals. Their responses are tabulated, analysed and reported usually in the form of frequencies or percentages of those who answered in a particular way to each of the questions.

The descriptive design was the most suitable type for data collection procedure for this work because of its relative low cost. The instrument can be administered to all the members of the group almost at the same time, making group administration possible. The data collection time can be relatively short and also it does not involve any manipulation of variables. The researcher was interested in this type of survey because he wanted to have a clear and comprehensive picture of what the opinions of the administrators of rural senior high schools concerning challenges of the administration.

This was to ensure a high rate of responses and a short time for data retrieval. In order to get or obtain the desired data for the research, the researcher ensured that:

- (a) Questions were clear, unambiguous and not misleading.
- (b) Respondents provided thoughtful answers to the items.
- (c) Sufficient numbers of questions were completed and returned for meaningful analysis of the data obtained.

### **Population**

In this research, the target population was the teaching staff including the headmasters and their assistants, and the Parent Teacher Associations of

the two Senior High Schools in Bibiani Anhwiaso District. The total population was 2000 people. The aforementioned population was targeted for this investigation because members here are directly and or indirectly involved in the administrative aspect of SHS, consequently they are in better positions to know and provide concrete information on the various challenges that confront them in their individual daily task (administrative work).

### **Sample and Sampling Technique**

Purposive sampling and census were used to select the targeted respondents. Census was used to select the two Heads / Administrators, Assistant Heads, senior housemasters and mistresses and Housemasters/mistresses. This is because these people are directly concerned with the day-to-day administration of the school. Purposive sampling was used to select from the Teachers who were holding responsible positions like heads of departments, members of procurement committee, dining hall masters, form masters and Parent Teacher Association (PTA) executives. From each of the two senior high schools in the district where the study was conducted 35 participants were selected. The sample size from the two schools was 70. This comprised the 2 Headmasters, 4 Assistants Headmasters, 4 Senior house masters / mistress, 20 housemasters / mistress, 10 parents from the PTA, 4 teachers from procurement committee, 2 dining hall masters, 8 heads of department, 14 Form masters and 2 teachers from Guidance and Counseling department. Sample was done in order to enable the researcher to have a complete coverage of the population.

## **Research Instruments**

The Instruments used were the questionnaire and interview guide for gathering data. The questionnaire method was adopted since the study was carried out at schools where most of the respondents were literate and the population was large. Questionnaires offer fewer opportunities for bias or errors. They are stable, consistent and of uniform measure without variation. They offer a considered and objective view on the issue since respondents can consult their files and since many subjects prefer to write rather than talk about certain issues. They also promise a wider coverage Creswell (1994).

A questionnaire consists of a list of questions or statements relating to the aims of the study, the hypotheses and research questions to be verified and answers to which the respondents is required to answer by writing Amedahe (2002) or by marking (ticking) the most suitable options. Though questionnaires may not afford the respondents the opportunity to react verbally to items of particular interest especially in answering open-ended items, the researcher preferred, the use of this instrument to obtain the data for the study because it is one of the best instruments for this study. The questionnaire is widely used for collecting data and it can be given to a large numbers of respondents at the same time. In addition, respondents can have ample time to answer the items at their own convenience.

The questionnaire used for this study consisted of close-ended items and a few open-ended items. The close-ended items were used to prevent respondents from deviating or giving superfluous responses while the open-ended items were used to elicit more useful but unanticipated information from respondents since the respondent were given the opportunity to reveal

their frame of reference and possibly the reason for their responses. Most of the closed-ended items were mainly Likert-scale type. The Likert-type questionnaire has been found to be the suitable type of instrument for the measurement of attitudes and perceptions. This is because it enables respondents to indicate the degree of their belief in a given statement (Best Khan 1998). They said that Likert scales have a high degree of validity even if the scale contains a few items and also have a very high reliability.

### **Pilot -Test**

To determine the validity and reliability of the instrument before the main study, the researcher sought the help of his supervisor to check the content validity of the questionnaire before undertaking the pilot-testing. The testing of the instruments can reveal ambiguities, poorly worded questions, questions that are not understood and unclear choices and can also indicate whether, the instructions to the respondents are clear, Fraenkel & Wallen (2000). Pilot testing, therefore helped the researcher to verify whether the items were appropriate for the study. Also the pilot testing enabled the researcher to find out whether the tool being used would gather enough information to be able to use to answer the research questions.

According to Fraenkel and Wallen (2000),it is advisable to try the questionnaire out on a small sample similar to the actual respondents. A pilot testing was therefore conducted at Sefwi – Wiawso Senior High Technical School and the results analysed before the actual study took place. This ensured that the sample, the questionnaire, the data collection procedure, among others, was appropriate and able to derive the best results when the

actual study was conducted. Sefwi Wiawso Senior High Technical was chosen for the pilot –testing because the school bears almost the same characteristics as that of Sefwi –Bekwai and Bibiani Senior High Technical Schools. These schools are all co-educational institutions and comprise students mostly from middle and lower class families. Again these schools are in the same geographical area and have about the same students and staff population and similar problems. The total sample that was selected for the pilot test was 20 respondents. After the pilot-testing of the instruments, the Statistical Product and Service Solution (SPSS) Computer Software was used to enter the result. Cronbach Alpha Co-efficient was used to determine the internal consistency of the questionnaire. The results are presented in Table1 below.

