

UNIVERSITY OF CAPE COAST

CHALLENGES IN THE ADMINISTRATION OF RURAL SENIOR HIGH
SCHOOLS IN THE GA-WEST DISTRICT

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BY

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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 this University or elsewhere.

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

Name: Gertrude Naa Korkoi Ashong

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:.....

Name: Mr. S. K. Atakpa

ABSTRACT

The study investigated the challenges in the administration of selected rural senior high schools in the Ga-West District of the Greater Accra Region of Ghana. The descriptive survey design was employed to unearth the challenges there in. The purposive, census and convenient sampling techniques were used to select the district and respondents for the study. In all, the sample for the study consisted of 87 respondents, comprising 9 administrators and assistants, 36 heads of department and 42 student leaders. The sample was drawn .However, six (6) of the heads of department questionnaires, therefore, the analysis was based on responses provided of 81 respondents. The instrument used in gathering relevant data for the study was the questionnaire. The questionnaires were pilot tested in one rural senior high school in the Ga-West district.

The results of the study showed a high level of similarity of opinion among administrators, heads of department and student leaders. In effect, it was realised that inadequate infrastructure and facilities and student personnel services are the major challenges confronting these schools.

To improve upon infrastructure in these schools, some recommendations were made as a result of the study. These included the joint force of stakeholders in education to come to the aid of these schools for the provision of infrastructure and adequate student personnel services. Furthermore, it is imperative that administrators are given intensive in-service training with special reference to Financial Administration when they are re-assigned to the administrator's status.

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Developing a treatise such as this is quite an arduous task; paradoxically, it is embarked on in solitude. However, the venture becomes interesting as one delves into the knowledge of experts in the area of study and many others who place their knowledge at ones' disposal.

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DEDICATION

I dedicate this dissertation to the memory of my late father, Mr. George Aryaah Ashong, and my children Rowlanda Nana Abena Boafoa Akuffo and Rowland Papa Yaw Asah Akuffo.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Ngleshie Amanfro Senior High School was formerly known as Torkose Senior Secondary due to its location at Torkose Junior Secondary School in a wooden structure. It was started by the then government in January, 1991 with student population of nine (9); six (6) boys and three (3) girls. The enrolment increased rapidly to forty-eight (48). The number of the first batch of students was forty-eight (School Brochure, 2008).

In 2000, there was a change of name and programmes such as Agricultural Science, Home Economics and Business were introduced. The introduction of these programmes shot student population to four hundred and eight (408) and staff strength to eighteen (18). There was great improvement in academic performance.

Odorgonnor Senior High School was established on 25th January, 1940. It was sited behind the Adabraka Police Station. The school derived its name from the Odaw (Odor) River because it was sited on the crest of the ridge over looking the river hence “Odor-gonno” giving the combine name Odorgonno. The school was absorbed into the Public School System by government and its present site at Awoshie was acquired by the National Liberation Council in the year 1972.

A 3 five-classroom blocks science laboratory, two-storey block and the Headmaster's bungalow were put up between 1974 and 1978. The school, however, was moved from Adabraka to Awoshie in September, 1990. The staff strength at the time was ten (10) and nineteen (19) male students. It has currently a student population of one thousand, five hundred (1500), and ninety two (92) staff. The school offers the following programmes in Vocational (Home Economics and Visual Arts), Agricultural Science, Business, General Arts and General Science. (School Brochure 2002).

Amasaman Senior High Technical School is a co-educational institution that was set up in January 1991 by the PNDC government as a community school to serve the people in the Ga-Rural area.

There were two physical structures; a three unit classroom block with an office, a storeroom, and a two unit classroom block which was used as a workshop for the technical department. The school started with a student population of fifty made up of thirty-eight boys and twelve girls. Two permanent tutors were appointed and two others were seconded from the District Education Office to teach Core Science and General Agriculture.

The following year that was in 1992, a two unit classroom block was added to the existing ones and two bungalows were also built for the Headmaster and some tutors. Currently, the student population is over eight-hundred and the staff strength is over fifty. The school runs six programmes namely Agriculture, Home Economics, Visual Arts, Technical, Business and General Arts. (School Brochure 2002).

The main instructional mechanism for developing human knowledge and skills is the formal educational system. It is believed that rapid qualitative and quantitative expansion of educational opportunities is the key to national development. The more people access education, the more rapid the development of a nation (Todaro, 1996).

Education is recognised all over the world as the bedrock for national development and the key factor in human resource development. It is also recognized as the single most important institution that influences and is influenced by other socio-economic factors. It is believed that social, economic, political, cultural and technological development of nations depend largely on the quality and quantity of education their citizens can access. This is the more reason why, universally, governments make heavy investment into the educational sector to develop manpower needs of their nations.

Education simply is the process by which the society inculcates its values, transmit culture, rejuvenate culture and bring about change and also to provide basic skills, knowledge, and attitudes necessary for socio-economic survival and participation in the community, society and the nation at large. Education helps people to become useful to themselves as well as their society. The culture and its human ways of life, such as religion, customs, history, language, habits, festivals, arts, technology and other aspects of the civilisation of any society is passed on from one generation to another through education (Talabi, 2003).

In contemporary societies, Collins as cited in Bryjak and Soroka (1992) observes that formal education is both indicator of current social position and an

important resource for attaining future higher positions. Modern societies are credential systems which feature occupations that increasingly demand formal certification of competency. Higher educations, especially at the university level, provide the certificate necessary of society. Realising the value of formal school Kwegyir-Aggrey (2004) contends that several people in the past and present have taken advantage of available public education to begin to climb up the social ladder in their society.

Due to the benefits of education, successive governments of Ghana invest largely into the educational sector yet the desirable results are not met. Failure to achieve the desirable results is due to factors such as poor administrative procedures, poor supervision, inadequate provision of infrastructure such as classrooms, libraries, furniture, stationery equipment, qualified staff, improper staffing and wrong posting of trained tutors to locations where their services are not needed. Though, in situations where the above mentioned inputs are in place, things could still go wrong when the human factor; that is the personnel on the ground comprising the headmistress/master, tutors, non-teaching staff and students do not work in harmony and in a coordinated manner. Harmony can be achieved when it is realised that the school is a social setting made up of several units with interwoven relationship and responsibilities.

The school is seen as a formal organisation and like any other formal organisation has certain characteristics which include striving to achieve its objectives or organisational goals through the use of rules and regulations. It also has a formal structure with clearly stated lines of communication and

responsibilities. This structure spells out the expected behaviours of all members in the organisation such as the headmistress/master is expected to discharge his/her administrative duties, tutors are expected to teach students and they in turn are supposed to learn.

In the school, the headmistress/master is the administrator to whom society has assigned the responsibility to steer the affairs of the school in order to achieve the set objectives of the school as well as to meet the expectations of the society. Gurlick and Urwick (1977) have defined administration as “a process of getting things done through the efforts of other people”. This means that the administrator does not do the work all by him/herself rather, he/she makes it possible for others do the work. They add that “administration is a way of working with people to accomplish the purpose of the enterprise. This implies that, administration is beyond one person as such, it is important for administrators to bring everyone on board to perform their duties towards achieving institutional goals through effective and efficient delivery.

In order for the administrator to direct the institution successfully to achieve the objectives and the purpose for which it was set up, the headmistress/master has to perform administrative tasks which include: recruiting staff, providing good instructional strategy, maintaining good human relations, providing good student services and above all, taking good care of the finance in the school. This implies that the administrator has to plan, organise staff, direct, co-ordinate, budget and report.

It is not an easy task for an individual to perform all these duties. The headmistress/master must necessarily involve all the other personalities within the set up. This involvement implies that all must take part in the supervisory role as well as its implementation with the headmistress/master taking the overall responsibility. When students and tutors are involved, they have the feel of claim in whatever goes on in the institution and therefore co-operate to achieve the objectives of the institution.

Most institutions have problems that disrupt their smooth running and these are mostly problems associated with tutors' time on task, absenteeism on the part of students which is often the source of conflicts among headmistresses/masters, tutors and students. According to Asiedu-Akrofi (1978) in good administration practices, authority should flow downward and upwards. When decisions are made by the headmistress/master of the institution and imposed on staff, their implementation becomes difficult. This is due to attitude of tutors and students towards work and this adversely affects the performance of students and in the long run, affects the achievements of the institutional goals and objectives.

In recent times of continuous rapid changes of information technology, it has become increasingly obvious that experience alone does not constitute a valid basis for administrators in managing educational institutions of today which are very complex. In Alberta in the United States of America (USA) a research conducted revealed that the instructional leadership role of school heads and principals is emphasised in educational policy. part 2, Section 20 of the school act

states that the instruction is consistent with provincial courses of study, evaluate or provide evaluation of programmes, ensures that students have the opportunity to meet educational standards in the province; maintain order and disciplines, promote school community co-operation; supervise education and advancement of students; and take responsibility for the evaluation of teachers. Other provincial (Alberta's commission on learning, 2003) and local jurisdictional policies (Edmonton public schools, 2007) also described the heads/principals as an instructional leader who, directly and indirectly, influences teaching and learning. The association rhetoric in the Principal Quality Practice Standard (PQPS) provides yet another description of the head/principal as an instructional leader who requires an in-depth knowledge of curriculum and pedagogy to ensure that all students have access to quality teaching and have the opportunity to meet the provincial goals of education.

Linking the extract from an article of the leadership role of a principal in the USA vis-à-vis that in Ghana and for that matter Ngleshie Amanfro, Odorgonno Senior High Schools, and Amasaman Secondary Technical Senior High Schools in the Ga West District of the Greater Accra Region. It would be perceived that, the increasing number of students admitted to the schools from different socio-cultural and economic backgrounds that often serve to confuse the unprepared administrators, facilities and services for the institution becoming complex and difficult to manage, the social expectations of the institute becoming extremely demanding; the management of human resource to derive the best results; providing services such as student personnel service, managing the

curriculum to achieve better results; what funds are available, administration and school administrative practices; inadequate infrastructure, staff strength, community school relationship all add up to challenges in the administration of rural Senior High Schools. A continuous refresher training of the administrators is vital, especially to equip them with the essential background, principles, theories, techniques and constraints of the role they play as administrators. Thus, school administration should be guided by certain basic ideas, some of which are to strive to create a community of learners who are both physically, mentally alert and healthy, efficient, effective, responsible and whose behaviour is acceptable to the society. Both teaching and non-teaching staff should function as a team; staff and students have a large role to play in decisions that determine the institution rules, regulations and programmes; school administration should endeavour to encourage and provide for the professional growth of tutors through planned educational seminars, conferences, workshops and in-service training programmes. Last but not the least, the school administrator and her/his staff must always keep the Ministry of Education, school board of governors as well as the general public fully informed of their policies, programmes, success and shortcomings of the school.

Lately, in Ghana, there have been outcries from various quarters blaming various schools for poor academic performance and low morals and irrelevance of what goes on in the institutions. These have led to various educational reforms in the past with the latest which took off in September, 2007. The current reforms have also started attracting criticisms concerning the inadequate supply of

infrastructure, personnel, structures, teaching and learning materials to make it effective.

