UNIVERSITY OF CAPE COAST

ADMINISTRATIVE CONFLICTS BETWEEN SCHOOL COMMUNITY

AGENCIES AND HEADS OF SELECTED EDUCATIONAL INSTITUTIONS

IN THE VOLTA REGION OF GHANA

BY

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CANDIDATE'S DECLARATION

I hereby declare that this thesis 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.

Signature. ....   Date 30 - 04 - 07

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SUPERVISOR'S DECLARATION

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

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ABSTRACT

The introduction of the Board of Governors and PTA concepts in second cycle schools by the government was meant to bring the school and the community closer. It was envisaged that the two groups would work as partners in the development of education in their locations, but conflict often occurs among them.

The primary purpose of this study was to investigate the causes of conflicts between school Board of Governors and PTA executive on the one hand and school heads in second cycle schools in the Jasikan Kadjebi Districts of the Volta Region. A secondary purpose was to find out what could be done to minimize conflicts between the Heads and PTA executive and school Boards.

Questionnaire was the main instrument used. Two sets of questionnaires were administered to 116 respondents (5 headmasters principals, 80 School Board members and 30 PTA executives).

The major findings of the study were that the Board of Governors and PTA executive did not know the limits of their involvement in school administration, that most headmasters did not run an open administration, and that headmasters see the roles of Board of governors as spelt out by the Ghana Education Service as intimidating and in conflict with their functions as heads.

The study therefore recommends a review of the roles of the Headmasters and the Board of governors. It is further suggested that Board members and PTA executive be given some form of training to educate them on their roles in school administration. Finally, it is recommended that headmasters involve Board members and PTA executive in major decisions concerning the school.

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My special thanks go to Mr. C. Anthony-Krueger of the Department of Science and Mathematics Education and Hon. Yakubu Abdulai for helping me to put the dissertation together Lastly, those who contributed in diverse ways towards the success of the research work are not forgotten.

DEDICATION

I sincerely dedicate this work to my wife Mrs. Kandey Issahaku Musah and children.

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INTRODUCTION

Overview

The chapter presents the background to the study, the statement of the problem, research questions and the purpose of the study. It further gives the significance of the study and outlines the delimitations and limitations of the study. It concludes with the definitions of terms and the organisation of the study.

Background to the Study

The history of humankind has forged a strong link between education and national development. Education is the primary means of bringing about change and development and contributes to the economic development of any nation.

In supporting this view, McWilliam and Kwamena-Poh (1975) stated that the main purpose of education whether formal or informal has been to produce a person who will be a useful member of society. Harbison and Myers (1964) claimed that the higher the level of educational development of a country, the greater the range of economic development. Commenting on the relationship between education and national development, Harbison and Myers (1964) stated that the higher the level of education of the workforce, the greater their productivity.

Education has also been seen as transfer of knowledge from one generation to the other in order to promote social stability and coherence as a means of passing on values cherished in society and a way of initiating the individual into society. Education is therefore viewed as an instrument for

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promoting and controlling change, for transmitting national values, economic skills and as a medium for incorporating into a rapidly changing national society, typified by pluralism in relation to beliefs and roles and the individual's attachment to one or many of these. Education is also concerned with, the united concern of a people for the right upbringing of its children and improvement of its national life.

The school is the main institution charged with the responsibility of giving to the young ones formal education. The success or attainment of these laudable objectives rests on the school administration of which the Headmaster or Principal is the head. The clarion call for effective management in our schools sounds louder today than ever before. This is an indication that all is not well in our schools. This may be attributed to the fact that people are becoming more and more interested in what goes on in the schools.

The existence of Parent-Teacher Associations (PTAs), the formation of School Management Committees (SMCs), and the institution of the District Education Oversight Committees buttress the point that there is an increased public interest in the affairs of our schools. The heightened interest is comparable to the awareness of most people in the community that education holds the key to the development of their communities and the nation as a whole. No nation can have a future without a well-trained human resource base.

It is for this, that the headmaster of the school is tasked with the responsibility of ensuring that the country's educational aims are realised so that this human resource base can be produced. "The Future is on our Hands" reads

It is for this, that the headmaster of the school is tasked with the responsibility of ensuring that the country's educational aims are realised so that this human resource base can be produced. "The Future is on our Hands" reads the motto of the Conference of Heads of Assisted Secondary Schools. The question however is how does the heads actually handle this future?

The New Educational Reforms came with it the concept of Community Based Schools. This concept has come to stay, giving some authority to the community to liaise with school authorities in the running of schools.

There is therefore the need for participatory management in the school. Participation in every social institution is the pursuit of democracy (Riches & Morgan, 1989). Conceptually, participation may be explained as the regular involvement of the significant stakeholders in setting goals, resolving problems, and making decisions that affect an institution, establishing performance standard, making sure that their institution is on target in terms of responding to the needs of the people it serves. Farrant (1980) puts it, that "the Headmaster, like a war general, cannot win the battle all by himself". This is why there is the need for Headmasters to involve community members in their management team.

The word community may refer to a group of people living in one place or locality. It is a group of persons having the same or similar interest (Commonwealth Secretariat, 1993, p 4). The community groups and organization which often have close links with schools and which contribute to their progress include the Board of Governors, Parent-Teacher Associations, Past Students Associations, Religious groups, local or village committees, professionals or

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To maintain their survival and perpetuation, communities are naturally interested in the upbringing of their offspring. The School is the main formal institution purposely established to transmit knowledge, values and skills of the community to the young ones. The school is therefore regarded as the most important asset of any community. As a result, the school is seen as an integral part of the larger community, and cannot be isolated from the influence of society (Ozigi, 1977).

The family provides the first informal education for the child through modelling, teaching, praises or discipline. From the times of the early Egyptian, Sumerian, Hebrew, Greek, and Roman, parents were actively involved in the selection of teachers and education of their children. This brings to the fore the significant role parents have in the education of their children. Childhood is an easy going, cavorting stage that youngsters must pass through peaceably if they are eventually to become mature, self-controlled adults. There is therefore the need for a collaborative effort from both the school and the community to achieve this vision.

The concept of Community-Based Schools thus introduced the idea of Parent Teacher Associations, School Management Committees, and Board of Governors in school administration. In Ghana, PTAs serve as the link between the home and the school. It provides a forum for promoting a healthy School-Community relationship for the development of the child. Parents have the opportunity to discuss school policies with school staff in an atmosphere of trust.

opportunity to discuss school policies with school staff in an atmosphere of trust Heads equally use these associations to bring to the homes policies and programmes of the school

The quality of the school environment includes the quality of its relationship with the community. Community resources are utilised to promote the educational programmes of the school. It is therefore necessary for the school administrator to establish, develop and maintain satisfactory relations with the community. According to the Commonwealth Secretariat (1993), the community groups need to be brought in someway or other, into the decision-making process of the school.

The school and the community thus work in partnership to bring to fruition the aims and objectives of education in general and the aims of the community in particular. Another group of significance in school administration is the Board of Governors of the school. They operate more at the administrative level with the school Head. They guide the school Head to tailor the school towards the aims of the community though not forgetting the general aims of education. They help the Head in instilling sanity in the school community relation.

The Ghana Education Service recognising this important role of Board of Governors has consequently made it mandatory for each institution to have one. Board members are seen as the "members of the council of State" in the school situation. Board of Governors advise the headmaster on delicate issues that could generate into conflicts, or mistrust between the school and the community. They

assist in the smooth organisational and effective running of the administrative machinery of the school. The board is thus recognised as the highest administrative body of the school. The members are expected to be respected or eminent people of the community.

In their attempts to support and contribute to the school, the groups may attempt to control the administration. This often results in conflicts. Past students may exert undue pressure over admissions of students or even over the appointment of a new Headmaster. The Board of Governors may want to interfere in the day-to-day running of the school. Therefore, the areas of community involvement and limits need to be clearly defined.

The constitution of the Board is made up of members from the District Education Office, traditional council, the PTA, Old Boys Association, and a member each from the teaching and non-teaching staff and the Headmaster. For the PTA, Taylor (1947) acknowledging their importance proposed that half of the governing body be composed of parents of the children in the school and other representatives of the local community.

With a well-informed and dedicated Parent Teacher Association and a vibrant Board of Governors, the school is sure to enjoy smooth administration and sound academic work, which leads to good academic performance

Unfortunately, the expected cooperation that prompted the establishment of these bodies (PTA and Board of Governors) is never enjoyed by most school Heads. In most cases these bodies tend to "lock horns" with the school Heads Board of governors tends to assume the role of "fathers" of the school and thus

expect the school Heads to be answerable to them. This is even worst if the PTA contributes significantly to the growth of the school. The association tends to dictate to the Heads. In some cases, Heads are transferred or dismissed just because the Board or PTA wants it so

As the chief executive of the school, the Head sees himself as the final authority in the school, and is only answerable to the Director General The Regional and the District Directors who appointed him He thus runs the school using the national education policies and guidelines. This he must protect and ensure He is thus seen at times taking positions, quite at variance with the expectations of the community "big shots". This, in most cases results in conflicts of one form or the other

Co-existence of the school and opinion leaders, especially recognised bodies like the Board of Governors and the PTA, is very essential for the development of an effective academic environment With all these, one begins to ask questions For example, do Board members and PTA executives know their limits of operation? What sort of criteria is used in selecting these members? How far should the heads allow these members go into school administration?