**Table 1**

**Results of Alpha Coefficient for the Tested Items**

Scale Item	Alpha
1. Challenges faced by rural school heads	.9267
2. Is the challenges faced by male administrators the same as female administrators?	.7996
3. What structure have been put in place to address these challenges	.8706
<hr/>	
Overall Alpha =	$\frac{.9267 + .7996 + .8706}{3} = 0.8654$

Table 1 shows that, the overall alpha for the tested items is 0.8654. According to Darren and Mallery (2001), an alpha value >0.8579 mean the

instrument is considered as good. Therefore the overall alpha being 0.8632 indicates that the instrument was reliable.

### **Date Collection Procedure**

The researcher personally administered the questionnaire and conducted the interview in the chosen schools. Before administering the instrument, the researcher submitted an introductory letter from the Director of the Institute for Educational Planning and Administration of the University of Cape Coast to the schools Authorities. The purpose of the study was stated in the letter and co-operation of the schools authorities was sought. Permission and support were then sought from the Headmaster, Staff and P.T.A. Executive members. The researcher distributed the questionnaires to the Headmasters, some members of staff in administrative positions and some P. T. A members and personally assigned letters to the respondents which corresponded to the letters on the questionnaire form. This was done to enable the researcher to trace any unreturned questionnaire or forms. Respondents were also assured of anonymity with instructions on confidentiality of any information given by them on the questionnaire forms.

After the distribution of the questionnaires the researcher left the forms with the respondents and implored them to complete the forms in a week or two after which he would collect them. He also beseeched each of the heads to collect the completed forms from the other members of staff and keep them for him. Interview was granted only to the two heads of institutions at Sefwi-Bekwai senior high and Bibiani senior high technical schools. I went to them



to grant them interview to know what structures they were putting in place to address the situation.

### **Data Analysis Procedure**

Since the study was a descriptive survey, the researcher did quantitative and qualitative analysis. Descriptive statistics involves tabulating, depicting and describing collection of data Amendahe (2002).

Amedahe (2002) opined that the large mass of data that are collected by the researcher must undergo a process of summarization or reduction before they can be comprehensible. According to Amendahe (2002) descriptive statistics serves as a tool to describe, summarise or reduce to manageable form, the properties of mass data. This form of statistics provides simple summaries about the sample of study and measures in a sensible way using a single indicator. Descriptive statistics describe data in terms of measures of Central tendency and measures of Spread (dispersion).

The data that were obtained were described and analysed using percentages and frequencies. The Statistical Product and Services Solution (SPSS) Computer Software was used for the data analysis. In this way computer tallied the responses given by the respondents, put them into frequencies and a frequency distribution table was prepared for those responses. Frequencies obtained for the responses for each item were converted into percentages in order to determine the different responses given by specific proportions of the study sample.

With the open-ended items, the responses were categorized based on the dominant ideas expressed. The responses were fed into the computer to generate the frequencies. Positive statements were given the following values: very high+4, high+3, low +2, very low +1. All the responses ticked on the questionnaires were recorded on a broad sheet before they were fed into the computer for data.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

Date collected from the two Senior High Schools in the district namely Bibiani Senior High / Technical School and Sefwi-Bekwai Senior High School are discussed in this chapter to answer the various research questions. Also highlighted in the discussion are responses of administrators of the selected educational Institutions on the challenges they face in the leadership positions and the strategies they adopt in meeting the challenges. As earlier mentioned in chapter 3, questionnaires were administered to 70 respondents. However 68 (approximately 97%) respondent completed their questionnaire. Out of this 60 respondents were linked to school administration and eight respondents were parents. The responses are presented below. The results are presented according to the research questions as follows:

**Research Questions 1:** What are the challenges faced by rural Senior High school heads within Bibiani-Anhwiaso Bekwai District?

#### **Retention of Staff**

One challenge identified by staff respondents was the retention of teachers. Table 2 below shows the opinion / views of staff respondents depicting the ranges of years teachers on their staff have spent in their respective schools.

**Table 2**

**Opinions of Staff Depicting the Number of Years they have Spent in their Respective Schools**

School	No. of Respondents		No. of years at post	
	Male	Female	Male	Female
BSHTS	23	7	2.8	3.0
SBSHS	19	11	1.6	3.5
Total	42	18	4.4	6.5

Both schools were observed to have unstable staff, in the sense that none of the teachers according to the respondents has been in those schools for more than four years at the time of conducting the study. This agrees with Jones et. al. (1969) assertion that many of today's teachers have no interest in the job and they only do it as last resort. One could probably be tempted to attribute the poor staff retention rate to administrators of the schools coupled with other environmental factors.

**Professional Status of Teachers in the Schools**

One challenge identified by the respondents related to the status of teachers in their schools. Table 3 presents opinions of staff respondents regarding the professional status of teachers.