Experience of other nations show that the success or otherwise of educational reforms depend not only on the availability of facilities and equipment but more importantly, on the effectiveness and efficiency of administrative practices and procedures.

In Ghana, despite the heavy investment to revitalise the educational system with the adoption of policies such as Free Compulsory Universal Basic Education (FCUBE), Ghana Primary Educational Programme (PREP), Capitation Grant (CG) and The Ghana School Feeding Programme (GSFP) being the very latest, not much success is being chalked.

Among the reasons for these problems, according to a World Bank report of (1993, p. 48), are weak administrative procedures such as poor supervision on the parts of administrators, lack guidance and work plan for staff and lack of unit leadership in establishing a sense of purpose and direction. Lockheed and Verspoor (1991) have also identified three broad areas where improvement is needed to make any meaningful capacity and effective information systems. These are strengthening organisational structures, increased managerial capacity and effective information systems.

Therefore, there is the urgent need for more involvement of tutors and students in decision-making, implementation and commitment to the achievement of school performance objectives. This can only be achieved if there is decentralisation of power by the headmistress/master to the various departmental

heads for effective supervision which plays vital roles in making tutors and students perform their tasks and responsibilities effectively.

Statement of the Problem

Administration of an organisation, of which a school is one, performs specific functions that are paramount such as planning, organising, staffing, directing, coordinating, reporting and budgeting. All these are in attempt to achieve organisational goals and objectives for which the school was set up. The extent to which development takes place in a school; mechanisms put in place for timely and consistency in budget reporting and presentation; measures put in place to motivate staff; the effectiveness of student involvement in administration, all constitute facets that an administrator should focus his/her attention.

The misapplication, misappropriation and embezzlement of funds, conflicts among staff, students, school and community on school land, encroachment issues and late arrival of teaching and learning materials just but to mention a few are typical challenges in rural senior high schools.

The development of rural Senior High Schools have not received adequate attention to enable them compete with the well endowed urban Senior High Schools due to inadequate infrastructure, lack of student personnel services available, and poor school-community relationship among others. It is on this account that investigation is focused on the challenges that rural Senior High Schools in the Ga-West District encounter.

Purpose of the Study

The main focus of the study was to examine the challenges that exist in the administration of rural Senior High Schools in the Ga West District of the Greater Accra Region. Specifically, it was geared towards finding out how staff strength, the availability of adequate infrastructure and funds, the kind of student personnel services available and how school-community relationship affects administration and the school as an organisation.

Research Questions

Administration of rural Senior High School have become a topical issue for people who have these schools at heart; examples educators, academics, researchers, and other stakeholders in recent times. The research questions outlined below, served as a guide to facilitate the construction of the questionnaire that sought to answer these questions and subsequently, addressing the challenges in the administration of rural senior high schools.

The following research questions were posed to guide the study:

1. How does staff strength affect the running of rural Senior High Schools?
2. How adequate are the infrastructure in rural Senior High Schools?
3. What funds are available for the administration of rural Senior High Schools?
4. To what extent does school-community relationship affect the administration of rural senior high schools?
5. What student personnel services are available to rural senior high schools?

Significance of the Study

The significance of this study would be its contributions to formulating policy directories for addressing the underlying issues related to challenges in the administration of rural senior high schools in the Ga-West District of the Greater Accra Region. Such challenges include inadequate infrastructure, funds that are available to these schools, learning resources, staff strength and school-community relationship and how they affect these schools.

The study was useful in identifying some of the challenges confronting rural senior high schools. Finally, the study through its findings and recommendations would add to the existing knowledge on efforts to address the disturbing issue of challenges that rural senior high school administrators are confronted with and the bottlenecks in the running of these rural senior high schools in the Ga-West District of the Greater Accra Region of Ghana.

Delimitation of the Study

The focus of the investigation was to examine the challenges encountered by rural schools in their administration. It was not in anyway meant to evaluate the performance of rural senior high schools in the district. Only three (3) rural senior high schools in the Ga-West District of the Greater Accra Region were involved in the study. It involved only school heads, their assistants, heads of departments and student leaders since they were considered to be well informed in the issues underpinning the study.

Limitation of the Study

A study of this nature should have covered more schools in order to generate enough data for the study and also to widen its scope of generalisation of the findings. However, due to a few number of schools involved and the respondents, the findings can only be generalised to cover only rural schools in the Ga-West district.

Definition of Terms

1. **Rural Secondary Schools:** This refers to a second cycle institutions or pre-university education at institutions in the remote areas that offer three years of pre-university education to students. These institutions prepare students to enter universities and other tertiary institutions as well as teacher and nursing training colleges. More grades are organised to receive instruction of a given type and level under one teacher/tutor or more than one teacher/tutor and with an immediate head.
2. **Education:** Is the process by which the society inculcates its values, skills, beliefs, transmits culture and regenerate culture, knowledge, attitudes to bring about change necessary for socio-economic survival and participation in the community, society and the nation at large.
3. **School Administration:** Administration is the phenomenon that attaches itself to all organisations and institutions in which people work together for the attainment of organisational objectives. School administration,

therefore, is assumed to be the same activity as administration in other types of organisations.

Organisation of the Study

The research has been divided into five main chapters: Chapter One is further subdivided into the following subdivision; background of the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitations, definition of terms and organisation of the study.

Chapter Two reviewed the literature on the challenges in the administration of Ngleshie Amanfron, Odorgonno Senior High Schools and Amasaman Senior High Technical School and the aspects that were dealt with include; the challenges of administration to the development of these schools; the staff strength, inadequate infrastructure, funds that are available, student personnel services available, how the schools relate to the community and the nature of school organisation in the administration of these schools.

Chapter Three dealt with the methodology of the study, namely the research design, the target population, the sample and sampling technique, the instrument, pilot testing and instruments, data collection procedure and data analysis procedure of the study. Chapter Four dealt with the research findings and discussion on them while Chapter Five dealt with the summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Overview

The literature reviews problems and challenges confronting rural senior high schools. The purpose of this review is to provide a theoretical framework from which the study could draw conclusions or make generalisation during the analysis of the data collection.

The concept Administration

Administrators are the frontline supervisors and are therefore expected to discharge both administrative and supervisory duties in their schools. The review touches areas such as administration in general, school administration, challenges and problems that confront administrators of rural Senior High Schools. The nature of school organisation, it proceeds to look at the staff strength, inadequate infrastructure, funds that are available, school-community relations, and students' personnel services available.

In order for any organisation to survive to a large extent, depends largely on the quality of administrative services available. Administration depicts a single definition; however, all attempted definitions centre around certain concepts which involve a lot of things. Administration is primarily a coordinating activity.

Wilson, R. E. (1966) defines administration as “The art of getting things done and seeing that processes and methods which assure action are employed, and of obtaining concerted action from different individuals.

Gurlick and L. Urwick (1939: 191) as cited in Abdulai Safura (1997) define administration as follows:

“Administration has to do with getting things done with the accomplishment of the defined objectives. The service of administration is, thus, the system knowledge whereby man may understand relationships, predict results and influence outcomes in any situation where men are organised at work for a common purpose”.

Administration is an educational organisation or institution therefore has its central purpose in the enhancement of teaching and learning. To achieve this objective, the school administrator has to work with various groups within the school community. This is due to the fact that the administrative decisions affect other people therefore, the administrators programmes and policies must be influenced by other people with whom he is constantly interacting. Walton (1959: 48).

Educational or school administration in the broadest sense can therefore be referred to as the process of integrating the effort of personnel and the utilisation of appropriate materials such that it will promote effectively the development of human qualities.

Effective school administration is defined by Greenfield, W.D (1976) as;

“A condition where successful and appropriate Teaching and learning are occurring for all students and teachers in the school, the moral of students and teachers and other school members is positive: parents, other community members and the school district’s administration judge the school to effectively fulfilling both the letter and the spirit of local, state and federal laws and policies”. (p.6)

The uniqueness of school administration lies in it being a uniquely moral enterprise. Schools are among the normative of organisations and school leadership in contrast to routine administration is a highly moral and normative endeavour and particularly important to effective school administration.

Despite the similarities, the work of administering a school is different in important ways from the work of administrators in other set-ups. The work of the school administrator involves extensive face-to-face communication, is action-oriented, is reactive, the presented challenges are unpredictable, decisions frequently are made accurate or complete information, the work occurs in a setting of immediacy, the pace is rapid, there are frequent interruptions, responses often cannot be put off until later, resolution of problems often involves multiple actors and the work is characterised by a pervasive pressure to maintain ambiguity peaceful an uncertainly. Greenfield, W. D. (1995:63).

Challenges in the Administration of Community Senior High Schools

There are numerous challenges that confront administrators of rural Senior High Schools across the country of which Ngleshie Amanfron, Odorgonno and Amasaman Senior High Technical Schools are no exception. The administrators of rural senior high schools are confronted with challenges which affect the smooth running of these schools.

Staff Strength and Accommodation

Recruitment of right personnel to fill teaching and non-teaching vacancies at times poses challenges to administrators of these schools. This comes about as a result of the location of these rural senior high schools with its attendant problems of tutors to get to the schools on time, transportation expenses just but to mention a few, propel tutors not to accept postings to these schools. Even when they do, there is the problem of inadequate induction. According to Rebore, R. W. (1982), the objective of a selection process is to employ individuals who will be successful on the job. The process of recruitment, according to him, includes interviewing candidates and checking their references. He further stated that this will minimise the chances of employing individuals who are inadequate performers. The recruited staff could be inducted and taken through orientation programme that will promote efficiency in work assigned to them. Gorton, R. A. (1980) lamented that every year, many potential excellent teachers are lost of the teaching profession either because they are not inducted at all into the profession, or because they are not properly inducted.

Rebore (1982) contended that industrial and business communities place a high premium on induction because they have recognised, for many years, the cause and effect relationship of this process to employee retention and job performance. Rebore further stated that some well-organised induction programmes include entrusting the newly trained teachers to senior staff members as “mentors” to guide the new teachers. In that case, both the new and experienced teachers are to be given smaller workload to enable them meet frequently over problems the new staff members may encounter. This goes a long way to affect the performance of the students because tutors come and leave for other schools which are closer to them.

The Ghana Education Service (GES) Handbook for Heads of Educational Institutions states that, for a school boarding system to go on smoothly, many teachers notably the housemasters/mistress, the Senior Housemaster/mistress and some non-teaching staff members like the Bursar, the Domestic Bursar/Matron, School Driver, school electricians and the maintenance officer are to be accommodated on the school compound. The Headmaster/mistress and his/her Assistant(s) are also to be accommodated on the school campus. However, accommodation is a problem to many schools. Parent-Teacher Association (P.T.A) and District Assemblies, Old Students and other stakeholder of education are to help solve accommodation problems in schools.

School Plant (Adequate Infrastructure, Furniture, Classrooms and Equipment)

Lockhead and Verspoor, (1991), suggest that building more schools is an obvious and necessary means to increase the number of school places. Yet the persistent disparity in school attendance among groups of children means that the location of new schools should be carefully mapped before construction begins. They are of the view that since distance is a significant factor determining school attendance, particularly for girls and rural children, a trade-off exist between building large schools benefit from economics of scale but are hard to reach and small schools that are accessible but possibly more expensive.