Statement of the Problem

It is a fact that effective management in all human institutions leads to high income and adequate performance. The desire of most parents to enroll their children in some particular schools prompt a question relating to leadership, management and administration at the school Are Heads of Schools allowed the free hand to do the right things to enable the schools realise their educational

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goals. The fact is a good working relation between the Heads on the one hand, Board members, and PTA executives on the other can bring about sound academic environment for teaching and learning. However, where they see each other as rivals, trying to undermine each other, there is bound to be mistrust and conflict. The head and these groups should see themselves as partners and try to work to achieve results. While the Head is expected to establish good rapport with these groups, they should also reciprocate the gesture by being considerate in their expectations. Though this is the ideal situation, it usually ends after their inauguration, paving the way for confrontation.

In view of the direct impact these petty squabbles have on school administration, the study sought to investigate the causes of administrative conflicts between Board of Governors and PTA executives on the one hand and Heads on the other.

Purpose of the Study

The purpose of the study is two fold. Its primary purpose is to establish the operational boundaries of the Board of Governors and PTA executives in the running of community schools. Secondly, it is to find out the causes and possible solutions of the frequent petty squabbles between Heads and the Board of Governors and PTA executives.

Research Questions

In a solution to this problem of administrative conflicts in the schools by the Heads and PTA executives and board members, the study would like to find answers to the following questions.

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1. How do community groups (Board of Governors and PTA executives) generally perceive the administration of the school?

2. What should be the operational boundaries of the Board of Governors and PTA executives in school administration?

3. How do conflicts between Heads, Board of Governors and PTA executives in the running of schools come about?

4. What are the necessary ingredients for a healthy working relation between the Board of Governors and PTA executive?

Significance of the Study

The findings of the study would be significant in several ways

1. It would serve as a resource material for government and policy makers in handling conflicts between Heads and Board of Governors and PTA executives.

2. It would serve as a feedback on the performance of Board of Governors and PTA executives against the background of the purpose for which they were established

3. It would help define the operational boundaries of Board of Governors and PTA executives in school administration.

Delimitations

Stakeholders in education are many, and sources of administrative conflicts are varied. This study is delimited to administrative conflicts between Board of Governors and PTA executives on the one hand and school Heads on the

other Girls Heads and Board of Governors and PTA executives of second cycle schools in the Jasikan and Kadjebi Districts are considered for the study

Limitations

The findings of the study cannot be generalised since the delimitations are in themselves limitations to the study. The sample is purposively selected, therefore the absence of bias cannot be completely guaranteed. Finally, the small sample size and the time frame are yet limitations to the generalisation of the findings of the study.

Organisation of Dissertation

The present chapter has provided the background of the study, the purpose of the study, research questions, significance of the problem and delimitation. The rest of the report of this study is organised in four chapters. Chapter 2 presents the review of related literature. Chapter 3 describes the research design, population and sample, data collection procedure, the instrument used, as well as the statistical tools used in the analysis of the data. The results, findings and discussions of the findings constitute Chapter 4. This is followed by a summary, conclusions and recommendations in chapter 5

CHAPTER 2

REVIEW OF RELATED LITERATURE

Overview

This chapter presents literature related to the subject of study. It focuses on the review of related literature in which some authors highlighted the constituents of effective school management. To make the literature relevant to the study, the chapter reviews the topic under the following broad headings:

1.   Educational management;

2.   Qualities of an effective head;

3.   Perceptions of the Heads of schools;

4.   Community involvement in school administration.

Educational Management

Human relationship in organised dealings does not spontaneously result in harmonious or productive outcomes. People do not always just work eagerly in happy ways. There is bound to be frictions and strains. There is the need for some co-operation of sorts, else no productive outcomes would result. However, for the co-operation of sorts to beget the desired results there is the need for effective management in all organised human dealings.

The central purpose of management and administration in any institution is that of coordinating the efforts of people towards the achievement of its goals

In education, these goals have to do with teaching and learning. Management and administration in educational organisation has its central purpose as enhancement of teaching and learning. Therefore, all activities of the school administrator whether working for public, board or an educational Institution, professional staff would ultimately contribute to this end (Cambell, 1977). This means that the scope of educational management is wide.

Educational management therefore is the harmonious interplay and coordination of all the inputs in education. It cuts across what goes into education by way of policies, funding, curriculum, and resources to the quality of the products of the schools (Myers, 1977)

Educational management also deals in broader terms the management of both human and material resources to the ultimate achievement of the educational goals, be they local or national The education administrator with the educational philosophy therefore attaches considerable significance to a universal standard of performance of basic skill subjects The recruitment of staff, motivation of staff, and acquisition of the needed educational materials and execution of effectively planned learning outcomes determine to a large extent how effective management is (Bush, 1986). Bush further says that effective management results in how all these constituents are directed to the ultimate aim of education A leader should be one who looks for individually as well as group departure from the criterion of mastery, which has been set. The head should therefore search and eliminate institutional obstacles to student learning and productivity as these are the most challenges to effective educational management.

Since education is all about learning, and effective learning is all about effective educational management, educational management is key to education in general. This means that if educational management is not taken care of effectively, management will not make substantial contribution to quality in education. This is why House (1991) cautions that management effectiveness can only occur when there is effective leadership. To him management effectiveness requirements of today are not the same as in the traditional preparation programmes. For effective management of today, House (1991) asserts that today's leaders need to move away from their focus of the B's (Budget, Buses, Books, Rounds and Buildings) to C's (Communication, Collaboration and Community building). This means that the quality of programmes in education is a function of effective educational management. In support of this view, Bush (1986) asserts that school management is essential since it affects the future opportunities of its products.

Though the subject of educational management may sound new, it is as old as the human race. In the 20th century, educational management means more than just the outcome of polices or aims of education. It entails the systematic study of educational administration. This therefore brings to the fore the suggestions by Fayol (1916) that administrative process includes the element of planning, organisation, commanding, coordinating and controlling all activities relevant to the learning process. This view has gained a lot of favour from theorists like Gullick and Urwich (1937) and Simon (1957)

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In any enterprise the first duty of management is to ensure the economic security of the enterprise, the second is to provide the conditions necessary for efficiency by removing faulty tools, delays in getting parts or instructions, bad working conditions, and the third is to secure respect.

Management is an art as well as a science. The practice of managing, like other arts makes use of underlying organized knowledge (the science of management) and applies it in the light of the realities of the situation to gain the desired results. The art in management is the "know-how" to accomplish a desired result.

In a school situation, the principal as the Chief Executive must be a leader if he is to succeed. Just as industrial efficiency is determined by the quality of management, educational productivity is determined by the quality of the principalship. It is the task of the principal as indeed of any manager, to lead. To lead effectively he must see what is being done, know what ought to be done, know what the facts and forces are which assist or impede the doing of it. This, in essence is what the management practices is all about.

However, looked again differently management implies the collection of facts with the view to gaining understanding. The synthesis of these facts are with the view of gaining understanding. The synthesis of these facts are also for devising ways and means, and the persuasion and directing of personnel in relation to proper execution. Good management involves unit of purpose, uniformity of procedure, and consistency of practice

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(Ukeje 1992) cited Taylor an American and the founder of Scientific Management He devised his principles of management from his concern for achieving the efficiency of human beings and machines through time and motion studies He introduced the concept of scientific management and opined that the remedy to inefficiency in management lies in the application of the principle of systematic management. He also held that the best management is a true science resting upon clearly defined laws, rules and principles. Consequently he saw several new functions for managers namely

i   replacing rule-of-thumb method with scientific determination of each element of a man's job,

ii   Scientific selection and training of personnel,

iii Cooperation of management and labour to accomplish work in accordance with scientific method; an d

iv   A more equal division of responsibility between managers and workers, with managers planning and organizing the work

Ukeje (1992) cited Fayol a French man, and the father of modern management theory, they propounded the theory that all activities of industrial undertaking would be divided into six groups, namely;

i   Technical production,

ii   commercial (buying, selling and exchanges),

iii security (protection of lives and property),

iv   accounting; and

     \   managerial planning, organization, command, coordination and control.

He considered the qualities required of managers in order to execute efficiently the above functions to include

i   physical,

ii   mental (ability to understand and learn, mental vigor, judgement and adaptability);

iii   educational,

iv   technical (peculiar to a function) and

v   experience (arising from the work proper)

Thus to him a good manager must have sound physical health, adequate mental ability, moral integrity, sound general education and specialized technical knowledge

He further outlined fourteen principles of good management as follows

1   <u>Division of Work</u> That is the principle of specialization which enhances efficiency

2   <u>Authority and Responsibility</u> Authority and responsibility are seen as related and must go together

3   <u>Discipline</u>. this is seen as respect for agreements which are directed as achieving obedience, application, energy and respect

4   <u>Unity of Command</u>: This implies that employees should receive orders from one superior only.