**Table 3**

**Professional Status of Teachers**

School	Total No. of Teaching staff	Status	Frequency	Percentage
BSHST	60	Trained	19	31.7
		Untrained	41	68.3
SBSHS	40	Trained	12	30.0
		Untrained	30	70.0
Total	100		102	200

The table above reveals that greater numbers of teaching staff in both schools in Bibiani Anhwiaso District are untrained and this could be a big challenge in teaching and learning and the general administration of the schools, since large number of professional staff is an indication of quality education. This is also in line with Jones, Salisburg and Spencer (1969) assertion that many of today's teachers have no interest in the job and they only do it as last resort. It was also discovered that only BSHTS which attempted to offer in-service training to its staff through workshops, attendance of subject association meeting and seminars. At Sefwi-Bekwai Senior High School the situation was different as the study showed that no teacher from the school has ever attended association meeting for the last 6 years.

Orientation for new staff members was observed to be the most prominent in all the two schools covered by the study. The administrators of the two schools where the study was conducted showed their willingness to

put staff development programmes in place but lack of finance was identified as the limiting factor.

In the case of decision-making, 85% of the respondents from BSHTS confirmed their involvement and 82.5% from SBSHS also confirmed their involvement as revealed by appendix A. From the above analysis, it is believed that members of staff in both schools play a very active role in implementing policies made at the local level, since the greater percentage of the staff took part in formulating such policies. This is in agreement with Gontor, Abdual – Rahman and Mensah – Bonsu (2005) assertion that educational administrators should listen to diversity of views and utilise them for the good of their organisation in this case the school. Motivating staff members in schools has been identified as one of the mechanisms of reducing the challenge of human resource management as pointed out by (Reboree 2001). In line with Reboree's assertion the study revealed different forms of motivational packages that are in place at local level covered by the study.

At Bibiani Senior High Technical school, it was revealed that material and financial reward packages were in place for rewarding hard working teaching and non-teaching staff. For example, it was gathered that cash amount of fifty Ghana cedis (GH¢50.00) is paid to each teacher in a department whose student perform very well in the West African Secondary School Certificate Examination (WASSCE). Food stuff as well as provisions is given to the runner up. The Parent Teacher Association (PTA) of the school is the sole brain behind these incentive packages. At Sefwi-Bekwai the study

revealed that no such scheme is in place as far as financial and material rewards are concerned. Respondents from Sefwi-Bekwai reported that verbal motivation in the form of praises and citations are received by staff members identified to be hardworking.

### **Acts of Indiscipline by Teachers**

Table 4 below shows the views of staff respondents on Acts of Indiscipline by teachers that pose a challenge to administration in rural senior high schools.

**Table 4****Acts of Indiscipline by Teachers that Pose a challenge to Administration**

Item	School			
	BSHTS		SBSHS	
	Frequency	Percentage	Frequency	Percentage
Absenteeism	23	76.4	22	73.3
Severe and inappropriate punishment	19	64.0	20	67.0
Poor relationship with students of students	15	51.2	15	50.0
Lack of commitment	15	51.2	16	53.0
Drunkenness / smoking	6	20.0	5	16.6
Improper dressing	6	20.0	4	13.3
Biases	4	13.3	5	16.7
Receiving bribes from students	1	3.0	1	3.0
Sexual misconduct	2	6.0	2	6.0
Receiving mobile phone calls during class	7	23.0	8	25.0
Speaking of pidgin English	2	6.0	2	6.0
Total	100	334.1	100	329.9



In table 4 teachers rated absenteeism (76.4% and 73.3%), severe and inappropriate punishment (64% and 67%), poor relationship with students (51.3% and 50%) and lack of commitment (51.2% and 53.3%) on part of teacher, Drunkenness / smoking was rated (20% and 16.6%) for both schools are some acts of indiscipline of teachers. Improper dressing, biasness, receiving bribes from students, speaking of pidgin English and sexual misconduct were rated lowest. It can be concluded that the acts of indiscipline on the part of teachers that need serious attention are absenteeism, severe and inappropriate punishment, lack of commitment drunkenness and smoking.

Table 5 below presents frequency and percentage analyses of acts of indiscipline by staff in administrative positions as seen by some parents on (PTA) executive.

**Table 5**

**Parents responses to acts of indiscipline by staff in Administrative positions.**

Item	Frequency	Percentage
Not taking appropriate and immediate action against students who misbehave	7	83.3
Not firm	6	66.6
Bribery and corruption	2	25.0
Favouritism	6	66.6
Poor maintenance of school facilities	4	50.0
Improper supervision	4	50.0
Negligence of duty	2	25.0
Disrespect for Teachers	3	37.5
Not motivating teachers	3	37.5
Total	34	441.5

In table 5 parents rated, administrators not taking appropriate and immediate action against students who misbehave as (83.3%) and not being firm (66.6%). Poor maintenance of school facilities (50.0%), favourism 66.6% and improper supervision 50% are acts of major challenges on the part of school staff administrators. Though bribery and corruption (25%) negligence of duty 25.0%, disrespect for teachers 37.5% and not motivating teacher 37.5% respectively, were still rated by about one-third of the parents on P.T.A executive, which makes it serious in the face of challenges in administration. This is in contrast with Knezerich (1984) assertion that school administrators must define the purpose of schooling, setting school – wide goals providing the resources needed for learning to occur, supervising and evaluating teachers and creating collegial relationship with and among teachers.