They proceed to point out that, school construction is not cheap and may require more resources than many countries can afford. Yet many countries could develop and use new school designs that meet minimum standards but are much less expensive than those typically used at present. They suggest that greater reliance on local materials could reduce the cost of school construction substantially, and that the use of local materials often improves the quality of construction. In Niger, for example, a classroom made of concrete cost five times more than are made of “banco”, the most common construction material in rural areas keeps the classroom cooler in the warm season and warmer during the cold season than concrete. Thus, the cheaper alternative is also the most conducive to learning. In Senegal, a recent pilot project has maximised the use of local materials and reduced the cost of school construction from US\$300 to \$155 per

student place. Similar projects are underway in Burkina Faso, the Central African Republic and Mali.

The authors support the view further that besides reducing costs and improving quality, such projects help transfer the responsibility for construction and maintenance from the central government of the local community.

Jacobsons, P. B, Reavis, W. C, and Logson, J. D. (1963) stipulate that the school plant can influence the students either positively or negatively, depending on how attractive or unattractive it appears.

Lyons (1991) conducted a research in Nepal and discovered that educational administration has to play an important role in producing adequate materials: resources for education. He asserts that school buildings should be provided and maintained, books and other teaching and learning materials should be supplied maintained and replaced from time to time. He further recommends that in order to ensure normal teaching conditions, a minimum amount of materials is needed by teachers and students.

UNESCO further states that, the scenario whereby many children bring their own desk and chair to school, where by textbooks are shared among four or five pupils is still prevalent.

Hallak, J. and McCabe, J. (1973) in a case study on school location in Ireland, see school buildings as important resources in determining the effectiveness of teaching and learning. Some of the physical facilities they found in each school included furniture, equipment, classrooms, grounds, (school compound) and parking facilities.

Adesina, S. (1990) postulates that the provision of physical facilities is one of the greatest services to be provided to students. He sees the availability of physical facilities in schools to promote the quality of teaching and learning.

Hanson, E. M. (1989) states that teachers are distracted and demoralised when the physical conditions in their schools are inadequate and poorly maintained. Teachers and students in such schools may be looked down upon by those in schools with better conditions, and this will definitely affect teaching and learning process.

The U.K. Government's consultation document building schools for the future, claims that its architectural vision of schools in the 21st century will not only inspire learning, but will present opportunity to offer enhanced facilities for life-long learning and community welfare.

The document goes on to state that whatever requirements teachers and learners may have in future, then they are likely to include the provision of technology. It is also highly likely that there will be recognised need for opportunities to develop creativity and creative thinking. This document is of the view that both technology and creativity are areas of knowledge, but also areas of skills that have process focus. It proposes that these schools will have to respond not only to what pupils learn but how they learn.

The document points out that two examples of ways in which this is already beginning to take shape are: Leadbearer's (2004) notion of personalising learning and the changing school's workforce model. A school accommodating these ideas is likely to need to find for at least, some teaching and learning time,

more small spaces in which more adults can work with smaller groups of pupils. At other times and for other purposes, large spaces are still, likely to be required. Therefore, buildings will have to be provided for both.

The document indicates that as part of its National Child Care Strategy, the U.K. government has been, and continues to allocate Treasury money to supporting the education and care of young children. The first sentence in Building Schools for the Future states that “Education is the Government’s top priority”. (DFES, 2003:1). (Prospero Vol.10 No. 2 2004, pp 4 – 16). Administrators of rural senior high schools face challenges such as lack of funds which is caused by delays in sourcing government subsidy, slow pace with which school fees are paid and non-payment of school fees. An enthusiastic head who wants the school to run smoothly, credits materials far ahead of time, sometimes has to go through harassment from creditors because he/she could not fulfill his/her part of the agreement due to lack of fund. Though these schools use funds generated internally by the schools, they are not adequate enough to run the schools, some tutors play truancy or absent themselves from classes. Some tutors place more emphasis on income-earning activities outside than on their profession; some teach “via” the class prefects. They send their notes and exercises through the class prefect to dictate and conduct respectively while they lazy about in the staff room, some go to the classrooms late and leave earlier than the time table demands. This attitude wastes contact hours thereby affecting students’ performance. This makes the administrators use part of their precious time counselling, rebuking and sanctioning tutors. Some teaching personnel as

well as non-teaching personnel come to school drunk negating the morals the school is expected to instill in the students.

Some male tutors engage in illicit relationships with the female students which undermine discipline. Pre-financing staff personnel due to delayance of their salaries such as ICT instructors in Ngleshie Amanfron Senior High School. The P.T.A pays them, so that when the P.T.A delays, they have to fall on the administrator for help. This really poses a difficult challenge because at other times if the administrator is not in the position to pay, then she is branded a bad person.

Gossiping about fellow tutors to win favour from the administrators. This lead to situation where the staff is divided into two factions: one group in the administrator's "blue book" and the other in his/her "Red book" or "well wishers" and saboteurs.

Students Personnel Services

In explaining student personnel services Gorton, R. A. (1976) says that the major objective of education should be to help each student to achieve his/her maximum potential and that the primary function of the student personnel services programme should be to provide a set of specialised services which will aid the school and ultimately the student to accomplish set objectives. According to Gorton (1976), there are two main components of student personnel services which include the counselling and guidance programme and the social psychological and health programme.

The International Dictionary of Education (1977) also defines student personnel services or pupils personnel services as services offered by a school, college or university which covers areas such as health, housing and employment. The Encyclopaedia of Educational Research (1960) also posits that student personnel services comprises issues on health counselling, job placement, provisions for financial aid, opportunities for extra curricular activities, housing and food services. Despite the fact that these services are offered in these rural schools, the services and personnel involved are not specially trained to do that so one realises that, the students will not benefit much. In some of these rural schools, the services are not rendered at all. In Ngleshie Amanfron Senior High School until the 2008/2009 academic year, there had not been a trained guidance and counselling tutor. Though the School Health Education Programme is in the school by name, its not functioning as it should because tutors with the requisite skills and knowledge in that field has been relegated in the background due to politics being played on the staff and this goes a long way to affect the students because what is due them is not offered wholly.

School health services could also be considered as organised programmes which are of assistance to students in the solution of personal problems; it includes counselling, testing and health programme etc. Mayshark, K. and Irwin, L (1968) give a comprehensive definition of the school health programme. They refer to it as comprising all the aspects of the school programme that affects the health of students. It also includes all the activities of the school that contribute to the understanding, maintenance and improvement of the health of the students.

The Guidelines for Provision of School Health Service in Ghana (2005, p.1) defines school health service as “effective and efficient provision of health services to pupils/students through school to prevent, reduce, treat and monitor their health problems/conditions as well as promote health and well being”. The guidelines further elaborate that the health service creates an avenue to give messages about health and disease prevention to children and on totality, it is supposed to improve the physical, social, mental health and development of the pupils/student in their school environment.

According to the Encyclopaedia of Educational Research (1960, p. 580), “responsible school officials accept the thesis that the health of students must be protected so that learning will be maximal”. The encyclopaedia argues further that students must come to understand and appreciate this relationship for themselves and be able to make meaningful health decisions for and about themselves throughout their lives. Moreover, it is the role of the school health education to improve on the health attitudes and behaviour of students.

Other student personnel services administrators coordinate include maintenance of student’s records, admission of student etc. when these are done, by the administrators, it enhances the teaching and learning environment of the school.

The School Community Relationship

Community refers to a group of people who share social, economic and cultural interest where members recognise social obligations to each other hold

some common values and identifies themselves with each other. It may also refer to the surroundings of the school. The school is part of the general organisation of the village or town. Whatever goes on in the school affects the community. For example, when pupils/students pass well in examination, everyone in the community shares their achievement. However, when pupils or students perform poorly at examinations, some people express their anger, sometimes by means of verbal attacks on tutors. It is therefore important for the school administration to co-operate with the community (Head teachers Handbook, 1994). There are three kinds of school- community relationships that can be identified: the close system, the interpretation system and the co-operative system (Asiedu Akrofi, 1978). There is a close system where the school and the community exists as separate entities, have different functions and do not get involved in the affairs of each other. That is, the school and the community run on two parallel rails which never meet. Interpretation relation system exists when the school informs the community about activities of the school but does not concern itself with what the community does. In this regard, the community sees the school as “sacrosanct” and does not question what the head and tutors do. In the co-operative system, there is free flow of information between the school and the community. Many authorities include Head teacher’s handbook (1994) subscribes the co-operation type of school community relationship for effective school administration. Researchers (e.g. Mankoe, 2002, Atta, Agyeman-Boateng, Baafi Frimpong 2002; head teacher’s handbook 1994) suggest some practical ways by which the administrator can establish good school community relationship. The

administrator has to define the nature or kind of school-community. This implies that, the administrator has to know whether the school community is an urban or sub-rural.

Keith and Gurling (1991) asserted that connecting the school and community is often a tough task. They further pointed out that the school and the community stand to benefit from establishing a close relationship.

According to Mankoe (2002), establishment of an active Parent Teacher Association (P.T.A) can be used as a channel of communication between the home and the school. He further asserts that with such association, interest of the pupil/students is paramount, but PTAs should also work for the welfare of teachers. Parents, opinion leader, politicians, church elders, old students and others may at times influence school administration when it comes to disciplinary issues and period of admission of students. Mankoe (2002) further holds the view that the school should educate the community to put in suggestions for the betterment of the school.

Richman and Farmer (1975) stated that any kind of organisation is embedded in its external environment. They further asserted that a school must establish a close relationship with its community because in the end, a school cannot be any better than the community is capable of making it. To understand the behaviour of people in the school community, the administrators must have the opportunity to study the environment through observation, questioning and to explain the behaviour of the people living within the school community. This

calls for interaction with the opinion leaders, parents, suppliers, church leaders and identifiable youth groups in the community.

Levin and Young (1994) had emphasised that a school is inextricably linked to the wider social setting in which it is embedded, and that the influences of the wider social setting invade the school in both obvious and subtle ways. Schools authorities have however, tended to focus on the preparations of the internal factor in their schools to chalk success. They further stated that some schools exist in their communities without being closely connected. They contended that in today's complex society, organisations such as schools must adapt to change in the external environment and make appropriate modifications internally.

The Nature of School Organisation

According to Etzioni (1964:3), "organisations are social groupings deliberately constructed and reconstructed to seek specific goals".

Organisations are characterised by the following: First division of labour, power and communication, responsibilities, divisions which are not random or traditionally patterned, but deliberately planned to enhance the realisation of specific goals. Secondly, the presence of one or more power centres which control the concerted efforts of the organisation of personnel; that is unsatisfactory persons can be removed and others assigned their tasks. The organisation can also recombine its personnel through transfer and promotion. Going by Etzioni's

definition of organisations, the school can be seen to be an organisation. Some of the principles underlining organisation in relation to the school are discuss above.