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5   Unity of Direction: This implies that in a body corporate each group of activities having the same objectives must have one head and one plan

6   Subordination of Individual to General Interest Individual interest should be subordinated to the general interest and when the two differ it would be the role of management to reconcile them

7   Remuneration: Remuneration and the methods of payment should be fair and should afford maximum satisfaction to employees and employer.

8   Centralization Individual circumstances determine the degree of centralization or decentralization of authority.

9   Scalar Chain The chain of command while not to be departed from needlessly should be short-circuited when necessary and desirable

10 Order There should be a place for everything and everything should be in its place.

11. Equity Loyalty and devotion should be elicited from personnel by a combination of kindness and justice

12 Initiative: Subordinates should be allowed to exercise initiative which is the freedom to think and execute a plan

13 Stability of Tenure: Unnecessary turnover is the cause and effect of bad management and it is expensive to the enterprise.

14 Esprit de Corps: In unism there is strength, hence team work and adequate communication are necessary for good management

Qualities of an Effective Head

In order to be effective in educational management, management in education practices must be of good quality. Common causes to failure are numerous but the leading is insufficient staff development, especially the head of the institution who is usually promoted to the position by virtue of long service.

The head of the school who happens to be the leader of the school should be one who takes the position on competence and not by virtue of long service. Halpin (1958) reveals in his research conducted, that there are two sets of behaviours associated with effective leadership. The first set, "initiating structure" refers to leaders' behaviour in delineating the relationship between the leader and the members of the work group and in endeavoring to establish well defined patterns or organisation, channels of communication, and methods of procedures. The second set, Halpin terms "consideration", involves the expression of friendship, mutual trust, respect and a certain warmth between the leader and the group. Halpin's concept of leadership stresses that the head who wishes to be leader must engage in both types of behaviour in order to meet the achievement goals of the school, while maintaining positive and satisfying relationships with others.

The behaviour approach involves the "style" the head uses in dealing with subordinates. Many different labels have been generated to describe essentially two types of leadership task-oriented and person oriented. It is worth noting that while considerate behaviour by heads did generally lead to increased satisfaction, the converse is not necessarily the case. Equivocal and sometimes negative results

(Stogdill, 1974) indicated that this normative approach was not the answer in all situations

Researchers like Blake and Moulton (1964) cited by Hackman et al (1983) argued that an effective Headmaster must be high in structuring and high on consideration. The findings did not however clearly conform to the normative prescription of Hunt and Osborn (1975)

Hackman (1993) argued that there is evidence suggesting that leaders change their behaviour in response to situational conditions (Burns, 1978) and to subordinates' behaviours' (Green & Cashman, 1975). In the case of the school Head they are not perceived by subordinates as having "One style" (Burns, 1978) nor do they treat all subordinates the same way (Green & Cashman, 1975)

Early studies indicated that neither personal characteristics nor leadership style could predict leadership effectiveness across situations. The school head may find it difficult to develop among the staff the feelings of cohesiveness and collaborative effort that facilitates productivity (Shaw, 1983) Knezerich (1984) citing Weber (1966) argued that the key developing interactive and cohesiveness in a group is the development and maintenance of a high level of trust among the members of the group. This can be entrenched the more if the school head realises that not all leadership functions are to be performed by him

The head's leadership behaviour should also reveal that he is much aware of the assertion that a vision without a strategy is an illusion and as such the school's culture should be strongly emphasised. Robbins and Alvy (1995) citing Schein contend that effective leadership must be both administrative and cultural in

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sec pe Yukl (1994) contend that the school head should realize that aims inspire hard work and focus effort objectives translates the aims into achievable activities Together they provide education for all school activities

Heads of educational institutions are called upon every now and then on how they should operate It is a known fact that whatever goes on in a school, the Head normally held accountable It is also a fact that the success of any Head of an institution to a large extent depends on a number of factors However his relationship with his staff tells a lot It therefore means that, though leadership is important in school administration collegiality is no less a force to reckon with

There is a persistent acceptance of schools as being hierarchical organisations requiring top-down management and leadership (DES, 1977). On the other hand the value of involving teachers in the decision-making process is being promoted (DES Welsh Office, 1985) It is therefore not surprising that both hierarchy in terms of rank and leadership qualities are emphasized when a position for headship is advertised

> Successful heads have interpreted these considerable powers and duties wisely They have not been authoritarian, consultative, or participative as a matter of principle, they have been all three at different times as the conditions seemed to warrant, though most often participative Their success has often come from choosing well, from knowing

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when to take lead and when to confirm the leadership offered by their colleagues (IFA, 1985)

This means that the two, leadership and collegiality can be synthesised, combined and that there is little conflict between them. This not withstanding, they must be examined in their own rights. This is because of the tensions that are created by their co-existence (Preedy, 1989).

An organization consists of a system of numerous positions with differentiated tasks, duties and responsibilities all in vertical and horizontal relationships with each other. Ukeje (1992) cited Linton that to each position is ascribed a status which he sees as simply a collection of rights and duties attached to a position irrespective of the individual who occupies it (or his wishes). When the individual puts these rights into effect, he is performing a role. To Aggarwal (1996) a role does not refer to the actual behaviour of the individual, but the behavioural standards including attitudes, values and behaviours that are stipulated by that culture for whoever occupies the position. It is thus a normative pattern for people occupying social positions to do. In all the schools for instance, the teacher, the principal, the supervising principal, the chief inspector of schools in the hierarchical order has some rights, duties or obligations stipulated for it. The positions are represented by roles to be enacted, that is the duties and obligations of the individual in that position.

Ukeje (1992) explained that the roles are defined as expectations (role expectations) normative rights and duties prescribed through job titles and descriptions in work manuals, and the way people actually behave in these

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positions depend partly on the way they think they are expected to behave (role-expectation). It may also depend on whether he perceives these expectations as legitimate or illegitimate. If he thinks and person having that expectation has a right to hold that expectation, he sees it as legitimate and tries to satisfy it, otherwise he will regard it as illegitimate and so, can ignore it. Thus the variations in the role enactment of an individual are influenced by the accuracy of his role perception, his skill in enacting that role and his cognitive structure

Role expectations very often are complementary, so that when it prescribes or proscribes behaviour for one position incumbent, it gives it with reference to people in reciprocal positions. A principal's role expectations are defined with reference to his teachers and students, parents and the community and to the superior officers in either the Education Commission or the Ministry of Education

Quite often, an individual has a series of roles to perform at the same time i.e roles that run concurrently e g – principal, father, club secretary, religious leader, son-in-law etc., but at a particular point in time one of the concurrent roles will be taken?" and he will seem to be performing the others poorly. When inconsistencies exist in these various expectations, a role conflict is created

The Concept Role

Roles are seen as taking precedence over individual preferences as attributes, entitlements, and obligations bound up in rank or personal position

Role has always been an important topic in analyzing how people manage their lives together and how they evolve socially approved conduct, as human

relations are to a great extent constructed and confirmed by standardized beahviour Some theorists have investigated the possible influence of genetic, prede ermined factors, as well as oft-cited environmental ones, in evolving roles.

The concept of role is widely used in the study of organizations, family relationships, and many other human dealings As a term evolved from romantic literature and especially drama, people are conceptualized as actors following a script - performing to an audience that recognizes norms and evaluates the turn of events

Sociologists and psychologists confirm from their observations of people that foresight and calculation come into play as people both take on roles and create roles In coping with recurring problems of human existence, most people anticipate the consequences of their behaviour as they assert their conception of self and negotiate future actions, they draw upon funds of social knowledge, or customs handed down via family or culture, as they assess what is tolerable in a given situation and the impression they are likely to make.

Most commonplace statements concerning family responsibilities describe and prescribe the complementary roles of parents and children – it is not possible to speak of one without implying the presence of the other The parameters of a role of, for example, a specific profession, may be clearly defined; printed rules establish the demeanour of, for example, a judge or a medical practitioner, which people expect to see maintained, just as public knowledge of specific theatrical roles restrains the performance of an actor (Macbeth must recognizably be Macbeth) Exemplary attributes are demanded of celebrities, politicians, royalty,

and other prominent figures, such as religious leaders, who are expected to set a "good example" - to "ordinary" people

A "role model" is the idealized performance of the role that is worthy of copying as defined by the common values of the system. Much of human social behaviour is assumed to take place through the imitation of role models. This leads to a level of conformity, with the possibility that people may live according to an extreme version, or stereotype, of their role Role models have a vital role in influencing the social and psychological development of young people Some sociologists have attached great importance to the need for a male role model for children in single-parent families, while others have studied the vast influence of gender roles in all social development Rock and pop stars, sports and television celebrities, and famous people in general are the role models most often cited as affecting youth behaviour. In some societies, imitation rites are performed to provide the transition from childhood into new roles

Studies of roles often uncover power tussles, which produce emotion-charged tensions that have to be dissolved if a conflict is to be avoided As roles are sets of norms and prescriptions for behaviour, disagreement of any kind causes difficulties for the occupant of a role Role conflict can arise because a person occupies two or more roles that make incompatible demands, such as an employer who cultivates staff friendships and then faces moral dilemmas when having to sack those people. It can also arise when there is a lack of consensus among those who occupy complementary roles, as when hospital doctors adhere to their own strong codes of medical practice, which may be opposed by regional