### **Acts of Indiscipline by Students**

Table 6 below shows the views of parent respondents on acts of indiscipline by students. Table 6 presents frequency and percentage analyses of acts of indiscipline by students that pose a challenge to administration in rural senior high schools as seen by parents.

**Table 6****Frequency and Percentage analysis of acts of indiscipline by student as seen by Parents.**

Item	Frequency	Percentage
Breaking of bound	7	83.3
Disrespect of teachers and colleagues	3	37.5
Occultism	1	12.5
Uncleanness	2	25.0
Littering around	3	37.0
Profane words	1	12.5
Destroying school property	2	25.0
Not uniting	2	25.0
Fighting	1	12.5
Drunkenness / Drug Abuse	2	25.0
Robbery	1	12.5
Total	25	308.3

In table 6, parents listed, breaking of bound, disrespect of teachers, littering around, uncleanness and destroying of school property as acts of indiscipline of students. They ranked breaking of bounds 83.3% disrespects of teachers 37.5%, littering around 37.5%, uncleanness 25.0% and destroying schools property 25.0% respectfully as major acts of indiscipline of students. occultism, profane words, fighting, Robbery, drunkenness and drug abuse were listed the least. It can be concluded here that the most pervasive acts of indiscipline on the part of students that pose a challenge to administration of these rural senior high schools are disrespect of teachers, breaking of bounds and littering around the school compound.

## **Student Personnel Management Service**

Student personnel services programme are a set of specialised services, which will aid the school and ultimately the student to accomplish the set objectives of the school. The major objective of education is to help each student to achieve his maximum potential. Student personnel services in the school include admission of students into the school, maintenance of students' records, school health services, Guidance and Counseling services, Library services and boarding and Lodging services.

Table 7 below shows admission records of students in S.H.S in Bibiani-Anhwiaso-Bekwai District.

**Table 7**

### **Admission Records of Students into their Schools**

School	Year of admission	Student population	No. of Protocol students	%Protocol of students
Bibiani Senior High	2002	600	75	12.5
Technical School	2003	750	90	12
School	2004	750	75	10
	2005	820	49	06
	2006	920	0	0
	2007	1200	0	0
Sefwi Bekwai	2002	400	8	2
Senior High school	2003	420	20	4.8
	2004	550	28	5.0
	2005	800	48	6.0
	2006	850	0	0
	2007	1050	0	0
Total	24054	9110	393	58.3

At BSHTS it was revealed that request for protocol admission, lack of space to accommodate qualified applicants and pressure from parents/guardians as regard admission were the main challenges associated with the admission process. According to the study, there was undue pressure on the administrators of BSHTS by chiefs and opinion leaders of the area. A long list usually comprising unqualified applicants is sent to the school personally or through their representative of those concerned for automatic admission. As a result protocol admission at BSHTS accounted for 12.5% of the total admission in 2002, 12% in 2004, 10% in 2005 and 0% in both 2006 and 2007 due to computerization of schools selection of Junior High School leavers. The low number of protocol admission to Sefwi – Bekwai Senior High School could probably be blamed on the poor nature of the school facilities. Lack of interest in studies, improper dressing, unnecessary noise creation in hostels and stealing were some of the challenges faced by administrators interviewed at BSHTS and SBSHS.

### **Financial Management**

Administrators of all the schools covered by the study identified three major sources from which funds are obtained for the day to day running of their respective schools. The sources identified were:

- a. The central government
- b. Parents
- c. Philanthropists / Community groups.

From the study, indications were that the central government is the major funding agent of the schools. The central government funds school in the form of quarterly grants, payment of salaries of teaching and non-teaching staff,

assisting schools to establish money generating projects by providing technical assistance including materials, equipment and financing the construction and rehabilitation of school buildings. The frustration associated with government funding as reported by respondents from the two schools is related to the late arrival of such funds to the point of execution (school). Payment of feeding grants for students, responsibility allowance, hospital bill and other services rendered to schools were reported to be constantly in arrears.

Parents on their part make financial contributions to the schools through payment of school fees, Parent Teachers Association (PTA) dues, special levies, paying teachers for extra work done and among others. Table 8 below shows the percentage fees payment per school per term.

**Table 8**

**Percentage Fees Payment by Students Per School**

School	Student population	No. of students who have paid full fees	% student payment of Full fees per term
BSHTS	1200	768	64
SBSHS	1050	620	59.1
Total	2250	1388	123.1

Note: figures in table 8 are based on 1<sup>st</sup> term 2006/2007 academic year payment of fees by students and

$$\text{Percentage fees payment} = \frac{\text{No. of students paying full fees}}{\text{Total No. of students per school}} \times 100\%$$

Besides the central government, parents were identified to be the second major funding agent of schools as revealed by the study, but the situation as pertains on the ground depicts different picture. These payments are made in the face of challenges in the sense that most parents are not willing to pay, hence this is almost uncertain.