Ozigi, A.C. (1981:3) says that:

- (i) An organisation is set up if a group of people come together for a common goal. The school is therefore, an organisation since it is established with the aim of promoting and developing certain attitudes among its members.
- (ii) An organisation must have a definite structure and system of providing leadership. The school as an organisation fulfills this condition.
- (iii) An organisation must have well defined goals and purposes which bind all members together. The goals of the school are to promote effective teaching and learning.
- (iv) An organisation should have an effective machinery for planning, decision-making and period evaluation of its programmes and policies so as to be able to measure achievements. In evaluating the educational programmes of the school, the administrators need to consider certain things such as the behaviour of the students and the staff towards one another; the curriculum programmes, effectiveness of the staff and examination performance.

For the school to achieve its aims of improving upon the living status of the youth and the society at large, therefore requires the proper and efficient use of its resources both physical and human. This implies that the interplay of these resources or the component parts of the school provides the sort of life to be lived

in the school. Thus, the provision of a healthy and conducive learning atmosphere in the environment of the school requires the most efficient utilisation of all the school resources as a means of achieving its goals. This is what is often referred to as school organisation.

The concept of school organisations has undergone some modifications. In external control management concept, the administrators always regard the goal of school as precise, simple and static without the need for development and the nature of school is only to fulfil the goal. The tutors in such schools are only employees and their value is instrumental whereby the suitable tutors are kept while the unsuitable ones are weeded out. The current concept of school administration has changed. It is now believed that the school as an organisation is a place for life and development and not only a tool for fulfilling certain inert goals. The believe now is that school organisation should not only be a place for preparation for the future of children, but also a place for students, tutors, teachers and administrators to live, to grow and to pursue development (Cheng, 1993).

CHAPTER THREE

METHODOLOGY

The study aimed at finding out problems and challenges that confront administrators of rural senior high schools which may affect their performances and make administrative controls less effective. This chapter deals with the description of the research designs, the study population, sample and sampling technique, selection of schools, census. It further looked at data collection procedure and data analysis procedure.

Research Design

The descriptive survey design was adopted. The survey design was considered the most appropriate for this study since it enabled the researcher to collect enough data to determine the nature of the group studied as it existed at the time of the study. Babbie (1992) believes that, the survey design is an excellent means for measuring attitudes and orientations in a large population and allows the researcher the opportunity to ask many questions in a given topic, thus giving his/her enough flexibility in the analysis. Babbie further posits that in survey research one could develop operational definitions from actual observations.

The design allowed the researcher to solicit information personally using questionnaires which can easily be observed, as well as attitudes and behaviours. (Peil,1982). She goes on to say that, survey can provide reliable, valid and theoretically meaningful information. She further asserts that surveys make useful contributions to theory. It also contributes substantially to our knowledge as well as to provide relevant information on policy-related issues. Peil maintains that survey combines both qualitative and quantitative method. She says any distinction between the two is artificial since the survey method takes into consideration how much and how often phenomena occur. The descriptive survey is simple and easily applicable to the study of all social problems in our part of the world (Gopal, as cited by Ghosh, 1992).

The survey method allows the use of specific collection of data over a wide population. The descriptive simple survey design was selected due to the considerations of the purpose of the study, the research questions as well as the magnitude of the target population. It is the most appropriate design which could lead the study to achieve its purpose and to draw meaningful conclusions from the research.

In a similar fashion, Best, J. W. and Khan, J. V. (1993) postulate that descriptive statistical analysis limits generalisation to the particular group of individuals observed and that no conclusions are extended beyond this group. Further, the researcher employed descriptive statistical tools such as percentages and frequencies in the analysis of data collected. McMillan (1996) agrees that the descriptive study simply describes and provides an understanding of a

phenomenon usually with simple descriptive statistics and it is particularly valuable when an area is first investigated.

However, Fraenkel, B. B. and Wallen, N. E. (2000) indicate that the descriptive research design have some weaknesses. These include the difficulty of ensuring that questions to be reacted to during interviews, especially, are explicit. Again, data gathered could produce untrustworthy result because they may delve into private and emotional matters in which respondents might not be completely truthful. They also point out that retrieving a sufficient number of questionnaires administered for meaningful analysis to be made is a problem of the descriptive survey design.

In order to mitigate the effects of the weaknesses associated with the use of descriptive survey on the study, the questionnaires were pilot tested in Christian Methodist Senior High School in the same district and was reviewed by the supervisor. This offered the researcher the opportunity to reframe and sharpen ambiguous items. Further, respondents were assured of anonymity and the confidentiality of responses provided to enable them to respond candidly and dispassionately. Also in some instances after administering the instrument, the researcher waited for respondents to fill in their responses and collected them. In view of this, the descriptive survey research design was considered most appropriate for assessing the challenges in the administration of rural senior high schools in the Ga West District of the Greater Accra Region of Ghana.

Population

The population for the study comprised all public school administrators in rural senior high schools in the Ga -West, the assistant headmistress/masters the heads of department as well as students in leadership positions. This group was of interest to the researcher as they are all involved directly in the administration of rural senior high schools. The group; administrators, heads of department and student leaders to whom the researcher would like to generalise the results of the study. Creswell (2003), Fraenkel and Wallen (2000). Since the group is rarely available administrators, assistants, heads of departments and third year students in leadership from three (3) public rural senior high schools in the Ga West District of the Greater Accra were considered as the accessible population.

The accessible population referred to the respondents in the selected schools in the Ga-West District. There are eight (8) rural senior high schools in the district under study, they are made up of four (4) public and four (4) private senior high schools with a population of about six thousand, four hundred and twenty (6,420) students and a population of about three hundred and sixteen tutors. There are about seventy-two (72) non-teaching as well as supporting staff. (see Appendix 1) Table 1 shows the distribution of target population for the study.

Table 1
Distribution of Target Population

Category of Respondents	Number of Respondents
Headmistresses	3
Assistant headmistresses	2
Assistant headmasters	4
Heads of Departments	30
Students leaders	42
Total	81

Sample and Sampling Procedure

Census and purposive sampling techniques were employed in this study. There are four (4) public rural senior high schools and four (4) private rural senior high schools respectively in the Ga-West district. Random sampling technique was used. The random samplings are in two-folds; the lottery method with replacement and the lottery method without replacement. The lottery method with replacement was adopted for authentic selection of the schools. A sample size of eighty-one respondents made up of three (3) heads, six (6) assistant headmistresses and masters, thirty heads of department (30) and forty-two (42) student leaders were selected for the study.

The researcher selected only three (3) government assisted senior high schools. The reason is that, all the public schools have been in existence for more

than fifteen years. They are well established schools whilst the private school are five years and below.

Selection of Schools

When it became critical to use all four (4) public rural senior high schools, it was realised that one of the schools had just moved to their new location with only first year students. The researcher therefore decided to use the Christian Methodist Senior High School for pilot testing questionnaire. The aim was to sharpen and fine tune the instruments by correcting possible weaknesses, inadequacies and ambiguities that could characterised the items. Three (3) assistant heads, four (4) heads of department and six (6) student leaders were used for the exercise.

The school was used because the researcher considered it as part of the selected but due to the fact that only the three assistants were manning the affairs of the school with only the first year students being the population at the new site at Akplaku, whilst the greater school population was at the old site in the Osu Clottey District. The researcher attached extra sheet of paper to the questionnaires for respondents to comment on identified inaccuracies and inadequacies. Based on these comment, the researcher scrutinised and evaluated unclear, unbiased and deficient items and came out with those that are simple worded, self explanatory and free from ambiguities. Schools selected for the study are shown in Table 2.

Table 2

Selected Schools

Name of School	Administrators/ Assistants	Departmental Heads	Student Leaders
Ngleshie Amanfron Snr. High School	3	10	18
Odorgonno Snr. High School	4	11	15
Amasaman Snr. High Technical School	2	9	9
Total	9	30	42

Research Instruments

The major data collection instrument was used. This was the questionnaire for clarity. Questionnaire (Appendices A – F) were the instruments used for the collections of data. Questionnaire was used due to the fact that the populations is highly literate. The questionnaire offered respondent complete anonymity. The respondents had enough time to reflect over the questions and this enabled them to give more meaningful answers.

The questionnaire was structured into seven (7) sections:

- (1) Section A was designed to find information on personal data of respondents.

- (2) Section B was designed to find information on challenges in staffing and human resource management that affects school administration.
- (3) Section C elicited views on learning resource management in these schools.
- (4) Section D elicited views about Financial Administration of rural senior high schools.
- (5) Section E enquired about the extent to which school-community relationship affects administrations.
- (6) Section F sought to know about student personnel services that are provided by the school.

Data Collection Procedure

Before administering the questionnaire, the purpose of the study was emphatically explained to the respondents. All the respondents were assured of anonymity and confidentiality. Respondents were implored to respond the questionnaire according to their own discretions and feelings. The questionnaire was personally distributed by the researcher to the respondents.

The relatively small and geographically homogenous nature of the area of study made this method of administering the questionnaire very convenient. The researcher established a cordial rapport with the respondents and this made it easier for respondents to give off their maximum co-operation. The questionnaire

was collected four days after distribution from all schools. The return rate of the responses from respondents was ninety-eight percent (98%).

Data Analysis

The data was analysed using frequencies and percentages. Percentages are easy to calculate and understand. Percentages have the advantages of making findings known to a wide range of people who need to be informed. Tables were used to elaborate the analysis of the data. The results were then interpreted and the findings reported/rewarded. The Statistical Package for Social Sciences (SPSS) version 15.0 was used to produce the frequencies and percentages.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter is designed for the discussion of the results of the analysis of data gathered on the study. It comprises of available documentary evidence on challenges in the administration of rural senior high schools. Data gathered from the selected schools which brought to light how staff strength, adequacy of infrastructure and facilities, funds available and its flow, the extent of relationship the schools have with the communities and the kind of student personnel services available have been dealt with.

Presentation under this section has been grouped in two categories. The first part deals with the results of the analysis of demographic data or background information of the respondents who were involved in the study. The analysis of the data to generate answers to the research questions are treated below.

Background Information of Respondents

Eighty-seven (87) respondents comprising of forty-two (42) students leaders who are directly involved in administration of rural senior high schools in the Ga-West District of the Greater Accra Regions of Ghana were included in the study. Thirty-six (36) heads of department and Nine (9) heads and assistants of

three (3) public rural senior high schools out of four (4) in the district were considered.

However, six (6) of the questionnaires given to heads of department could not be retrieved. Therefore, the presentation analysis of the data was based on eighty-one (81) respondents. Details of personal information of administrators, heads of department and student leaders have been presented in frequencies and percentages in Table 3.

Table 3
Gender Distribution of Respondents

Gender	Administration		Heads of Dept		Student Leaders		Total
	Freq.	%	Freq	%	Freq	%	
Male	4	44.4	20	66.7	26	61.9	50
Female	5	55.6	10	33.3	16	38.1	31
Total	9	100.0	30	100.0	42	100.0	81

Table 3 indicates that 66.7% of the respondents are male heads of department whilst 61.9% are male student leaders. With respect to administrators, females constitute 55.6%. It may therefore be deduced from the data that there are more female administrators than males in number. Table 4 portrays the age distribution of respondents.