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health officials on economic grounds. In these ways, some people experiencing role conflict may be able to mask their discomfort by dissimulating or distancing themselves and by obscuring their true feelings as they protect certain interests

Role conflicts arise from a number of sources. One of them is from inconsistencies of multiple concurrent roles. If for instance a school principal who is supposed to manage judiciously the meager resources of a school, is at the same time the director of contracting business that supplies food and school equipment. The objectives of his principal role will be inconsistent with his contractor role and he will probably not perform one of them adequately. His interest in the supply business will also make it difficult for him to award contracts objectively

Role conflicts may also occur when there is a conflict between the institutional expectations and the values of significant people within the society. A school head may recognize the institutional need for qualitative academic programme and so provide facilities for both theoretical and practical work to give a balanced programme. At the same time, he may realize that there is a pressure from the community for public performances in drama, music and athletics knowing, of course that satisfying the cultural values for performance clash with the demands for serious academic work

Role conflicts also rise when a single role-sender sends inconsistent role-expectations to the role incumbent. If for instance, the Ministry of Education gives the principal the responsibility of managing students and school discipline in a school, and the principal is expected to use his initiative to handle problems when a problem arise, a conflict will arise if the principal uses his initiative and

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takes action and the Ministry turns round to tell him he has no powers to take the action for fear of going contrary to the views of his boss

The commonest types of role conflicts are conflicts within roles as in many of the positions which carry with them an inherent conflict. The organization sees the administrator or supervisor as representing the interests at the same time, he is an employee as other members of the work group, with similar needs and in fact, other members look up to him for leadership. They expect him to protect their interest, and when he does not, trouble comes. Whose interests will the administrator protect? This type of conflict also occurs when a person's role perception (how he perceives other's expectations for his behaviour) is different from how others really expect him to behave (role expectation). This conflict becomes obvious when others voice out criticisms against him for not performing as expected, and it gets worse if the role expectation conflicts with the individual's personal's disposition. Conflict between role execution and personality disposition can be exemplified with the case of a teacher who is expected to maintain certain formal relationship with his students especially those of the opposite sex, but his need for affection makes him desire a more personal and informal relationship with his student. Such a situation will cause a real strain on the individual.

Bone (1992) explains that, in all organizations, some amount of role conflict is inevitable but a lot of unnecessary conflicts can be reduced by careful structuring of task and objective communication among members so as to clarify roles and bring perception is important because it affects group effectiveness, and

overt forms of social behaviour depend largely on the perception of the social environment

Perception of the Heads of Institutions

Heads of institutions cannot be understood separately from their contexts, the most important aspect of which is the school. The term school can have different meanings in different places. In the United States schools are perceived as part of the community. On the other hand in England the School is regarded as a community (Kings, 1983). In a community where the school is regarded as a community, it is viewed as a unique collection of people (Oldroyd, 1984). With this perception, headship has two implications. The Head is seen as the head of the school community, and because each school is unique the Head has a degree of autonomy. For the head the context of the school creates a leadership role in relation to his colleagues and some freedom from others outside the school. Therefore he tends to manage the school the way he likes, since he is the leader and will know what the conditions warrant.

One effect of this sense of separateness is that the head's boundary and filtering roles are emphasized. According to Richardson (1975), in such a role, those outside the school community normally approach those in the school via the head. In the same vein, communications coming out of the school require the Head's acknowledgement, if not approval. It must be appreciated that though his consent may be given in an informal manner, the fact that it is deemed necessary emphasises the head's boundary role. Coulson (1980) suggest that the head also acts as a filter. This is mostly in relation to school governors.

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The idea of Heads leading a "community" is that the heads develop a sense of attachment to the school. This feeling of personal attachment and involvement tend to suggest that people should be trying to understand not just the sociological and organisational aspects of leadership but also its psychology.

Aside of this, other factors can affect the head. According to Coulson (1980), heads appear to feel that they have the responsibility for determining 'their schools' 'echoes' That is, the underlying philosophy of the school should be the Lead's On becoming a head, the person may feel that his teaching is of such an order that it is worthy of emulation considering the way people rise up to the position

Ronald (1977) speaks of a sense of mission accompanying a person's entry into a new headship An issue then is that the head, as an individual, rises up to a level of influence feeling a sense of professional self-belief and example and accepting a responsibility to project these values onto the school. In this case, the head is not just the leader of the school but also the leading example for the school Therefore his values become the benchmark for the school Therefore on a day-to-day basis, the head's values become the adopted ones, since they are more tangible than any other indicators

Community involvement in school administration

Parent-Teacher Association (PTA)

The term school community has been explained differently by different people However, thinking of the community in social terms, it is not limited to a geographical area In another sense, the word community according to

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Commonwealth Secretariat (1993) may refer to a group of persons having the same or similar interest. Thus, there may be past Students' Association or Parent-Teacher Association.

The school is regarded as a second home of the child. It is a social institution built to perpetuate a society's values, ideas and beliefs (Asiedu – Akrofi, 1978). For this reason, there is the need for co-operation between the school and the community. However, this can only materialised when there is cordial relationship and regular interaction between the school and the community.

A healthy school and community relationship helps to establish trust and confidence between teachers and community members. Through this, the community gets to understand and appreciate the policies and programmes of the school. The community also gets to know and appreciate the duties of the teachers and their problems. Only, then can the community come to their aid. In like manner, teachers get to understand the concerns of the community (Morphet 1959). The school needs both financial and material resources from the community for its polices and programmes. There is therefore the need for a cordial relationship between the school and the community

Getzel, Limpham & Compbell (1968) observed that there is the need for a close collaboration between the school and community groups in all matters. This could be in the form of raising funds for school projects or clean-up exercises to keep the community clean. The school must focus on community issues as they emerge. It must also initiate community programmes, for it to study the issues

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and find solutions to them. Activities such as Open-Days, P.T.A meetings and clean-up exercises can draw the school closer to the community.

The children, who are the bridge between the school and the community, must be encouraged to share in the community's life, and be a source of information to and from the school. Apart from these, the school must be involved in the community's activities, and cultural festivals. According to Asiedu-Akrofi, (1978) a good school-community relationship, depends on the school knowing and appreciating the culture of the community and thus striving to inculcate this in the children. The school needs material and financial support from the community. This can only be realized if there is a cordial relationship between the school and the community.

In an effective school management system, there is the need for a good relationship and communication between the school administration and the community, since the school is a community within a larger community (the village or town) A number of heads have the view that Board of Governors and PTA pose a serious threat to their traditional personal autonomy A few simply see the Board of Governors as a public and formal confrontation of a subtle policy which sought to undermine their traditional leadership roles (Berkley, 1981) For example William (1998), opined that:

> There is very little the Board and PTA can do to help
> me as far as the internal organisation and curriculum of
> the school is concerned. They can't possibly know better
> than the professional who is working at the coal face, if

> any lay person tells me what to do without giving me the
> where with all to do it, I will tell him to shut up. Topping
> however stated that he was willing to discuss educational
> issues with lay governors but he not tolerate it if they try to
> subvert the professional guide. William (1998), p.85.

This was the comment of a headmaster. This kind of stand can easily bring about school-community conflicts.

With the introduction of the concept of community-based school, it has attracted various interpretations from the public. To some, it means the provision by the community of land and building, or of support and items that directly or indirectly enhance the teaching/learning process and which may be otherwise unavailable or in short supply (Atto-Asare, 2000). Others see in it an opportunity to gain control of the management of the schools, whilst others yet see it as a means of utilising the resources of the school to the full, for the benefit of all those within the community. This is why the Commonwealth Secretariat (1993), observed that, community relations can be complex depending on whether one sees the community as giving resources, using resources or controlling resources

One of the key ingredients for effective school governance is good public relations. According to the Commonwealth Secretariat (1993) one of the community groups and organisations which has close links with schools and which contribute to their progress is the Parent-Teacher Association (PTA). It exists to support and contribute to the school. In dealing with school and community relations, Fullan (1982) as cited in Ayers (1984) suggested that there

be closer links between the school and the community. However, Asiedu Akrofi (1978) cautioned that school administration should strive to resist, cautiously, unwarranted parental interference in school affairs, such as wishing "to direct school policies". (p. 95).

Farrant (1980) opined on the traditional isolation of the school from the community. He suggested the need for increased awareness of the interdependence of the school and the community Ayers (1984) showed in his study on community/school concept that the school cannot live in isolation.

Gilbert (1982) and Money (1990) have all done studies on the community/school concept. According to these researches, joint ventures involving schools and the community as a whole have become more common throughout the world In their conclusion, they observed that these ventures have not been without their problems especially in realms of legal liability and administrative coordination, but that there have been some encouraging success stories.

The need for proper child development should be the concern of the school and the home It is said that the training of the child is the responsibility of the home and the school Parents send their children to school with the hope that the children will have better employment opportunities, prestige, good living conditions and self-edification. These objectives could be achieved only when there is a good school-community relationship The school should know what the home is doing and vice versa.