Analysis of the data above showed that 64% of BSHTS students paid their fees in full in the term and 59.1% of SBSHS students paid their full fees in the term. Touching on the two schools, BSHST recorded relatively higher percentage of full payment of fees. This is probably BSHTS is a district capital school as compared to SBSHS which is in relatively remote area. BSHTS is in a relatively big town where majority of the inhabitants are not farmers who do probably value education and as such many decided to pay school fees for their children.

SBSHS recorded the lower percentage probably due to poverty, which has engulfed the community, or because premium is not placed on education by some parents. Donations from Philanthropists or Community groups were identified in the study as one of the ways schools source funds in the two schools. These agree well with the assertion made by Commonwealth Secretariat (1993) that administrators of SHS can source funds from three major groups; namely Parents, Government and Community groups. It was revealed that some amount of cash and materials donations have been made to these schools over the years. According to them, such donations are made during elections era.

The administrator of SBSHS cited a case in which GH¢6,000 pipe lines and pipe stands were presented to the school two weeks to the 2004 parliamentary and presidential elections by the District chief Executive. Similarly, BSHST cited the presentation of sporting materials to the school during the same period.

Budget preparation was also observed to be one of the challenging areas. The two Administrators of both schools cited lack of time as their reason for not participating in budget preparation in their schools. According to them, they finally glance through and sign after their bursars have prepared it. As mentioned earlier, grating total independence to bursar during schools budget preparation and other financial transactions could create a breeding ground for embezzling state funds. Keeping accurate financial record and fiscal control were also identified in the study as equally a challenge to the 2 administrators of the schools where this research was conducted.

### **School Community Relationship**

Even though the two administrators of the two schools reported of cordial relationship existing between their respective schools and its community, more need to be done to raise such a relationship to an excellent level. According to the administrators of BSHTS and SBSHS members of their respective communities have on several occasions donated cash and materials to their schools during some festivities (Opening day, Speech and Prizing Giving Day). They also reported of being invited to attend some Traditional festivities. With such a good relationship, members of the



community could embrace the school concerned as their own and could do everything to enhance teaching and learning.

The Parents Teacher Association (P.T.A) is one of the best means through which relationship between schools and communities can be strengthened. According to the two administrators of the respective schools, P.T.A meetings in their schools enjoy quite a good patronage. In the year 2006, the P.T.A of the respective schools donated a bus each to each of the schools to facilitate students' movement. Only Bibiani Senior High Technical School (BSHTS) had an old students Association in place. Though the Association is not very active, it has over the years made some contributions towards teaching and learning process in the school. The recent donation was 5 computers to the school. At Sefwi Bekwai Senior High School there was no sign of forming one.

From the above discussion, it has become clear that a school, which forges a good relationship with members of its community, stands to gain both financially and materially. The donation of buses to BSHTS and SBSHS by P.T.A and donation of computers and accessories to BSHTS by old students Association are all positive signals, which must be embraced by administrators of all SHS as it consequently leads to improving the quality of education.

**Research Question 2.** In what ways do the challenges faced by male and female administrators in the rural Senior High Schools differ?

The major finding on challenges faced by male administrators compared with females administrators in rural secondary school are discussed below.

Table 9 below shows the gender of respondents in administrative positions in the two schools.

**Table 9**

**Gender of Administrators Respondents**

Gender	Frequency	Percentage
Male	42	70.0
Female	18	30.0
Total	60	100

Table 9 shows that majority of the administrator in the rural senior high schools are male, i.e. 70.0% and 30.0% female.

Table 10 shows the distribution of challenges by level of Gender for male and female administrators in rural areas senior high school.

**Table 10****Distribution of Challenges by Level of Gender of Administrators**

Item	Gender	Item seen as Challenges		Percentage of challenges	
		Agree	Disagree	Agree	Disagree
Recruitment and training of staff at senior High School (SHS) level	Male	12	30	28.6	71.4
Retention of staff	Female	5	13	27.8	72.2
Management and motivation of staff	Male	10	32.0	23.8	76.2
Student Personnel Management	Female	4	14	22.2	78.6
Managing Learning Resources	Male	16	26	38.1	61.9
Sourcing and Managing Financial Resources	Female	6	12	33.3	66.7
Maintaining Law and Order on Campus	Male	27	15	64.3	35.7
	Female	12	6	66.7	33.3
	Male	26	16	61.9	38.1
	Female	12	6	66.7	33.3
	Male	28	14	66.7	33.3
	Female	11	7	61.1	38.9
	Male	27	15	64.3	35.7
	Female	11	7	61.1	38.9

Table 10 shows the opinion of the two rural senior high schools administrators towards challenges of administration in their schools. From Table 10, 30% of male administrators as compared with 27.8% female administrators have no challenges with recruitment and training of staff, 38.1% of male administrators as compared to 33.3% of female administrators have no challenges in managing and motivation of staff. Further more 66.7% of male administrators as compared to 61.9% of female administrators have no difficulty in sourcing and managing of finances. Again 64.4% of male administrators in the two district schools as compared with 61.1% of their female counterpart have no problem with maintaining law and order on campus and 76.2% of male administrators in rural senior high schools in Bibiani Anhwiaso-Bekwai district as against 77.8% of their female counterpart in the district have problem of retention of staff. On the other hand only 33.3% of female administrators as against 35.5 % of male administrators have problem with student personnel management and 33.3% of female administrator as compared with 33.1% of their male counterpart have problem with managing learning resources. From the above table and analysis, it could be seen that the challenges faced by male and female administrators in rural Senior High Schools are not the same even though they all have challenges. Female rural Senior High Schools administrators have slightly more challenges than their male counter parts.