Table 4**Age Distribution of Respondents**

Age Range	Administrators		Heads of Department		Student Leaders	
	Freq	%	Freq	%	Freq	%
15 -17 years	00	00	00	00	9	21.4
18 -20 years	00	00	00	00	27	64.3
21 -23 years	00	00	00	00	5	11.9
24 -26 years	00	00	00	00	1	2.4
27-29 years	00	00	00	00	00	00
Less than						
30 years	00	00	1	3.3	10	00
31 -34 years	00	00	2	6.3	00	00
35 -39 years	00	00	9	30.0	00	00
40 -43 years	00	00	4	13.3	00	00
44 -47 years	3	33.3	2	6.7	00	00
48 -51 years	00	00	9	30.0	00	00
52 -55 years	5	55.6	3	10.0	00	00
56 -59 years	1	11.1	00	00	00	00
Total	9	100.0	30	99.6	42	100.0

It is evident from the data in the Table 4 that student leaders constitute 21.4% of the respondents drawn from the study were between 15 to 17 years, 5 student leaders between the ages 21 to 23 years constitute 11.9% and 1 student

leader between the ages 24 to 26 years constitute 2.4%. The majority of student leaders 64.3% are therefore between the ages 18 and 20 years. None of the respondents was between the ages 27to 29 years. The table also illustrates that only 1 head of department constitute 3.3% who is less than 30 years, 2 heads of department also form 6.3% who are between 31 and 34 years followed by 9 heads of department which constitute 30.0% who are between 35 and 39 years. Only four(13.3%) of heads of department have their ages between 40 and 43 years. three(33.3) Heads and assistants and two (6.7%) heads of department fall within the ages 44 and 47 years respectively. Again, nine (30.0%) heads of department are between the ages 48 and 51 years. The table also indicates that five (55.6) and three (10.0) are between the ages 52to55 years who are both administrators and heads of department respectively. Only one (4.1%) of the heads has the age between 56 and 59 respondents. The offices held by student leaders are shown on table 5.

Table 5
Offices Held by Student Leaders

Office	Student Leaders	
	Frequency	Percentage (%)
Senior School Prefect	9	21.4
Sports Prefect	6	14.3
House Prefect	8	19.0
Compound Prefect	5	11.9
Entertainment Prefect	5	11.9
Chapel Prefect	3	7.1
Protocol Prefect	2	4.8
Sanitary Prefect	2	4.8
Dining/Canteen Prefect	1	2.4
Library Prefect	1	2.4
Total	42	100.0

From Table 5 it can be seen that, 9(21.4%) are school prefects who constitute the majority, 8(19.0%) represent sports captains, 6(14.3%) constitute house prefects. Compound and entertainment prefects constitute 5(4.9%) respectively. Only 3(7.1%) represent chapel prefects. Two (4.8%) constitute protocol and sanitary prefects respectively out of the three selected senior high schools. However, only 1(2.4%) library and dinning hall prefects respectively out of the selected schools. On the whole, it can be inferred that truly all the selected

schools are day institutions with one that has just began the boarding school system. Hence, the number of prefects for various positions does not tally with or are not apar with other leadership positions such as the senior school prefects, sports and house prefect.

Table 6 shows the number of heads and assistant heads in the selected schools.

Table 6
Years of Headship

Number of years of Headship	Administrators/Assistants		Heads of Departments	
	Frequency	(%)	Frequency	(%)
Less than 4 years	5	55.6	11	36.7
4 - 7 years	1	11.1	12	40.0
8 - 11 years	4	22.2	2	13.3
12 - 15 years	1	11.1	2	6.7
16 - 19 years	0.0	0.0	1	3.3
Total	24	100.0	28	100.0

Table 6 reveals that 55.6% of the respondents indicate that they have been heads of department for less than 4 years whilst 36.7% indicate that they have been heads of schools for less than 4 years. The data portrays that only 11.1% of the heads has been in headship between 4 and 7years but 40.0% has been heads of department between 4 and 7years. 22.2% assistant heads are in headship between

8 and 11 years and 13.3% have also been departmental heads in headship between 12 and 15 years. 1 respondent has been in headship as an assistant between 12 and 15 years that represent 11.1 and 2(6%) departmental heads within the same period. Only 1(3.3%) respondent has been a head of department for 16 and 19 years. It may be deduced from the foregoing that majority of respondents have been in headship for less than 4 years.

Number of years in headship positions of the officers is shown in Table 7.

Table 7
Years of Headship at Present School

Years Range	Heads/Assistants		Heads of Departments	
	Frequency	(%)	Frequency	(%)
Less than 4 years	5	55.6	16	53.3
4 - 7 years	1	11.1	11	36.7
8 - 11 years	3	33.3	1	3.3
16 - 19 years	0.0	0.0	2	6.7
Total	9	100.0	30	100.0

With regard to years of headship in their present schools, 5 (55.6%) have been administering the affairs of their present schools for less than 4 years. 16 heads of department representing 53.3% have also been heads of department in their present schools. Three administrators and assistants have also been steering the affairs of their current schools between 8 and 11 years

representing 33.3% whilst 1(3.3%) head of department has also been in headship for 8 to 11 years in the present school. 11 departmental heads forms 36.7% who have been in their current positions for 4 and 7 years. Two (6.7%) forms heads of department who have been in their current position between 16 and 19 years. Interestingly, all the administrators of the selected schools are females with the majority of the males being either assistant academic or administration.

Analysis of Main Data

The following interpretations have been presented from data gathered with the questionnaire. Professional and Academic Qualification of Heads and Heads of Department Questionnaires Items 5 – 6 on administrators, assistants and heads of department questionnaires sort to find out the professional and academic competence. Items 7 – 8 on heads assistants and heads of department were to ascertain the type of in-service training/workshop and the last attended workshop. Table 8 shows the professional qualifications of administrators and heads of department.

Table 8**Professional Qualification of Head Mistresses/Masters and Heads of Department**

Qualification	Number of Heads/Assistants		Number of Heads of Departments	
	Frequency	(%)	Frequency	(%)
	Certificate 'A' 3-4 years	1	11.1	1
Post Graduate Diploma in Education	1	11.1	3	10.0
Diploma in Education	3	33.3	4	13.3
Bachelors Degree	4	44.4	22	73.3
Total	9	100.0	30	100.0

Table 8 shows that, the majority of heads of department (73.3%) have at least first degree whilst (3.3%) have certificate 'A' 3-years. All the 3 headmistress have their first degree and their assistants 1 has post graduate diploma in education and 4 assistant heads having diploma in education. (11.1%) represent 1 head of department but (10.0%) forms 3 heads of department who have attained Post Graduate in education. (33.3%) constitute administrators and assistants who have diploma in education. In view of the caliber of administrators of the schools, their assistants and heads of department, it is assumed that, administrative practices are likely to have positive impart on students' academic performances.

Table 9 indicates the respondents academic qualifications of administrators/assistants and heads of departments.

Table 9

Academic Qualification of Heads, Assistants and Heads of Department

Qualification	Heads/Assistants		Heads of Department	
	Frequency	(%)	Frequency	(%)
HND/Diploma	0.0	0.0	2	6.7
Bachelor Degree	8	88.9	25	83.3
Masters Degree	1	11.1	3	10.0
Total	9	100.0	30	100.0

Table 9 indicates that majority of the administrators and assistant heads have at least first degree 8 (88.9%) whilst 1 (11.1%) have pursued their masters degree. Twenty-five (83.3%) shows heads of department who have their first degree and 2 (10.0%) also have their masters degree with 2 (6.7%) showing those with HND/Diploma holders. The implication is that, with the majority of administrators and assistant as well as the heads of department have their first degree and masters' degree respectively. Administration in the selected schools is expected to be effective and efficient bringing to bare their rich experiences.

Table 10 demonstrates participation of administrators in in-service training and workshop.

Table 10**Participation in In-Service Training and Workshop**

The kind of training and workshop	Administrators/Assistants		Heads of Department	
	Frequency	(%)	Frequency	(%)
Administration/Management	7	77.8	12	40.0
Examination	0.0	11.1	4	13.3
Syllabus	1	11.1	5	16.7
Computerized School Selection and Placement System	1	6.7	2	6.7
Other	0.0	00.0	7	23.0
Total	9	100.0	30	100.0

Table 10 demonstrates that out of 30 heads of department, 12 attended workshop training programmes which represents (40.0%), 4 (13.3%) constitute those who attended workshop on examination, 5(16.7%) also attended workshop training programme on syllabus and 2 (6.7%) constitute those who attended training workshop programme for computerized school selection and placement system whilst 7 (23.3%) represent those who attended other workshop training programmes.

Seven (77.8%) administrators and assistants form people who attended workshop training programme on administration/management. One (11.1%) forms heads and assistants who attended workshop training on examination and

syllabus respectively. This implies that both heads and assistants as well as the heads of department in these schools, will have positive impact especially on students academic performance.

Table 11 illustrates last workshop attended by administrators and heads of department.

Table 11

Last Workshop Attended

Years Range	Administrators/Assistants		Heads of Department	
	Frequency	(%)	Frequency	(%)
Less than 1 year	4	44.4	15	50.0
1 - 3 years	5	55.6	13	43.3
4 - 6 years	0.0	0.0	2	6.7
Total	9	100.0	30	100.0

It is evident from Table 11 that 4 (44.4%) administrators/assistants last workshop attended was less than a year, 15 (50.0%) heads of department also attended workshop within the some period. 5 (55.6%) of administrators/assistants last attended workshop was between 1 to 3 years whilst 13 (43.3%) heads of department also attended workshop the same time. 2 (6.7) heads of department last attended workshop between 4 to 6years. It is clear has observed by the researchers that apart from administrators/assistants and heads of department, other tutors do not have any access to work shop/seminars nor Subject

Association Meetings. It is evident that, such situation undermines human resource development. It is therefore necessary to give chance to other tutors to attend workshop/seminars to help sharpen their professional competency as well as administrative and managerial skills because, they will in no time rise to the status of administrators so that they will not be found wanting.

Section B: Respondents' Responses to Questionnaire on staff strength

Items 9 – 19 on questionnaire for administrators/assistants, heads of department and student leaders respectively require respondents view on how the staff strength affects the school administration.

Table 12 indicates how staffs strength affects administration.

Table 12**How Staff Strength Affects Administration**

Staff strength	Responses from respondents			
	SA	A	D	SD
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
The school has enough tutors for all subjects.	35 (43.2)	37 (45.6)	8 (9.8)	1 (1.2)
The tutors in the school are qualified (professional) tutors.	55 (67.9)	22 (27.1)	4 (4.9)	00 00
The school has enough non-teaching and supporting staff.	14 (17.2)	33 (40.7)	20 (24.6)	14 (17.2)
The student-tutor ratio is good.	16 (19.7)	53 (66.4)	10 (12.3)	2 (2.4)
Most tutors accept postings the school.	19 (23.4)	14 (17.2)	23 (28.3)	25 (30.8)
Tutors posted to the school leave after a few years.	5 (6.1)	20 (24.6)	28 (34.5)	27 (33.3)
The tutors in the school are experienced and competent.	41 (50.6)	39 (48.1)	1 (1.2)	00 00

Table 12 indicates that out of the 81 respondents, 37 (45.6%) and 35 (43.2%) agreed and strongly agreed that the schools have tutors for all the subjects. Minority of the respondents constituting 8 (9.8%) and 1 (1.2%) disagreed and strongly disagreed. In response to whether there are tutors for all the subjects. In response to whether tutors in the schools are qualified professional tutors, 55 (67.9%) signifying the majority strongly agreed, (27.1%0 agreed only (4.9%) answered to the contrary “disagree”. None of the respondent strongly disagree with the statement “tutors in the schools are qualified professional. Whereas 40 (49.3%) and 28 (34.5%) representing the majority indicated “disagree” and “strongly disagree” respectively. 2.4% answered “strongly agree” whilst only 13.5 agreed with the statement “most of the tutors are old”.