According to Addae-Boateng and Arkorful (1999), good PTA and Board relations stand to benefit the school, the community as a whole and the children in particular. This is because it.

1.   promotes trust which leads to quality teaching and learning

2.   enhances retention of teachers in the community.

3.   promotes pupils/students enrolment and retention in schools

4.   makes school management easier and efficient

5.   helps ensure the security of teachers

6.   helps identify problems of teachers and pupils and hence address them

Addae-Boateng and Arkorful (1999) suggested the promotion of good Parent-Teacher Community relationships through regular visits by PTA executives to the school, regular visits by community members to the school, occasional involvement of the school in community development activities such as clean-up campaigns, tree planting, health week celebrations, etc. They further suggested that the community should make conscious efforts to interact with teachers and pupils to know their problems, settle newly posted teachers by providing accommodation and assistance. They noted that teachers should be given some responsibilities in the community to help them socialise

Powers and Functions of PTA

Addae-Boateng and Arkorful (1999) have indicated that the powers and functions of PTA include the following

i   Assisting in school maintenance and the repairs of infrastructure

ii   Negotiating for land for school projects e.g. school farm

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iv. See to children/teachers welfare e.g. provision of accommodation and learning materials

v. Regular visits to school to monitor children's performance

vi. Helping in solving school problems e.g. conflicts

vii. Maintenance of discipline by assisting school authorities, reporting lateness, truancy, etc to head of school

viii. Not encroaching on the authority of the headmaster

ix. Will cooperate with other organisations/agencies having common interest regarding quality of education

x. Membership shall be voluntary

Board of Governors

The need to involve the community in the administration of schools is given a legal backing in Ghana by section 14 of the Education Act of 1961 (Act 87). The Board of Governors is therefore instituted in all second cycle institutions to assist in the administration of the school. Among the functions spelt out by the Ministry of Education for Board of Governors, Board of Governors, shall

(a) Control the general policy of the institution

(b) Ensure the good administration of funds of the institution

(c) Assist the headmaster to discharge his duties

(d) Submit to the Minister for Education, annual reports covering all aspects of activities in the school

(e) Ensure a healthy school environment and a good state of school infrastructure

The Board of Governors is thus seen as the highest governing body of the school. By virtue of this, it is composed of credible people with good records and integrity. The legal instrument establishing Board of Governors for institutions therefore requires that in the composition of the board, the following persons must be part

(a)   Three members appointed by the Ministry of Education

(b)   Two members elected by the staff (this should cater for both teaching and non-teaching staff)

(c)   Two members elected by the Association of old students

(d)   One member appointed by the Minister to represent historical interest

(e)   One member appointed by the Minister to represent District and Regional Interests

(f)   One member to represent the Parent-Teacher Association

(g)   The head of Institution

(h)   Three persons appointed by the District Assembly to represent traditional authority

The head of the institution who is appointed by the Minister after consultation with the Director General and the Board shall

(a)   Be responsible to the Board for the academic, social and domestic organisation and conduct of the institution.

(b)   Arrange the curriculum and syllabus of the institution

(c)   Be responsible for fostering and maintaining a high moral tone and ideal of service in the institution

(d)   Be responsible for the maintenance of discipline in the institution

(e)   Have authority over members of staff and other employees of the institution

(f)   Be responsible for admissions of students to the institutions in accordance with GES policies

(g)   Be responsible for the collection of fees and be responsible to the Board for the expenditure of the funds for the institutions

(h)   Submit to the Board annual reports of the staff.

(i)   Submit any reports and perform any reasonable duties which the board may require

Asiedu-Akrofi (1978) states that success of the school would be determined by how both the PTA executives and the members of the Board of governors of the school play their roles as expected of them, and devoid of confrontations Houghton and Tregear (1969) support this when they state that,

> "If the school is to succeed, its aim and objective as well as its methods will have to be fully co-operated by the parents which is vital to succeed but which will have no firm foundation unless it is based on understanding This understanding is particularly important because of the effect, which the school will have, through the children, and their parents, their homes, and their whole community" (p 19-21)

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Houghton and Tregear (1969) observed that the most effective way of involving these community groups in effective school management is for the school to recognise the community as partner in the management and running of the school. They observed that

> "to get them to realise through personal experience
> that the school can be the source . for new knowledge,
> ideas and skills which can lead to .. improvement in
> the quality of life " (p 3)

Some communities through their PTAs and Boards, provide school facilities such as school blocks, furniture, urinals toilets, and other facilities to enhance teaching and learning Houghton and Tregear (1969) maintain further that no teacher could meaningfully play his or her role of 'animator' unless he or she had been accepted by and gained the trust of the local people among whom she or he worked" Teachers who do not go to school regularly, drinks, snatches people's wives or husbands and flirts with school children will never win the admiration of the community members This can be a source of problem between the school and the community. With a case of that nature, the diplomacy of the PTA executives and Board of governors is crucial

CHAPTER 3

METHODOLOGY

Overview

he chapter presents the design that was used to carry out the study The population and the sample used are also discussed in the chapter. It also discusses the instrument, the data collection procedure and the method of analysis of the data

Research Design

The descriptive survey is the research design that was used in conducting the study In a descriptive survey, opinion and feelings of respondents are expressed especially on controversial issues Furthermore, it involves the gathering of information from a number of individuals, thus making it cross sectional

The main advantage of the survey is that the respondents are free to express what they feel about an issue in the absence of the researcher, however, it has the disadvantage of being subjective That is responses may not be true since their emotions may override objectivity.

Another advantage of a survey is that the subjects being studies in the research are in their natural environment or state, although they might be biased Nonetheless, the choice of this design is appropriate for the research It will enable the researcher to find out the opinions, of the Heads; PTA executive and

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members of Board of Governors about their responsibilities in running Senior Secondary Schools These opinions and feelings are usually the source of administrative problems for Heads of Schools

This design was chosen since the problem already exists in the schools The survey was therefore aimed at collecting data to ascertain the causes of these problems and then come out with suggestions as to curb this administrative problem The design was therefore adopted to help gather the relevant data on the causes of administrative conflicts that usually come between headmasters and the Board of Governors and or the PTA executives

Population

All headmasters, Board of Governors of the schools and PTA executives of second cycle institutions in the Volta Region The assessable population was made up of six institutions (Dodi-Papase Secondary School, Bueman Secondary School, Okadjakrom Secondary School, Adonten Secondary , Kadjebi Secondary School and Jasikan Training College) selected from Kadjebi and Jasikan Districts in the Volta Region It was made up of Headmasters with varying academic and administrative backgrounds The Board members and the PTA executives were also from various socio-economic and religious backgrounds and educational standings The majority of them are natives of the surrounding school communities They are all educated About 85% of the PTA members had wards in their respective schools The Board members were all educated, with varying levels of education

Sample and Sampling Procedure

The sample is made up of 96 males and 20 females. Six of the males were Heads of Schools and the rest were either PTA executives or board of Governors. The Heads of schools had been in office between one and six years. The PTA executives and members of Board of Governors had also been in their positions for not less than one year and not more than six years.

Purposive sampling was used to select the sample. It was purposive because there are few secondary schools in the area of study and so all the schools were selected for convenience. The PTA executives were considered for two reasons. Firstly, the PTA executive board is more representative of the parents and staff. Secondly, they are the people who are expected to be directly involved in the school management processes. The PTA executives are five from each of the selected schools. Fifteen members of the Board of Governors were selected from each of the selected schools. As the highest ruling body recognized by the Ministry, their role and subsequently their inclusion in the sample was paramount.

Instrument

The questionnaire was the main instrument used to collect the needed data for the study. This was supplemented with data from some informal discussions with some headmasters and some PTA executives from the selected schools. The questionnaire was in two categories. One category was designed to get the views of heads on the issue of administrative conflicts with Board of Governors and or PTA executives. The other category was for the members of Board of Governors

and PTA executives This was to get varied views from the respondents to make the study more representative, reliable and valid

The reason for the use of the questionnaires was that it afforded the respondents the opportunity to express their assessment of the management of the school in writing It is also known to be quite valid and reliable if well constructed Finally, since all the respondents were literates, the questionnaire was the best instrument for the study

The questionnaires were developed after intensive review of related literature The items were constructed looking at sex, designation; and relationship between headmasters and the Board of Governors and/or PTA executives possible sources of conflict and possible solutions Most of the item in both categories were closed-ended There are a few open-ended items as well (Appendix A)

To ensure reliability and validity of the instrument, the supervisor and the other lecturers read through the questionnaires and made useful suggestions in order to strengthen the content and construct validity of the instrument Some of the suggestions included re-arrangement and reconstruction of questionnaire items to

1   make them clear and relevant,

2   avoid double-barrelled, negative and biased items, and

3   ensure respondents' competency to answer the questions

A pilot study was also conducted to further test the validity of the questionnaire This involved 30 Board members and PTA executives of some

schools in Cape Coast and also six headmasters The results of both categories of questionnaire were analysed and gave a reliability coefficient of 0 78 and 0 82 for the PTA and Board members category and the Headmasters' own respectively All these processes were undertaken to help check both the reliability and content validity of the instrument

Data Collection Procedure

The schools involved were visited and the intentions made known to the Heads This paved way for cooperation in the data collection exercise The Heads then brought in their Assistants in charge of administration to take responsible of distribution of the questionnaires After the Assistants were briefed on the questionnaires they were left to be administered. This procedure was chosen to avoid any suspicion of intimidation among respondents The exercise was carried out in the third term of the school calendar year It was administered during PTA or Board meetings, where respondents were assembled All questionnaires were answered and returned to the researcher the same day This represented 100 percent return rate in both categories

Data Analysis

The data collected with the questionnaires were edited The main analytical procedure used was organising the data according to the item under the sections in the questionnaire and finally tabulating the responses item after item by the Statistical Package for the Social Sciences (SPSS) Item by item frequency and percentage of respondents were presented in table form The data were then

used to compare with the responses of Headmasters and Board/PTA members on
the various items

CHAPTER 4

RESULTS AND DISCUSSION

Overview

This chapter presents the results obtained from primary data, through questionnaire administration. It brings along with the bio data of the study followed by answers to research questions along the lines of the main issue of the research from headmasters, PTA executives and members of the Board of Governors

Bio Data of Respondents

The gender of the respondents is presented in Table 1.