### **Research question 3: What Structures have been in place by the two schools to Address the Challenges?**

Responses for research question 3 were collected through interview. The analysis of the interview data are presented below. In an effort to ensure payment of fees by students, the two headmasters interviewed from the two schools revealed that preventing students from writing examinations and driving students out from school were the major strategies being adapted. For example one head remarked: “Our students normally return to school with nothing or very little money” But opinions from these rural senior high school administrators say that these strategies are not working well for them as expected because when students are driven home, they spend some days or weeks only to be back with very little of fees and some go home and return no more. On the question of retention of staff and lack of commitment on the part of teaching staff; one head remarked “motivation, administrative and the leadership style are our weapons”. The two heads said me during the interview that they have instituted a lot of motivational packages such as administering justice, transparency in school administration, involving staff in decision making putting every teacher one at least on one committee, encouraging teachers to farm, staff welfare and credit unions and extra income from PTA sponsored extra classes. The schools have introduced classes’ attendance registers for both teachers and students to curb lateness to class and absenteeism. Teachers are to sign in a column against their names, time of arrival to class, time of departure, and class prefects are to sign whether teachers are present or absent and how many student were also present. These

time books are sent to the two headmasters of the two schools after classes on Fridays for scrutiny and appropriate sanctions given out to offenders.

## **CHAPTER FIVE**

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

Ghana as a nation, has over the years recognised the important role education plays in the socio – economic, and political development of every country and has therefore decided to bring Senior High School (SHS) education to the door step to every Ghanaian through the establishment of schools in almost every part of Ghana. This study investigated in to some the major challenges that confront the administrators of two Senior High Schools(SHS) in the Bibiani Anhwiaso Bekwai District of Western Region of Ghana so that suggestions could be advanced towards improving such existing conditions that are found to be challenging.

The two Senior High Schools in the Bibiani Anhwiaso Bekwai District of Western Region were selected for the research. Respondents for the research were the Headmasters, Assistant Headmasters, Senior Housemaster, Senior House Mistresses, House masters, House mistresses, selected parents, and selected teachers. Questionnaires and interviews were used to collect information from respondents.

#### **Summary of Findings**

1. Physical facilities were overstretched in the two schools.
2. The two schools where the research was concluded were always in financial difficulties.

3. Both schools were observed to have low staff retention rate.
4. Teacher absenteeism was high in both schools where the study was conducted.

### **Conclusions**

This research on some major challenges in the administration of Rural Senior High School (SHS) is very significant in this era of educational reform in the Republic of Ghana. Having critically reviewed the various challenges faced by Rural Senior High School (SHS) Administrators in the Bibiani-Anhwiaso Bekwai District of Western Region, some suggestions and recommendations have been advanced.

The researcher is hopeful that if some, or all of the recommendations and suggestions advanced are implemented, they will go a long way to minimise to the lowest level those challenges confronting the administrators of Rural Senior High Schools covered by the study. When the challenges are minimised to the lowest level, it is expected that the performance of Senior High Schools administrators will be enhanced and this will consequently improve teaching and learning. This will go a long way to produce qualified and competent Senior High School graduates who are automatically the potential manpower base of Ghana.

### **Recommendations**

#### Management of Human Resource

- (i) The findings in this research showed that managing human resource in rural Senior High Schools in the educational sector



was a key factor in ensuring quality education for all. Therefore SHS educational administrators should put in place appropriate mechanisms that promote good management practices of human resource, for example motivating staff, delegation of duties to other staff by the head etc. in order to maintain staff at post for a longer period of time.

- (ii) Setting up a reward scheme by Parents Teachers Association (PTA) for staff members could be a good source of motivation.
- (iii) Members who are financially sound in communities should assist in the training of SHS administrators by footing the cost of their training.

### **Student Personnel Management**

Schools are social entities where individuals of diverse views and philosophies come together for a common goal. Administrators of SHS must enforce rules and regulations as well as administering appropriate punishment to defaulting students, when necessary.

### **Financial Management**

- (i) To ensure a smooth running of schools on a daily basis, government must release subventions to deserving schools two weeks before reopening so as to avoid those difficulties heads go through.

- (ii) Parents on the other hand must be educated on the importance of prompt payment of fees. This will minimise the delay in fees payment by parents or guardians.
- (iii) lack of accounting principles on some schools heads and as such some bursars take advantage of this and dupe their schools of the much needed financial resource. Therefore, it is suggested that school administrators who lack the knowledge in accounting principles attend training workshops to place them in a firm position to cross check all financial dealings in their respective schools.

### **Learning Resources**

- (i) The findings in the study showed that learning resources in some of the schools covered were overstretched. On this note, administrators of those schools must identify other sources of funding with the view of expanding existing facilities to increase their intake.
- (ii) Teaching and learning resources should be upgraded to meet the test of time. Lobbying local and international organisations to donate modern textbooks and other learning resources to schools concerned could do this.