As to whether the schools have enough non-teaching and supporting staff it was the reverse. Thirty-three (40.7%) and 20 (24.6%) replied “agreed and disagree” respectively, 14 (17.2%) strongly agreed and 14 (17.2%) strongly disagreed. Majority of the respondents subscribe to the assertion. 53 (65.4%) constituting the majority responded in the affirmative by replying “agree” and 16 (19.7%) “Strongly agreed” 10 (12.3%) of the respondents disagreed and 2 (2.4%) “Strongly disagree”.

This signifies that, tutors-student ratio is high. In soliciting responses from respondents as to whether tutors accept postings to the schools, 25 (30.8%) and 23 (28.3%) answered “strongly disagreed” and “disagreed” respectively. 19 (23.4%) strongly agreed and minority of 14(17.2%) agreed. When respondents were asked whether tutors posted to the schools leave after a few years 5 (6.1%) constituting

the minority indicated “strongly agree”, 28(34.5%) who formed the majority disagreed, 27(33.3%) strongly disagreed whilst 20 (34.5%) agreed. This, however, implies that majority of the respondents contend that tutors posted to the schools do not leave after a few years.

In eliciting responses from respondents as to whether tutors in the schools are experience and competent, it came to light that majority of the respondents 41(50.6%) and 39(48.1%) strongly agreed and agreed respectively whilst 1(1.2%) disagreed. None of the respondents strongly disagreed to the assertion.

Section C: Respondents Responses to Questionnaire on adequacy of infrastructure

Items 20 – 35 on questionnaire for administrators, heads of department and student leaders enquire respondents on the adequacy of infrastructure and facilities in rural senior high schools.

Table 13 provides the responses on adequacy of infrastructure.

Table 13**Adequacy of Infrastructure**

Infrastructure	Responses from respondents		
	Available and	Available but not	Not Available
	Adequate	Adequate	Frequency (%)
	Frequency	Frequency (%)	
	(%)		
Accommodation for both			
teaching and non teaching	5(6.1)	51(62.9)	28(34.5)
Office for administrators	21(25.9)	55(62.9)	5(6.1)
Offices for heads of			
department	20(24.6)	32(39.5)	42(51.8)
Staff common Room	33(40.7)	44(54.3)	1 (1.2)
Pantry/Dinning Hall	15(18.5)	10(12.3)	56(69.1)
Dormitory/Hostel for			
boys	12(14.8)	35(43.2)	33(40.0)
Dormitory/Hostel for			
girls	13(16.0)	35(43.2)	33(40.7)
Classrooms	26(32.0)	54(66.6)	21(25.9)
Science laboratory	7(8.6)	53(65.4)	2(25.9)
Computer laboratory	8(9.8)	70(86.4)	4(4.9)

Furniture	18(22.2)	62(76.5)	1(2.6)
School Bus	7(8.6)	70(86.4)	4(4.9)
Clinics	5(6.1)	16(19.7)	60 (74.0)
Urinal	29(35.8)	49(60.4)	14(17.2)
Library	11(13.5)	56(69.1)	14(17.2)
Textbooks/Supplementary readers	22(27.1)	51(62.9)	8(9.8)

Table 13 indicates that out of 81 respondents, 51 (62.9%) formed the majority who responded that accommodation for teaching and non-teaching staff, is available but not adequate, 28 (34.5%) responded that accommodation is not available whilst 5(6.1%) agreed that accommodation is available but not adequate. 5 (6.1%) who are in the minority said offices are not available for administrators. In response to whether heads of department have offices, 42(51.8%) responded that the offices are not available, 32(39.5%) and 20 (24.6%) responded in the affirmative that there are offices but not adequate and available and adequate respectively. On the issue of staff common room, 44(54.3%) and 33(40.7%) responded available but not adequate and available and adequate respectively with a minority of 1(1.2%) responded contrary that staff common room is not available at all. This implies that, rural senior high schools have problems with staff common room which is not a big challenge. In additions, from the table, it is clear that majority of the administrators have offices but not adequate enough.

56(69.1%) asserts that there are no canteen/dinning hall which forms the majority 15(18.5%) and 10(12.3%) indicated that canteen/dinning hall is available and adequate and available but not adequate respectively. From the table, it is clearly showing that canteen/dinning hall is a real challenge facing the administrators of rural senior high schools. In the case of classroom 54(66.6%) formed the majority who responded in the affirmative that the classrooms are available but not adequate and 26(32.0%) responded that classrooms are available and adequate. This pre-supposes that classrooms are a serious challenge to these schools. As to whether there are science laboratories, 53(65.4%) who formed the majority affirmed that they are available but not adequate, 21(25.9%) responded that they are not available whilst the minority 7(8.6%) responded that they are available and adequate. The indication is that, these schools face a challenge of science laboratories which should be provided for effective and efficient teaching.

In response to whether these schools have computer laboratories, 70(86.4%) forming the majority responded in the affirmative that, the facility is available but not adequate whilst 8(9.8%) responded that they are available and adequate and 3(3.7%) responded in the negative that the facility is not available. It is evident from the table that 62(76.5%) which formed the majority responded that, furniture is available but not adequate, 18(22.2%) responded available and adequate and only 1(1.2%) responded that available. In the case of school bus, 70(86.4%) respondents responded available but not adequate, 7(8.6%) respondents responded available and adequate whilst 4(4.9%) respondents responded not available.

In soliciting responds from respondents concerning clinics/infirmarary, 60(74.0%) being the majority responded “not available” 16(19.7%) responded “available but not adequate” and the minority 5(6.1%) responded available and adequate. To find out whether these schools have urinals 49(60.4%) responded available but not adequate, 29(35.8%) formed the minority responded “available and adequate, whilst 3(3.7%) responded “not available”. 56(69.1%) asserts that libraries are available but not adequate, 14(17.2%) refuted that they are not available and the least respondents of 11(13.5%) affirmed that libraries are available and adequate. As to whether there are textbooks/supplementary readers, 51(62.9%) formed the majority responded positively that, they are available but not adequate, 22(27.5%) responded available and adequate whilst 8(9.8%) responded “not available”.

Section D: Respondents Responses to Questionnaire on adequacy of funds

Items 36 – 44 on questionnaire for administrators, heads of department and student leaders enquire about the inflow of funds and its adequacy to these schools. The responses are shown on Table 14.

Table 14**Availability and Adequacy of Funds**

Sources	Available and adequate	Available but not adequate	Not available
GETFUND	2(2.4%)	61(75.3%)	18(22.2%)
Government Grants	7(8.6%)	68(83.9%)	7(8.6%)
P. T. A	16(19.7%)	56(69.1%)	9(11.1%)
N. G. O	12(14.8%)	13(16.0%)	56(69.1%)
District Assembly	3(3.7%)	39(48.1%)	39(48.1%)
Community	2(2.4%)	29(35.9%)	50(61.7%)
Past Student Association	2(2.4%)	29(35.9%)	50(61.7%)
Philanthropist	1(1.2%)	7(8.6%)	73(90.1%)
Internally generated funds	1(1.2%)	50(61.7%)	30(37.0%)

The data in Table 14 demonstrates that more than half of the respondents 61(75.3%) accepted that Ghana Education Trust Fund (GETFUND) is available but not adequate, 18(22.2%) indicated that it was not available, whereas only 2(2.4%) constituting the minority who said it was available and adequate. Government grants was rated 68(83.9%) for “available but not adequate” 7(8.6%) replied “available and adequate” and “not available” respectively. The total number of respondents (56) signifying (69.1%) who indicated that P.T.A funds are available but not adequate far exceeded those who thought otherwise by indicating “available and adequate (19.7%)” and “not available” (11.1%).

Slightly above two-thirds of the respondents (69.1%) indicated that N.G.O's are not available, (16.0%) replied available but not adequate whilst 12(14.8%) constituting the least rated as available and adequate. Whereas, 39(48.1%) of respondents rated District Assembly's funds to these schools as available but inadequate, the same number of respondents answered "not available". Whilst 3(3.7%) representing the minority indicated "available and adequate". Fifty (61.7%) of the respondents rated community's contributions as "not available" were the majority. Twenty-nine (35.9%) responded available but not adequate and only 2 (2.4%) constituting the least of respondents said available and adequate.

To ascertain the extent to which past students of the schools assist with funds, it was realised that, 50 (61.7%) responded that it was not available, 29 (35.9%) said it was available but not adequate and the least of the respondents 2 (2.4%) responded in the affirmative that it was available and adequate.

To find out whether philanthropists assisted the schools with funds, 73 (90.1%) that formed the majority indicated that funds are not available, 7 (8.6%) which formed the minority, said funds was available but not adequate and the least of the respondents 1 (1.2%) indicated that funds was available and adequate.

To ascertain whether these schools have funds that are internally generated, 50 (61.7%) respondents said that funds were "available but not adequate", Thirty seven (37.0%) responded "not available" and the least respondents 1 (1.2%) said "available and adequate". From the findings, it is clear that these schools to some extent have funds but are not adequate enough to run

the schools. Moreover, the least of the respondents agreed that the funds are available and adequate. This actually poses a big challenge to the administrators for the smooth running of the schools.

Section E: Respondents responses to Questionnaire requested the extent to which school-community relationship affects administration.

Table 15 indicates the responses about school community – relationship.

Table 15**The Extent to which School-Community Relationship Affects****Administrations**

Statement	To a very extent	To a large extent	To some extent	Not at all
The school involves herself in some activities of the community	2(2.8%)	16(19.7%)	44(54.3%)	19(23.4%)
The community takes part in some activities of the school	-	7(8.6%)	45(55.5%)	27(33.3%)
The community has a quota for admission taken by the school.	-	6(7.4%)	20(24.6%)	54(66.6%)
The community has a say in major decisions taken by the school	1(1.2%)	4(4.9%)	36(44.4%)	40(49.3%)
The community supports school when need be.	2(2.4%)	4(4.9%)	35(43.2%)	40(49.3%)
Community involvement in school affairs delays decision-making.	4(4.9%)	2(2.4%)	27(33.3%)	48(59.2%)
Support community gives the school facilitates the development of the school.	3(3.7%)	3(3.7%)	27(33.3%)	48(59.2%)

The data in Table 15 indicates that 44(54.3%) of respondents represented school involvement in community activities to some extent which represented the

majority, 19(23.4%) represented these respondents who said “not at all” 16(19.7%) represented respondents who said “to a large extent” whilst 2(2.8%) represented respondents who said “to a very large extent”.

To find out whether the community takes part in some school activities, 45(55.5%) responded “to some extent that formed majority of the respondents, 27(33.3%) responded not at all whilst 7(8.6%) responded “to a large extent”. One of the respondents responded “very large extent”.