Table 1

Distribution of Respondents by Gender

Respondent	Frequency		Percentage		Total
sex	Male	Female	Male	Female	
Headmasters Principal	6	0	100	0	6
PTA executives Board of governors	90	20	82	18	110

All the five headmasters and the principal in the study were males. Eighty-two percent of the PTA executives and Board members were male while 18% were females (Table 1) Four out of the six heads of institutions (67%) have

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been headmasters or principal between a year and three years, while 33% have been headmasters or principal between 4 – 6 years

Table 2 presents the duration of time that respondents have served in their various offices

Table 2

Number of Years Respondents had been in Office

Number of Years	Headmasters/Principal		PTA Executives/Board of Governors	
	Frequency	Percentage	Frequency	Percentage
1 – 3 yrs	4	67	70	64
4 – 6 yrs	2	33	40	36

It is seen in Table 2 that four out of the six respondents have been in their present institutions between a year and three years. This represents 67%. The rest of the respondents representing 33% have been in their present schools between 4 – 6 years. Seventy Board members/PTA executives, representing 64% have been in their offices for a period of between a year and three years. Thirty-six percent of them have occupied the post for more than three years

The designations of respondents are presented in Table 3

Table 3

Designation of respondent

Designation	Frequency	Percentage
Headmaster	5	4
Principal	1	1
PTA executive	30	26
Member of Board of governors	80	69
Total	116	100

The sample was made up of four categories of respondents. They included headmasters (4%), Principals (1%), PTA executives (26%) and 69% Board of governors (see Table 3)

Answers to Research Questions.

The results of the study are presented here as answer to the research questions. The answers are some of the causes of conflicts between headmasters principals on the one hand and PTA executives and Board of governors on the other hand

Research Question 1 How do community groups (Board of Governors and PTA executives) generally perceive the administration of the school?

How the community perceives the administration tells a lot about how they relates with the school. The community's perception is also a mirror of the type of relationship that exist between the head, and the community and how he draws the community to it or alienates it

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Table 4 presents the views of community representatives on the administration of the headmasters and how they feel about it Fifty-four percent of them rated the attitude of the headmaster/principal at Board meetings as satisfactory This is reflected in their assessment of this attitude towards their deliberations during meetings. Seventy- three percent of them feel that the head's attitude affected their deliberations in a way. As many as 70 (64%) of the PTA executives and Board members assess the administration of the heads as only satisfactory

Table 4

Assessment of Heads' Attitudes at Meetings.

Area of assessment	Opinion	Frequency	Percentage
Heads' attendance to PTA/Board meetings	Always	110	100
Headmaster's attitude to and during PTA/Board meetings	Good	50	46
	Satisfactory	60	54
Heads' attitude affects deliberations	Agree	30	27
Comportment during meetings	Satisfactory	80	73
How often is there disagreement with headmaster's policies	Once a while	110	100
	Good	40	36
Assessment of headmaster's administration	Satisfactory	70	64

The opinions indicated in Table 4 could explain the reasons for disagreements. though it is not always but some of the times A good assessment of the administration brings the school and the community very close This calls for a

much better relationship One of the key ingredients for effective school governance is public relations In dealing with school and community relations, Fullan (1982) as cited in Ayers (1984) suggested that there should be closer links between the school and the community, with the head opening up more to the community This tends to support the findings

Research Question 2: What is the operational boundary of Board of Governors and PTA executives in school administration?

Gilbert (1982) and Morley (1990) observed effective management of the school system is a joint responsibility of the school and the community They however cautioned that these ventures have not been without their problems especially in realms of legal liability and administrative coordination This clearly indicates that for a healthy co-existence there is the need for community groups to understand their operational limits

Table 5 presents how often PTA executives and Board members visit the schools

Table 5

Visit of PTA Executives and Board Members to Schools

How Often	Frequency	Percentage
Only when attending meetings	42	38
Regularly	43	39
Once in a while	25	23
Total	110	100

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It is seen in Table 5 that the visits to the schools by the PTA executives and the Board of Governors is not done routinely because 38% indicated that they visit when there is a meeting to be attended A similar percentage 39% visits regularly

Table 6 shows the type of support the PTA executives give to the schools

Table 6

Support given by PTA executives and Board of Governors given to schools

Area of Support	Frequency	Percentage
Repair work in the school	110	100
Payment of Part-time tutors	30	27
Provision of Accommodation for		
new teachers	110	100
Disseminating School policy in		
the community	110	100
Mediating on behalf of the school	80	73

Note The total number of respondents is 110

It is evident from Table 6 that the support given by 100% of the PTA executives and Board members to schools include repair works, provision of accommodation for new teachers and disseminating school policy in the their communities Seventy percent mediate on behalf of the school when there are any issues confronting the schools The results as shown on Table 6 tend to support suggestion of Addae-Boateng and Arkorful (1999

The numbers of PTA projects carried out in schools per year have been surveyed and the results shown in Table 7

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Table 7

Number of PTA Projects in a year

Number of projects	Frequency	Percentage
1 – 3	70	64
4 – 6	35	32
Above 6	5	4
Total	110	100

From Table 7, it is shown that as many as 64% of the respondents indicated that between one and three projects are carried out by the PTA in a year

Table 8

Type of Requests Heads make to PTA Executives and Board

Type of support	Frequency	Percentage
Repairs in the School	6	100
Payment of Part-time teachers	6	100
Provision of accommodation for new teachers	6	100
Spreading policies of the school in the community	6	100
Mediating on behalf of the school	6	100

Table 8 shows that all the six (100%) Heads requested for the same things from the PTA executives and Board of Governors to be done for their schools. The requests were notably repairs in the school, payment of part-time teachers, accommodation for new teachers, dissemination of schools' policies and mediating on behalf of the schools

Research Question 3 How do conflicts between headmasters and the Board of Governors and PTA executives in the running of schools come about?

Sources of conflicts

The regularity of visit by the Board of governors is presented in Table 9

Table 9

Regularity of Visit by Board

Opinion	Headmasters		PTA/Board	
	Freq	%	Freq	%
Regularly	0	0	30	28
Only during meetings	0	0	40	36
Occasionally	6	100	40	36
Total	6	100	110	100

Table 9 shows the 28% of PTA executives and Board members visit the school regularly to interact with school authorities, 36% only visit the school during meetings, while 36% occasionally visit the school. This indicates that there is not enough interaction between the heads of the schools and the community groups

Table 10 shows the opinions of respondents on the head being a non-native of the area or not a past student as source of conflict.

Table 10

Head being a Non-Native or Non-Past Student

Opinion	Headmasters		PTA/Board	
	Freq	%	Freq	%
Strongly Disagree	6	100	70	64
Disagree	0	0	40	36
Total	6	100	110	100

It is seen in Table 10 that all the headmasters 6 (100%) Strongly Disagreed that head being a non-native or a non-past student is a source of conflict and 70 (64%) of the PTA/Board also Strongly Disagreed that the head being a non-native or non-past student is a source of conflict

Table 11 shows the opinions of respondents as to the aspects of the administration of the head that may be a source of conflict. It is shown in Table 8 that 20 (18.1%) of the PTA executives and Board members commended their heads on the level of discipline in the school, 50 (46%) commended them on their good human relations, 50 (46%) percent also recommended them on their flexibility on their policies, while 80 (73%) recommended them on the academic performance of the students

Table 11

Aspects of Heads' Administration that May Cause Conflicts

Opinion	Headmasters		PTA/Board	
	Freq	%	Freq	%
Discipline	0	0	20	18 1
Human relations	0	0	50	45.5
School policy implementation rigidity	0	0	50	45 5
Student s performance	6	100	80	72 7

Note Total number of heads is 6 and that of PTA/Board 110

These results can be worrying considering the response on human relation.
For effective co-existence, good human relation is a key ingredient All these tend
to agree with assertions that today's leaders move from their focus of the B's
(Budget Buses, Books, Bounds and Buildings) to C's (Communication,
Collaboration and Community building) With good human relations, there is
bound to be effective communication, effective communication, effective
collaboration, which leads to good community building This is why Halpin
(1966) stresses that the head who wishes to be a leader must engage in both the
"initiating structure" and "considering" behaviour types in order to meet the
achievement goals of the school, while maintaining positive and satisfying
relationships with others. Blake and Mouton (1964) cited by Hackman (1993)
further agreed that an effective head be high on structuring and high on
consideration for these are needs for any good human relations In all situations
heads accepted the fact that PTAs and Boards of governors are important in the

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administration of the school. Farrant (1980) opined on the traditional isolation of the school from the community. He suggested the need for increased awareness of the interdependence of the schools and the community. This is hoped will clear off any form of mistrust among them. Ayers (1984) showed in his study on community/school concept that the school cannot live in isolation, and therefore needs the school in all that they do.