### **School – Community Relationship**

From the research, it was found out that both of the two schools covered, have good relationship with their communities. Effort must therefore

be made to raise the good relationship to an excellent level. This could be done through the active participation of the schools in community based activities e.g. clean-up exercise, and other voluntary activities as well as inviting community members to school's official functions.

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**APPENDIXES**

**APPENDIX A**

**QUESTIONNAIRE ON THE ADMINISTRATION OF SENIOR  
HIGH/TECHNICAL SCHOOLS IN THE BIBIANI – ANHWASO –  
BEKWAI  
DISTRICT OF  
WESTERN REGION, GHANA**

Attached is a questionnaire designed to collect data on the administration of Senior High / Technical in the above mentioned district.

The questionnaire is categorized into sections for easier comprehension.

Your school and one other school among other schools have been chosen for the research. Any information you give will be used purely for academic work. Additionally, all information you give will be treated as confidential. Therefore, you do not need to write your name on the questionnaire.

Your maximum co-operation and participation to the success of this research would be much appreciated.

Please supply appropriate answers to the following items. You can make a tick where necessary.

**PART ONE**

Section A: Personal Record

1. Gender (a) Male  (b) Female
2. Currently, what position do you occupy in Ghana Education Service  
.....

3. How long have you served in the position?  
.....
4. How long have you been at your present post?  
.....

**PART TWO**

Challenges faced by Education Administrators.

Section A: Human Resources Management

1. How many teachers are on your school staff?  
.....
2. Approximately how many of them are accommodated by your school?  
.....
3. Do your teachers attend workshop or any in service training in recent time?  
 (a) Yes  (b) No
- 4a. If yes, how many of them?  
.....
- b. If no, why?  
.....
5. In what ways do workshop and training activities affect the management and teaching and learning in your school?
6. How do you involve members of your school staff in making decisions, especially those that affect them?  
 (a) Through meetings  
 (b) Through the use of suggesting boxes.



- (c) Hardly involve them.
- (d) Only when decision directly affects them.

7. How would you rate the level of co-operation received from

- (i) Teaching staff
  - (a) Very High (b) High (c) Low (d) Undecided
- (ii) Non teaching staff
  - (a) Very High (b) High (c) Low (d) Undecided

8. How does your school reward hardworking and dedicated staff?

- (a) Verbal praise
- (b) In cash
- (c) In kind
- (d) Through promotion
- (e) Not aware

9. Do you find it difficult retaining teachers in your school for quite a longer period of time?

- (a) Yes
- (b) No

10. If yes briefly state the reason(s)

.....  
.....

11. How often do you appraise your staff in terms of:

- (i) Lesson note preparations.
  - (a) Weekly (b) Bi-weekly (c) Monthly
  - (d) Once a term (e) Not at all
- (ii) Contact hours with students among others?

- (a) Weekly      (b) Bi-weekly    (c) Monthly
- (d) Once a term    (e) Not at all

12. If not at all, please state briefly why?

.....  
.....

13. In what ways do you notify staff members (teachers) about a pending staff meetings?

- (a) Circular issued in advance
- (b) They are informed

14. How do you rate the attendance at staff meeting by teachers in your school?

- (a) Very High    (b) High    (c) Very Low    (d) Low

15. Have you experienced conflict (fighting or verbal insult) involving any of your staff members?

- (a) Yes                      (b) No

16. If 'Yes' briefly describe the nature of the conflict.

.....  
.....

17. What are the causes of conflicts in your schools?

- (a) Unpopular decision by school administration
- (b) Scrambling for school girls.
- (c) Parents-teacher conflict.

18. Which of the following pose the most challenging to teaching and learning in your school?

- (a) Accommodation
- (b) Transportation
- (c) Teaching and learning materials
- (d) Inadequate qualified staff.

19.

<b>How would you rate the following indiscipline acts by teachers?</b>	<b>Very high</b>	<b>High</b>	<b>Low</b>	<b>Very low</b>
1. Absenteeism.				
2. Serve and inappropriate punishment.				
3. Lack of commitment.				
4. Drunkenness / smoking				
5. Improper dressing.				
6. Biasness.				
7. Receiving bribes from students.				
8. Speaking of pidgin English.				
9. Lateness to classes.				
10. Receiving mobile phone calls during classes.				
11. Sexual misconduct.				
12. Insulting students.				
13. Not listening to students perception.				

**Section B Student Personnel Management**

1. What is your major challenges in terms of admitting students?
  - (a) Number of qualified applications is more than the school can admit.
  - (b) Number of qualified applicants is far less than the school can admit.
  - (c) The school has to advertise the existing vacancy for students.
  - (d) External influence probably from Superior Officers or influential persons in a society? i.e. Chiefs and Politicians.
  
2. What is the major problem posed by students in your schools?
  - (a) theft (b) fighting (c) flouting exeat rules (d) poor dressing
  
3. How would you rate ‘boys’ and ‘girls’ in terms of the following offences: very high (vh), high (h), low (lw) and very low (vlw).