To ascertain whether the community has a quota for admission 56(66.6%) responded not at all and this formed the majority of the respondents, 20(24.6%) responded “to a large extent”. No respondent responded “to a very large extent”.

The majority of respondents subscribed to the assertions that 40(49.3%) of the community has no say at all, in decisions taken in the schools against, 36(44.4%) who answered “to some extent” 4(4.9%) who answered to a large extent and 1(1.2%) to a very large extent”.

An overwhelming majority of respondents replied that the community does not support the school at all whilst 35(43.2%) responded in the affirmative that the community supports the school to some extent. 4(4.9%) responded “to a large extent” and the least 2(51.4%) of respondents said “to a very large extent”.

A majority respondents of 48(59.2%) ascertained that the community involvement in school affairs does not affect decision-making in any way. 27(33.3%) agreed that it affects decision-making to some extent 2(2.4%) responded “to some extent” whilst 4(4.9%) affirmed “to a very large extent”.

As to whether the community supports the school to facilitate development, 48(59.2%) responded “not at all” 27(33.3%) replied “to some extent”, 3(3.7%) responded “to a large extent “and “to a very large extent respectively.

The data demonstrates that the schools have relationship with the community to some extent, this shows that, the relationship between the schools and the community is not cordial. These findings corroborate the assumptions of Keith and Gurling (1991) that connecting the school and community is often a tough task. They further pointed out that the school and the community stand to benefit from establishing a close relationship. It also agrees with Levin and Young (1994) emphasised that a school is inextricably linked to the wider social setting in which it is embedded, and that the influences of the wider social setting invade the school in both obvious and subtle ways. Therefore, it is essential for the administrators to establish good rapport with the communities.

Section F: Respondents Responses to Questionnaire on provision of student personnel services

Items 51 – 56 seek to find out the kind of student personnel services that are provided by these rural senior high schools.

The intensity of usage has ratings; (1) Strongly Agree, (2) Agree (3) Disagree and (4) Strongly Disagree.

The extent to which personnel services are provided in the schools are illustrated in Table 16.

Table 16**Student Personnel Services Provided by the School**

Statement	Strongly Agree	Agree	Disagree	Strongly disagree
School provides counselling services	30(37.0%)	47(58.0%)	3(3.7%)	1(1.2%)
School provides guidance services	29(35.8%)	46(56.7%)	4(4.950)	2(2.4%)
Opportunities are provided for student's spiritual/emotional growth	33(40.7%)	39.(48.1%)	6(7.4%)	3(3.7%)
Avenues are provided for student's physical development.	25(30.8%)	37(45.6%)	14(17.2%)	9(11.1%)
Opportunities are created for social development	26(32.0%)	41(50.6%)	8(9.8%)	12(14.8%)

It is clear from Table 16 that the first two items were highly rated between 98% and 100% for “strongly agree” and “agree”. The findings have positive implications not withstanding the fact that these are rural schools, they equally enjoy student personnel services.

It is evident from the data that, seventy-seven respondents (58.0%) and (37.0) responded “agree” and “strongly agree” respectively to questionnaire item

51 whether the schools provide counselling services to students. Three (3.7%) and one (1.2%) “disagree and strongly disagree” respectively.

Twenty-nine (35.8%) and forty-six (56.7%) replied “strongly agree” and “agree” respectively in response to whether the schools provide guidance services whilst as to whether the schools provide guidance services , as low as Four (4.9%) and Two (2.4%) of respondents said guidance services are not provided respectively. The total number of respondent (75) signifying 92.5% who indicated that guidance services are rendered to students far exceeded those who thought otherwise.

In response to the statement “opportunities are provided for students spiritual/emotional growth”, out of 81 respondents, 40.7% and 48.1% responded “strongly agreed” and “agree” respectively against a minority of the respondents 4.9% and 2.4% responded “disagree and strongly disagree” respectively. This implies that, a large majority (88.8%) responded favourably. This agrees with the views of Gorton (1976) that the major objective of education should be to help each student to achieve his/her maximum potential and that the primary functions of the student personnel services programme should be to provide a set of specialised services which will aid the school and ultimately the student to accomplish set objectives. The findings also confirm the convictions of The Encyclopaedia of Educational Research (1960) that student personnel services comprises issues on health counselling, job placement, provision for financial aid, opportunities for extra curricular activities, housing and food services.

In reaction to whether avenues are provided for students' physical development (76.5%) responded "disagree" and strongly disagree". This finding is consistent with the contention of The Guidelines Provision of School Health Service in Ghana (2005, p.1) defines school health service as "effective and efficient provision of health service as "effective and efficient provision of health services to pupils/students through school to prevent, reduce, treat and monitor their health and well being". The guidelines further elaborate that the health service creates an avenue to give messages about health and disease prevention to children and on totality, it is supposed to improve the physical, social, mental health and development of the pupils/students in their school environment.

In response to the statement "opportunities are created for social development" 82.6% of respondents answered "strongly agree" and "agree" whilst 24.6% respondents answered "disagree" and strongly disagree". From the responses, it is evident that when the right personnel are posted to these schools, the student's personnel services will be rendered at its maximum to benefit students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter is devoted to the summary, conclusions and recommendations drawn from the study. Limitations and suggested areas for further research have also been made.

Summary

The main purpose of this study was to find out the challenges that confront administrators of rural senior high schools. The study was conducted in the Ga-West District of the Greater Accra Region of Ghana.

It has been expressed in various quarters the several challenges faced by administrators of rural senior high schools which has led to ineffectiveness and inefficiencies in these schools. This is due to inadequacy of infrastructure, funds that are available, school-community relationship, staff strength, professional and academic qualification of tutors and administrators, incompetence of some administrators in discharging their duties as well as availability of student personnel services in these schools for the smooth running of the schools.

The researcher deployed various methods in the study. These included choice of population sample which was administrators, and assistants, heads of department and student leaders of some rural senior high schools which have been

in existence for more than fifteen years (15yrs). Additionally, questionnaires were used for data collection. The questionnaires for all the respondents were pilot-tested. Two administrators, assistants, and ten student leaders in Christian Methods Senior High School in the same District were involved as well as my main supervisor. This was to give the researcher fair idea of ambiguity in the questionnaire and to re-frame questions for easy reading and understanding of questionnaire items. The data collected yielded reliability co-efficient of .829 and .778 for administrator's assistants and heads of department questionnaires respectively and .703 for student leaders.

Data gathered with the instruments were analysed and triangulated to provide answers to the research questions by using frequencies and percentages. The questions were mainly close ended items and the Likert-type scale items. The questionnaire for administrators, assistants, and heads of department consisted fifty-six (56) respectively whilst that of student leaders consisted forty eight (48) items. All the instruments were designed based on the research questions.

The study was a descriptive survey since it gathered data over a wide population to analyse and draw valid conclusions. The purpose and convenient sampling techniques were used in the selection of district, schools and respondents. The investigation involved a sample of 81 respondents, comprising of 9 administrators, assistants, 30 heads of departments and 42 student leaders were conveniently, selected from three rural senior high schools in the same district.

Main Findings

1. The study revealed that the schools have inadequate infrastructure such as library, urinal, clinics, classrooms, science laboratories, canteen/dinning, supplementary readers, offices for heads of department and accommodations, hostels, computer laboratories, school buses, furniture.
2. The study brought to light that the schools do not have adequate funds from the Ghana Education Trust Fund and (75.3%) indicated that the GETFUND is available but not adequate.
3. The study identified that the relationship between the schools and the communities needs much to be desired.
4. The study also revealed that student personnel services provided are not adequate enough to assist students to develop socially, physically, spiritually and emotionally.

Recommendations

1. The findings of the study indicate that though the administrators in the schools are qualified, and therefore competent to man the schools, most of them are struggling with the work because, they do not have the requisite skills as trained administrators. It is therefore imperative that, before a person is re-assigned, in-service trainings and workshops be organised to equip and improve the professional competency.
2. It is suggested that administrators must be given intensive training on administration with special reference to Financial Administration. This

will enable them to be cautious when writing and signing of cheques so they can be accountable as to the disbursement of funds.

3. It is recommended that all stakeholders in education organise durbars to bring the schools and the communities together to strengthen relationship for the benefit of all.
4. Researcher suggests that all stakeholders in education should join force to come to the aid of rural senior high schools in terms of infrastructure so they can also compete with the urban senior high schools.

Areas for further Research

In order to further extend the literature on the challenges in the administration of rural senior high schools in Ghana, a study can be carried out in the following areas:

1. A nation-wide evaluation of the challenges that confront administrators of rural senior high schools in Ghana. This will provide in-depth information on the challenge concerning administration of these schools.
2. A research should be conducted into examining how administrators of these schools delegate authority to tutors as this serves as a source of motivation to tutors irrespectively of the person's status.
3. In view of the importance of decision-making in school administration, a research should be conducted to examine how administrators involve tutors in decision-making.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

APPENDIX B

UNIVERSITY OF CAPE COAST

INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR HEADMASTERS/HEADMISTRESSES

The aim of this questionnaire is to solicit information into regard to the challenges in the administration of Rural Senior High Schools in the Ga West District. This forms part of a study conducted by a student from the institution named above. You are kindly requested to read through the items and respond to them as frankly and objectively as possible. Every information provided shall be treated as confidential and used solely for academic purposes. Besides, your anonymity is guaranteed.

SECTION A: BIOGRAPHIC DATA

Tick (√) the appropriate boxes that corresponds to your choice concerning each item below.

1. Sex: Male [] Female []

2. Age of Respondents:	<u>Students</u>
Less than 31 yrs []	Less than 15 []
31 – 34 []	15 – 18 []
35 – 39 []	19 – 21 []
40 – 43 []	22 – 25 []
44 – 47 []	26 – 29 []
48 – 51 []	30 and above []

52 – 55 []

56 – 59 []

60 + []

3. For how long have you been a headmaster/headmistress?

Less than 4 yrs []

4 – 7 []

8 – 11 []

12 – 15 []

16 – 19 []

20 + []

4. For how long have you been headmaster/mistress at your present school?

Less than 4 yrs []

4 – 7 []

8 – 11 []

12 – 15 []

16 – 19 []

20 + []

5. Professional qualification: Cert 'A' 3yrs [], Cert 'A' 4yrs [], PGDE [],

Diploma in Educ. [], B.Ed []

6. Academic qualification:

HND/Diploma []

Bachelor Degree []

Masters Degree []

Other [] Specify

7. What type of inservice training/workshop have you attended?

Administration/Management training []

Examinations []

Syllabus []

Promotions []

CSSPS []

Other [] Specify

8. When was the last time you attended a workshop?

Less than 1 yr []

1 – 3 []

4 – 6 []

7 – 9 []

10 – 12 []

13 – 15 []

16 + yrs ago []

SECTION B: HOW STAFF STRENGTH AFFECTS SCHOOL

ADMINISTRATION

This is to find out how strong your staff is and how it affects the school administration. Please (√) the column that appropriates your feeling.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
9. The school has enough tutors for all subjects.				
10. The tutors in the school are qualified (professional) teachers.				
11. The tutors in the school are experienced and competent.				
12. Most of the tutors are old.				
13. The school has enough non-teaching and supporting staff.				
14. The student-tutor ratio is good				
15. Most tutors accept postings to the school.				
16. Tutors posted to the school leave after a few years.				