Table 12 shows the opinion of heads about what could other sources of conflicts

Table 12

Heads' Opinion on other Sources of Conflicts

Opinion	Headmasters	
	Freq	%
Property owned by head	4	67
Power struggle between head and Board	6	100
Paternalistic attitude of Board	6	100

Note: Total number of respondents is 6

It is seen in Table 9 that 4 (67%) of the heads and principals were of the view that some PTA executives and Board members rather envy the property owned by them. This they felt was a cause of their conflicts. All the Heads were of the view that there exists some form of power struggle between them and the Board. They all agreed that some PTA executives and Board members create the situation of "paternalistic attitude" towards them. This does not give the head the free hand to operate, and this is a potential threat to peaceful co-existence.

Hackman (1983) revealed that there is evidence suggesting that leaders change their behaviour in response to situational conditions (Burns, 1978) and to partners' behaviours, (Green and Cashman, 1975). It is certain that if the PTA executives and Board members to be circumspect in their dealings with school authorities.

The views of Heads about what needs to be changed in the role of PTA Executives and Board Members have been presented in Table 10.

Table 13

Views of Heads Concerning what PTA/Board Members should not expect

Opinion	Headmasters	
	Freq	%
Heads to be answerable to Board of governors	6	100
Interference with admissions and withdrawals	6	100

All the heads agreed that the situation where they are answerable to Board of Governors and their interference with admissions and withdrawals of students need to be changed (see Table 13)

The opinions of the heads that they can do without PTA Executives and Board Members in school administration have been rated and presented in Table 14.

Table 14

Head can do Without PTA Executives and Board Members

Rating	Headmasters	
	Freq	%
Strongl Disagree	5	83
Disagree	1	17
Total	6	100

From Table 14, all the heads disagree that Heads can do without PTA Executives and Board Members in school administration

Research Question 4 What are the necessary ingredients for a healthy working relation between the Board of Governors and PTA executives?

As indicated in Table 15, all respondents were of the view that mutual respect and trust, are necessary ingredient for a healthy relation Knezerich (1984) citing Weber (1966) argued that the key developing interactive and cohesiveness in a group is the development and maintenance of a high level of trust among the members of the group This to him can be entrenched the more if the school head realizes that the running of the school cannot be done effectively by him alone For early studies by Shaw (1983) have indicated that neither personal characteristics nor leadership styles could predict leadership effectiveness across situations All heads indicated that PTA executives and Board members need to understand that heads are appointed by the Director General through the Regional Directors, and are therefore answerable to them They also indicated that

community groups must understand that the head is directed to ensure that the general aims of education are met and not sacrificed on the alter of good community-school relations All heads were not comfortable with the ministries' provision as functions of Board of governors of the school. Among the functions spelt out by the Ministry of Education for Board of Governors, Board of Governors, shall

1 Control the general policy of the institution

2 Insure the good administration of funds of the institution

3 Assist the headmaster to discharge his duties

This gives some powers to the Boards which is often abused thereby creating a lot of conflict between headmasters and Board of governors There is therefore the need for the ministries to as it were review the functions and powers of these community groups

Table 15

Ensuring a Healthy School –Community Relations.

Measures Necessary	Headmasters		PTA/Board	
	Freq	%	Freq	%
Enhancing mutual trust and respect	6	100	110	100
Having regular interactions with PTA/Board	5	83	80	73
Being open in all matters concerning the school	3	50	110	100
Being Flexible in matters of interest to the school	6	100	90	82
Being realistic in expectations	6	100	40	36

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter gives a summary of the findings of the study. It discusses the findings and draws conclusions based on these findings. The chapter concludes with some recommendations for policy makers in education, heads of institutions, community groups and the community as a whole

Summary

For effective school management, there is the need for a good school-community relation. Community groups like the PTA executive, Board members and school authorities must be seen working together as a team for the development of the school. The school is seen as the institution charged with the responsibility of preparing the young ones of the community to become responsible members of the community

The community must also be seen playing the role of a caretaker. The important roles the PTA executive and the school Board of governors play in the development and administration of the school can never be over emphasised. This is evident in the backing given to their establishment, by the Ghana Education Service (GES). However, this role in some cases is abused by the PTA executive and/or the school Board of governors, resulting in petty squabbles between the head and these bodies

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The purpose of the study was to bring to the fore the operational boundaries of the PTA executive and the Board of governors of the school in the administration of the school. It further sought to find the causes of conflicts between the PTA executives and the Board of governors of the school and headmasters in the administration of the school. Finally, it sought to find possible remedies to these conflicts.

Five second cycle institutions and one teacher training college in the Jasikan and Kadjebi Districts of the Volta Region were selected for the study. A total of 116 respondents, comprising 5 Headmasters, one Principal, 80 members of Board of governors and 30 PTA executives from the selected institutions were involved in the study.

The selection of the schools was purposive while the selection of respondents was by simple random sampling. The main instrument was the questionnaire. It was in two categories, one for the Headmasters and Principal, and the other for the PTA executive and the Board of governors of the schools

Major findings of the Research

The foregoing discussions on conflicts between heads of institutions on one hand and PTA executive and the Board of governors of the school on the other was carried out in the light of the research questions

Although the findings of the study cannot be generalised to cover all institutions in the Region, these have shown that both Heads of institutions and the recognised community groups need to operate within some boundaries for a healthy co-existence. The findings also suggest that heads of institutions need to

recognise PTA's and Board of Governors as development partners in the development of the school, and accord them that respect. It also came to light that most of the PTA executive and the Board of governors of the school did not actually know the extent of their involvement in school administration. The fact that they contribute financially to the development of the school, and the legal backing they give for their establishment makes them feel that the Heads should be accountable to them.

On the causes of conflicts, the main cause identified was heads not being open to PTA's/Board of Governors in such matters as disbursement of school funds awards of school contracts, admissions of fresh students and withdrawal of students, be it on the grounds of academic performance or discipline. It was further found that lack of education on the functions of the headmaster and unnecessary demands from PTA executives and the Board of governors of the school on matters bordering on admissions, withdrawals and the day to day running of the school is a matter that keeps the two groups apart.

Conclusions

It can be concluded from the findings that:

1   Conflicts arise when the administration of the Head is not open

2   Conflicts arise because too much is expected from the headmaster

3   Board Members and PTA feel they are the highest administrative body and should drag the headmaster like a tethered goat

4   The Heads feel they should not be answerable to the PTA Executive and Board of Governors

5   Financial control by headmaster in relation to PTA dues is a source of conflict

6   Board members and PTA executives have little knowledge of their operational boundaries

7   Lack of trust between Board of Governors/PTA and Headmaster tends to create conflicts.

8   Conflicts arise when the heads undermine values of the community due to religious and ethnic differences

Recommendations

Based on the findings of the study, the following recommendations are made for consideration.

1   PTA executives and the school Board of governors should be given some form of orientation, to educate them on their roles and how they can effectively liaise with heads of institutions to develop their schools, i e when they are newly made members of such committees

2   The functions of PTA executives and the members of school Board of Governors should be reviewed to give the heads a free hand to operate

3   Heads of institutions must be flexible in their implementation of policies on matters of admissions and withdrawals of students to avoid conflicts

4   Heads of institutions should involve the PTA executive and the Board of Governors in matters involving the award of school contracts

Recommendation for Further Studies

Since the study was carried out in the Volta Region, and only in five secondary schools and one Teacher Training College, it is recommended that the study be replicated in other geographical locations of the country. This would give a broader picture of the findings for generalization.

The study was delimited to only PTA executive and the school Board of governors. It is recommended that the study be replicated to include other community groups such as Past Students Associations, Assembly members, and School Management Committees.