<b>Offence</b>	<b>Boys</b>	<b>Girls</b>
1. Drug / substance abuse.	Vh h lw vlw	vh h lw vlw
2. Assault of teachers.		
3. Stealing.		
4. Rowdiness.		
5. Bullying.		
6. Sexual misconduct / sodomy		
7. Skipping Classes.		
8. Inattention in class.		
9. Cheating during exams.		

10. Not punctual to school.		
11. Improper dressing.		
12. Profane words.		
13. Destroying school property.		
14. Occultism.		
15. Littering around.		

4. How do you manage problem students in your school?

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5. Which of the sexes are mostly found flouting student rules?

- (a) Male                      (b) Female

6. Please assign reasons for your choices?.....

7. Generally, how would you rate the level of discipline among students in your school?

**Section C Financial Management**

1. Besides government subvention and school fees, from what other sources does the school acquires funding in executing its programmes?

- (a) P.T.A Levy                      (b) Old Boys Association  
 (c) Community donation      (d) Schools farms      (e) NGOs Others

2. Does the government subvention reach the school as expected?

- (a) Yes       (b) No

3. In case of delay by the government in releasing the subvention to you, what measure(s) do you put in place to minimize the effects of the delay?

- (a) Borrow money from the bank, (b) buy needed goods on credit,
- (c) vireo (use money meant for different programme with permission from above to be replaced later. (d) Borrow from PTA

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4. In a term, how many of your students are able to pay their fees in full?

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5. Which of the following category of staff are involved into preparation of school budget?

- (a) Heads of Departments
- (b) Bursar
- (c) Bursar only
- (d) Store Keeper
- (e) Head Master
- (f) All the above named people

6. Have you ever experienced a situation where expenditure exceeds income in your schools?

(a) Yes  (b) No

7. If yes, please state how funds were raised to make up for the deficit

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 .....

8. In executing your school programmes (budget), have you been forced by some circumstances to misappropriate money or use money given

specifically to the school for a named programme for different programmes?

(a) Yes  (b) No

9. If yes, please explain the circumstances briefly and list the programme or programmes or project(s) the money was used for.

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10. How is financial record keeping system done in your school?

11. As a head, do you occasionally read through the cash book to ascertain if the right thing is being done?

12. What is your opinion are the reasons for which of external auditors are employed to audit your school account?

13. In managing the finances of your school, please list any other challenges you are faced with that are not covered by the foregoing question.

(e) Laboratory materials / block

6. How do you maintain your existing facilities (Building, desk, Bungalow etc)?

(a) Using internally generated funds.

(b) Government subvention.

(c) P.T.A funds

8. Are the blocks spacious enough to accommodate if not all most of your students who may like to be boarders?

9. What kind of toilet facilities do you have in your school?

- (a) KVIP (b) Water closet (c) mini hole

10. Is your dinning hall spacious enough to accommodate all your students (boarder) at a time?

- (a) Yes  (b) No

11. If no, please state measures put in place so that dinning may not disrupt classes.

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.....

12. Is your library space enough to accommodate at least 25% of your student population at a time?

- (a) Yes  (b) No

13. Has your school got a playing field?

- (a) Yes  (b) No

14. Is it big enough to host more than one events at a time?

- (a) Yes  (b) No

15. In managing learning resources, please list other challenges you are faced with but not covered by this questionnaire.

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**Section E: School-Community**

1. Do you have a strong Parent-Teachers Association (PTA) in your school?

- (a) Yes  (b) No

2. If yes, please list any assistance that the school has received from the PTA.

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3. If the answer to the question is No, is the school making any effort to form a PTA?

- (a) Yes (b) No

4. In what other form of interaction does the school have with the community?

- (a) School participation in chief durbar.
- (b) School participation in festivals.
- (c) Community using school facilities.
- (d) Community participating in school open day / speech day
- (e) All the above items.

5. In what ways has your school experienced litigation of any form involving the surrounding communities or any one from these communities?

- (a) Teacher parent conflicts
- (b) Encroachment on school lands
- (c) Teachers flatting community laws

6. Has your school ever benefited from free labour (weeding on campus, building construction etc) offered by members of its community.
7. Does your school have old students association in place?  
 (a) Yes  (b) No
8. How do the old students assist your school?  
 (a) Provide desk  
 (b) Cash to motivate teachers  
 (c) Regular visit  
 (d) Physical structures
9. Has your school been assisted by any Non-governmental organisation (from the school's community or outside) NGOs?  
 (a) Yes (b) No\*
10. If yes, list the type of assistant received.  
 .....  
 .....  
 .....
11. How would you describe the relationship existing between your school and its surrounding communities?  
 (a) Very good (b) Good (c) Fair (d) Very Bad (e) Bad

## **APPENDIX B**

### **Interview on what structures have / being put in place to address the challenges**

1. What efforts are you making to collect the fees students are owing the schools?
2. In your own assessment is the method been used to collect the fees proving effective?
3. What measures would you put in place to involve yourself in school budge preparation?
5. What are you putting in place to curb absenteeism, inappropriate punishment and poor teaching staff relationship with students?
6. How are you addressing the problem of lack commitment on the part of teaching staff?