17. Number of tutors:

18. Number of Non-tutors:

19. How would you rate the student-tutor ratio? 1 tutor: students

Very High [], High [], Normal [], Low []

SECTION C: ADEQUACY OF INFRASTRUCTURE AND FACILITIES

This section aims at assessing whether the relevant school infrastructures are available and adequate. Please tick (√) the column or box that fits your choice.

Statements	Available and adequate	Available but not adequate	Not available
20. Accommodation for both teaching and non teaching.			
21 Office for administrators			
22.Offices for Heads of department			
23. Staff common room			
24. Pantry and Dinning Hall			
25. Dormitories for boys			
26. Dormitories for girls			
27. Classrooms			
28. Science Laboratory			
29. Computer Laboratory			
30. Furniture			

31. School Bus			
32. Clinics			
33. Urinal			
34. Library			
35. Textbooks/Supplementary readers			

SECTION D: FUNDS AVAILABLE FOR ADMINISTRATION OF RURAL
S.H.S

Sources or Funds	Available and adequate	Available but not adequate	Not available
36. GETFUNDS			
37. Government Grants			
38. P.T.A			
39.NGO's			
40.District Assembly			
41.Community			
42. Past Students' Association			
43. Philanthropists			
44. Internally generated fund			

SECTION E: EXTENT TO WHICH SCHOOL COMMUNITY
RELATIONSHIPS AFFECTS ADM

Statements	To a very large extent	To a large extent	To some extent	Not at all
45. The school involves herself in some activities of the community.				
46. The community takes part in some activities of the school.				
47. The community has a quota for admission taken by the school.				
48. The community has a say in major decisions taken by the school.				
49. Community supports school when need be				
50. Community involvement in school affairs delays decision making.				
51. Support community gives the school facilities the development of the school.				

SECTION F: STUDENT PERSONNEL SERVICES PROVIDED BY THE
SCHOOL

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
52. School provides counselling service for students.				
53. School provides guidance service for students.				
54. Opportunities are provided for students' spiritual\emotional growth.				
55. Avenues are provided for students' physical development.				
56. Opportunities are provided for social development (Ref. clubs).				

UNIVERSITY OF CAPE COAST

INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR HEADS OF DEPARTMENTS

The aim of this questionnaire is to solicit information with regard to the challenges in the administration of Rural Senior High Schools in the Ga West District. This forms part of a study conducted by a student from the institution named above. You are kindly requested to read through the items and respond to them as frankly and objectively as possible. Every information provided shall be treated as confidential and used solely for academic purposes. Besides, your anonymity is guaranteed. Thank you.

SECTION A: BIOGRAPHIC DATA

Tick (✓) the appropriate boxes that corresponds to your choice concerning each item below.

1. Sex: Male [] Female []

2. Age of Respondents:

Less than 31 yrs []

31 – 34 []

35 – 39 []

40 – 43 []

44 – 47 []

48 – 51 []

52 – 55 []

56 – 59 []

60 + []

3. For how long have you been a headmaster/headmistress?

Less than 4 yrs []

4 – 7 []

8 – 11 []

12 – 15 []

16 – 19 []

20 + []

4. For how long have you been headmaster/mistress at your present school?

Less than 4 yrs []

4 – 7 []

8 – 11 []

12 – 15 []

16 – 19 []

20 + []

5. Professional qualification: Cert 'A' 3yrs [], Cert 'A' 4yrs [], PGDE [],

Diploma in Educ. [], B.Ed []

6. Academic qualification:

HND/Diploma []

Bachelor Degree []

Masters Degree []

Other [] Specify

.....

7. What type of inservice training/workshop have you attended?

Administration/Management training []

Examinations []

Syllabus []

Promotions []

CSSPS []

Other [] Specify

.....

8. When was the last time you attended a workshop?

Less than 1 yr []

1 – 3 []

4 – 6 []

7 – 9 []

10 – 12 []

13 – 15 []

16 + yrs ago []

SECTION B: HOW STAFF STRENGTH AFFECTS SCHOOL ADMINISTRATION

This is to find out how strong your staff is and how it affects the school administration. Please tick (✓) the column that applies to your feeling.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
9. The school has enough tutors for all subjects.				
10. Tutors in the school are woefully inadequate.				
11. The tutors in the school are qualified (professional) teachers.				
12. The tutors in the school are experienced and competent.				
13. The school has enough non-teaching and supporting staff.				
14. The student-tutors ratio is high.				
15. Most tutors do not accept postings to the school.				

16. Tutors posted to the school leave after a few years.				
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17. Number of teachers in school:

18. Number of Non-teaching staff:

19. How would you rate the student-tutor ratio? 1 tutor: student

Very High [], High [], Normal [], Low []

SECTION C: ADEQUACY OF INFRASTRUCTURE AND FACILITIES

This section aims at assessing whether the relevant school infrastructure is available and adequate. Please tick (✓) the column or box that fits your choice.

Statements	Available and adequate	Available but not adequate	Not available
20. Accommodation for both teaching and non teaching staff			
21. Office for administrators			
22. Offices for Heads of department			
23. Staff common room			

24. Pantry and Dinning Hall			
25. Dormitory/hostel for boys			
26. Dormitory/hostel for girls			
27. Classrooms			
28. Science Laboratory			
29. Computer Laboratory			
30. Furniture			
31. School Bus			
32. Clinics			
33. Urinal			
34. Library			
35. Textbooks/Supplementary readers			

SECTION D: FUNDS AVAILABLE FOR ADMINISTRATION

OF RURAL S.H.S

Sources or Funds	Available and adequate	Available but not adequate	Not available
36. GETFUNDS			
37. Government Subvention			
38. P.T.A			
39. NGO's			
40. District Assembly			
41. Community			
42. Past Students' Association			
43. Philanthropists			
44. Internally generated fund			

SECTION E: EXTENT TO WHICH SCHOOL COMMUNITY RELATIONSHIP
AFFECTS ADMINISTRATION

Statements	To a very large extent	To a large extent	To some extent	Not at all
45. The school involves herself in some activities of the community.				
46. The community takes part in some activities of the school.				
47. The community has a quota for admission taken by the school.				
48. The community has a say in major decisions taken by the school.				
49. Community supports school when need be				
50. Community involvement in school affairs delays				

decision making.				
51. Support community gives the school facilities the development of the school.				

SECTION D: FUNDS AVAILABLE FOR ADMINISTRATION OF RURAL
S.H.S

Sources or Funds	Available and adequate	Available but not adequate	Not available
36. GETFUNDS			
37. Government Grants			
38. P.T.A 39. NGO's 40. District Assembly 41. Community			
42. Past Students' Association			
43. Philanthropists 44. Internally generated fund			

SECTION E: EXTENT TO WHICH SCHOOL COMMUNITY
RELATIONSHIPS AFFECTS ADMINISTRATION

Statements	To a very large extent	To a large extent	To some extent	Not at all
45. The school involves herself in some activities of the community.				
46. The community takes part in some activities of the school.				
47. The community has a quota for admission taken by the school.				
48. The community has a say in major decisions taken by the school.				
49. Community supports school when need be				

50. Community involvement in school affairs delays decision making.				
51. Support community gives the school facilities the development of the school.				

SECTION F: STUDENT PERSONNEL SERVICES PROVIDED BY THE SCHOOL

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
52. School provides counselling service for students.				
53. School provides guidance service for students.				

<p>54. Opportunities are provided for students' spiritual\emotional growth.</p>				
<p>55. Avenues are provided for students' physical development.</p>				
<p>56. Opportunities are provided for social development (Ref.clubs).</p>				

UNIVERSITY OF CAPE COAST

INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR STUDENT LEADERS

The aim of this questionnaire is to solicit information with regard to the challenges in the administration of Rural Senior High Schools in the Ga West District. This forms part of a study conducted by a student from the institution named above. You are kindly requested to read through the items and respond to them as frankly and objectively as possible. Every information provided shall be treated as confidential and used solely for academic purposes. Besides, your anonymity is guaranteed. Thank you.

SECTION A: BIOGRAPHIC DATA

Tick (✓) the appropriate boxes that corresponds to your choice concerning each item below.

1. Sex: Male [] Female []

2. Age of Respondents:

Less than 15 []

15 – 17 []

18 – 20 []

21 – 23 []

24 – 26 []

27 – 29 []

30 + []

3. What office do you hold in the school?

School prefect []

House captain []

Sport captain []

Compound overseer []

Dinning hall prefect []

Library prefect []

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
4. The school has enough teachers for all subjects.				
5. Tutors in the school are woefully inadequate.				
6. The tutors in the school are				

qualified (professional) tutors.				
7. The tutors in the school are experienced and competent.				
8. The school has enough non-teaching and supporting staff.				
9. The student- tutors' ratio is high.				
10. Most tutors do not accept postings to the school.				
11. Tutors posted to the school leave after a few years.				

Other [] specify.....

SECTION B: HOW STAFF STRENGTH AFFECTS SCHOOL ADMINISTRATION

This is to find out how strong your staff is and how it affects the school administration. Please tick (✓) the column that applies to your feeling.

SECTION C: ADEQUACY OF INFRASTRUCTURE AND FACILITIES

This section aims at assessing whether the relevant school infrastructure are available and adequate. Please tick (✓) the column or box that fits your choice.

Statements	Available and adequate	Available but not adequate	Not available
12. Accommodation for both teaching and non teaching staff			
13. Office for administrators			
14. Offices for Heads of department			
15. Staff common room			
16. Pantry and Dinning Hall			
17. Dormitory/hostel for boys			
18. Dormitory/hostel for girls			
19. Classrooms			
20. Science Laboratory			
21. Computer Laboratory			

22. Furniture			
23. School Bus			
24. Clinics			
25. Urinal			
26. Library			
27. Textbooks/Supplementary readers			

SECTION D: FUNDS AVAILABLE FOR ADMINISTRATION OF RURAL
S.H.S

Sources or Funds	Available and adequate	Available but not adequate	Not available
28. GETFUNDS			
29. Government Subvention			
30. P.T.A			
31. NGO's			
32. District Assembly			

33. Community			
34. Past Students' Association			
35. Philanthropists			
36. Internally generated fund			

SECTION E: EXTENT TO WHICH SCHOOL COMMUNITY RELATIONSHIP
AFFECTS ADMINISTRATION

Statements	To a very large extent	To a large extent	To some extent	Not at all
37. The school involves herself in some activities of the community.				
38. The community takes part in some activities of the school.				
39. The community has a quota for admission taken by the school.				
40. The community has a say in major decisions taken by the				

school.				
41. Community supports school when need be				
42. Community involvement in school affairs delays decision making.				
43. Support community gives the school facilities the development of the school.				

SECTION F: STUDENT PERSONNEL SERVICES PROVIDED BY THE SCHOOL

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
44. School provides counselling service for students.				
45. School provides guidance service for students.				

46. Opportunities are provided for students' spiritual/emotional growth.				
47. Avenues are provided for students' physical development.				
48. Opportunities are provided for social development (eg. clubs).				