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APPENDIX A

ADMINISTRATIVE CONFLICTS IN SCHOOLS-THE ROLE OF THE BOARD OF GOVERNORS AND THE PARENT-TEACHER ASSOCIATIONS:

QUESTIONNAIRE FOR HEADMASTERS AND PRINCIPALS

The researcher is undertaking a study as per the title of this questionnaire You are kindly requested to answer the questionnaire to enable him make the necessary deductions and inferences from it You are assured that the information you shall provide will be treated with the strictest confidentiality. Thank you

Respond to the items below by tick [√] the option that applies to you

1   Please indicate your gender

    Male   [ ]

    Female   [ ]

2   Please what is your designation?

    Headmaster   [ ]

    Acting headmaster   [ ]

    Principal   [ ]

    Acting Principal   [ ]

3. How long have you been holding this post?

Less than a year   [ ]

1-3 years   [ ]

4 – 6 years   [ ]

More than 6 years   [ ]

4. How long have you been the headmaster or principal of your institution?

Less than a year   [ ]

1 – 3 years   [ ]

4 - 6 years   [ ]

More than 6 years   [ ]

5 How often do you attend PTA meetings?

Always   [ ]

Once in a while   [ ]

Only when my presence is needed   [ ]

Never   [ ]

6. How often do the Board/PTA hold meetings in your institution?

Annually   [ ]

Termly   [ ]

Only when they feel like it   [ ]

7. How would you assess the deliberations during your PTA/Board meetings?

Good   [ ]

Satisfactory   [ ]

Poor   [ ]

8. How would you agree that the Board/PTA dictate to you on how to run the school?

Agreed   [ ]

Sometimes   [ ]

Disagree   [ ]

9. How do you agree that the presence of these bodies have a negative effect on your administration?

Strongly agree   [ ]

Agree   [ ]

Disagree   [ ]

Strongly disagree   [ ]

10. How is the attendance of the Board/PTA meetings?

Very good-above 70%   [ ]

Good-60%-70%   [ ]

Statisfactory-50%-60%   [ ]

Poor-below 50%   [ ]

11. Who convenes the PTA executive meetings?

Headmaster   [ ]

PTA chairman   [ ]

Board Chairman   [ ]

12. Who convenes the Board of Governors meetings?

Headmaster   [ ]

PTA chairman   [ ]

Board Chairman   [ ]

13. How are these meetings convened?

Sending letters to members   [ ]

Verbal massages   [ ]

Passing a circular round   [ ]

Notifying members through the radio   [ ]

14   How early are members notified about meetings?

A month to the meeting date   [ ]

A fortnight to meeting date   [ ]

A week to meeting date   [ ]

A day before meeting date   [ ]

15   How often do you have disagreement during Board meetings?

Always   [ ]

Once in a while   [ ]

Never   [ ]

16   Will you say that these disagreement digenetic into conflicts?

Always   [ ]

Once in a while   [ ]

Never   [ ]

17   How often does the Board agree with your administrative policies?

Always   [ ]

Once in a while   [ ]

Never   [ ]

18   These disagreements is because you are not an old boy of the school or a native

Strongly agree   [ ]

Agree   [ ]

Disagree   [ ]

Strongly disagree   [ ]

19   Board members PTA executives are partly to blame for students' indiscipline in the school

Strongly agree   [ ]

Agree   [ ]

Disagree   [ ]

Strongly disagree   [ ]

20   Board of Governors PTA executives are not really necessary in school administration

Strongly agree   [ ]

Agree   [ ]

Disagree   [ ]

Strongly disagree   [ ]

21   The uncompromising stands taken by Board/PTA executives is because they look down on the headmaster

Strongly agree   [ ]

Agree   [ ]

Disagree   [ ]

Strongly disagree   [ ]

22   Administrative conflicts between the headmaster on the one hand and board PTA executive on the other results in

Board PTA failing to accept the head administrative policies   [ ]

The administration being undermined   [ ]

Difficulties of the school administration in enforcing discipline   [ ]

All of the above   [ ]

Any other (specify)   [ ]

23   How do you draw the school closer to the community?

Through symposia   [ ]

Open day activities   [ ]

Clean ups   [ ]

Any other (specify)   [ ]

24   Suggest ways the Board of governors can assist in the running of the
school

25   Suggest ways the school PTA executive board can assist in the running of
the school

26   How do you resolve misunderstanding between the head and the Board
over   administrative policies?

27   Why will you involve or not involve the Board/PTA in taking decisions on
the   administration of the school?

28   In your opinion what would you say are the most common areas of
conflict between headmasters and Board/PTA executives?

29   How many projects have you initiated since assuming office?

None   [ ]

1-3   [ ]

4 - 6   [ ]

More than 6   [ ]

30. Heads have problems with PTA executives because, heads respect Board members more than PTA executives

Strongly agree	[ ]
Agree	[ ]
Disagree	[ ]
Strongly disagree	[ ]

THANKS FOR YOUR COOPERATION

ADMINISTRATIVE CONFLICTS IN SCHOOLS-THE ROLE OF THE BOARD OF GOVERNORS AND THE PARENT-TEACHER ASSOCIATIONS:

QUESTIONNAIRE FOR BOARD MEMBERS AND PARENT-TEACHER ASSOCIATION (PTA) EXECUTIVES

The researcher is undertaking a study as per the title of this questionnaire You are kindly requested to answer the questionnaire to enable him make the necessary deductions and inferences from it You are assured that the information you shall provide will be treated with the strictest confidentiality Thank you

Respond to the items below by tick [√] the option that applies to you

1   Please indicate your gender

    Male   [ ]

    Female   [ ]

2   Are you a board member or a PTA executive?

    Board member   [ ]

    PTA executive   [ ]

3. What work do you do?

   Civil servant [ ]

   Self employed [ ]

   Unemployed [ ]

4. How many wards do you have in the school?

   One [ ]

   Two [ ]

   Three or more [ ]

   None [ ]

5. How often do you pay visits to the school?

   Regularly [ ]

   Only when attending meetings [ ]

   When I need the assistance of the headmaster [ ]

   Never [ ]

6. How long have you serve as a Board member or a PTA executive?

   Less than a year [ ]

   One-year [ ]

   Two years [ ]

   Over two years [ ]

7. How often do you meet as a body?

Annually [ ]

Termly [ ]

Only when the school has a problem [ ]

8 How often is the headmaster present at your meetings?

Always [ ]

Once in a while [ ]

Only when we need his presence [ ]

Never [ ]

9 How often do you personally attend meetings?

Regularly [ ]

Once in a while [ ]

When I have some issue to present [ ]

10 How would you assess the headmaster's attitude to your meetings?

Very good [ ]

Good [ ]

Satisfactory [ ]

Very discouraging [ ]

11 Would you agree that the headmaster's attitude affects your deliberations during meetings adversely?

Strongly agree   [ ]

Agree   [ ]

Disagree   [ ]

Strongly disagree   [ ]

12 How would you assess the atmosphere for your deliberations during meetings?

Very cordial   [ ]

Intimidating   [ ]

Tensed   [ ]

13 How are members summoned for meetings?

By letters   [ ]

Verbal massages   [ ]

A circular sent round   [ ]

14 The Board and P T A have a great influence on the administration of the school

Strongly agree   [ ]

Agree   [ ]

Disagree   [ ]

Strongly disagree   [ ]

15 How often are you consulted as a body when major decisions about the school are taken by the school administration?

Always   [ ]

Sometimes   [ ]

Never   [ ]

16 How do you assess the relationship between you as a body and the headmaster?

Excellent   [ ]

Very good   [ ]

Satisfaction   [ ]

Very poor   [ ]

17   How would you grade the headmaster in terms of administrative

efficiency?

Excellent   [ ]

Very good   [ ]

Satisfaction   [ ]

Very poor   [ ]

18   Since your membership to the body, how many projects have you

executed?

One   [ ]

Two   [ ]

Three   [ ]

More than three   [ ]

19   What language do you use during meetings?

English Language   [ ]

Local languages   [ ]

Both local languages and English language   [ ]

20. How often are there disagreements during your meetings?

Always   [ ]

Sometimes   [ ]

On rare occasions   [ ]

Never   [ ]

21 How often do you as a body agree with the administrative policies of the

headmaster?

Always   [ ]

Sometimes   [ ]

Never   [ ]

22 How do you reconcile your disagreement with the headmaster's policies?

Present alternatives   [ ]

Seek more clarification   [ ]

Walk out   [ ]

23 How would you assess the mode of admission of new students to the

school?

Excellent   [ ]

Very good   [ ]

Good   [ ]

Poor   [ ]

24. Will you agree that your behaviour towards the headmaster is because he is a native or and old boy?

Strongly agree	[ ]
Agree	[ ]
Disagree	[ ]
Strongly disagree	[ ]

25. Do you agree that you as a body disagree with the headmaster's policies simply because you feel he could be your son or your coequal?

Strongly agree	[ ]
Agree	[ ]
Disagree	[ ]
Strongly disagree	[ ]

26. How do you agree that, the headmaster has a good relation because he is generous to you with school funds or on issues of admissions?

Strongly agree	[ ]
Agree	[ ]
Disagree	[ ]
Strongly disagree	[ ]

27. Suggest ways you feel the headmaster can relate well with you as a body

28. In what ways can you as a body assist the headmaster in the running of the school '

29. What aspect of the school administration will you recommend the headmaster?

30. What would you like to see changed in the administration of the school?

THANKS FOR YOUR COOPERATION