UNIVERSITY OF CAPE COAST

THE EFFECTIVENESS OF HEADTEACHERS' TRAINING PROGRAMMES

IN BASIC SCHOOL RESOURCES MANAGEMENT IN WENCHI DISTRICT

OF THE BRONG-AHAFO REGION OF GHANA

BY

ABDUL-KADIRI YAHUZA

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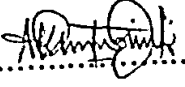AWARD OF MASTER OF PHILOSOPHY DEGREE IN DEVELOPMENT
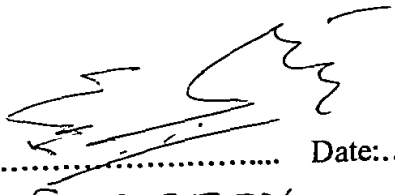
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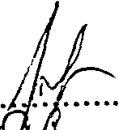JULY, 2009

DECLARATION

Candidate's Declaration

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

Candidate's Signature:................................. Date...24./07/2008

Name:...ABDUL-KADIRI, YAHUZA........................

Supervisors' Declaration

We 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.

Principal Supervisor's Signature:.................... Date:...July 24, 07.

Name: ...Drs. N. K. T. GHARTEY........................

Co-Supervisor's Signature:........................... Date:24/07/09

Name: ...Dr. E. K. Ekumah........................

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ABSTRACT

The study examined the effectiveness and efficiency of headteachers' training programmes in the Wenchi District of the Brong-Ahafo Region of Ghana. The research problem was as a result of mismanagement of basic school resources and declining pupil performance between 1997 and 2000 academic years.

A cross-sectional study design was used to gather information from two groups of respondents (40 headteachers and 11 GES officers). Purposive sampling method was used to select the respondents for the study. Two different questionnaires were respectively administered to the headteachers and GES officers. The data was analysed by means of descriptive and inferential statistics using the SPSS and Excel programmes. The chi-square test of goodness of fit was used to test for significance between the responses at an alpha level of 0.5.

The findings suggest that the extent to which the headteachers were effective and efficient after the training progammes was 80%. However, low motivation of headteachers and teachers, material resource problems and the high rate (51.7%) of untrained teachers, among others, were contributory factors hindering the attainment of 100% effectiveness.

The adoption of a Democratic Participatory Model (DPM) for management effectiveness and efficiency is recommended if headteachers are to succeed in becoming fully effective and can salvage their schools from numerous challenges. Also, the Government of Ghana, through the GES/MOE, must find ways of motivating headteachers and teachers since the lives of pupils who are the future leaders are in their hands. The training programmes should be organised

regularly as this will serve as an avenue to improve headteacher effectiveness and school performance.

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this work to my wife Mrs Rehana Abdul-Kadiri and my two daughters: Sarat-Nina and Nana-Ayiwa Fatima-Yasmeen

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ABBREVIATIONS/ACRONYMS

AD : Assistant Director

BAR : Brong-Ahafo Region

B.Ed : Bachelor of Education

BECE : Basic Education Certificate Examination

CBO(s): Community-Based Organisation(s)

CSA : Community School Alliance

CS : Circuit Supervisors

CSO(s): Circuit Strategic Objective(s)

CRT : Criterion Reference Test

DFID : Department For International Development

DIP : Diploma

DCC : District Coordinating Council

DDE : District Director of Education

DEO : District Education Office/ District Directorate of Education

DSO(s): District Strategic Objectives

DTT : District Training Team

EFA : Education For All

ESP : Education Strategic Plan

FCUBE: Free Compulsory Universal Basic Education

GES : Ghana Education Service

HRD : Human Resource Development

HRM : Human Resource Management

INSET :   In-service Training

JSS :   Junior Secondary School

LBDQ :   Leadership Behaviour Discipline Questionnaire

LEA :   London Education Authority

MOE :   Ministry of Education

MOSS :   Management Organisation in Secondary Schools

NERP :   New Educational Reform Programme

NGO :   Non - Governmental Organisation

PRO :   Public Relations Officer

PTA :   Parent-Teacher Association

PMT :   Performance Monitoring Test

PNDC :   Provisional National Defence Council

PS :   Principal Superintendent

QUIPS :   Quality Improvement in Primary Schools

SMC :   School Management Committee

SPAM :   School Performance Appraisal Meeting

SPIP :   School Performance Improvement Plans

SPSS :   Statistical Product for Service Solutions

SS :   Senior Superintendent

USAID :   United States Agency for International Development

TLM :   Teaching and Learning Materials

UCC :   University of Cape Coast

WSDP :   Whole School Development Process

CHAPTER ONE

INTRODUCTION

Background to the study

Education in Ghana has undergone a number of changes over the years, and various Governments have attempted to provide facilities and opportunities for all children in this country. This is evident in the Executive Summary of a Ghana Government publication on "Basic Education-A Right" which states that since 1951 various Governments of Ghana have attempted, with varying degrees of success, to provide basic education for all children as evidenced in the Accelerated Development Plan for Education (1951); The Education Act of 1961; PNDC Law 42; and the Education Commissions Report in 1986 on Basic Education (Government of Ghana, 1992a).

The Accelerated Development Plan of 1951 and the Education Act of 1961 were both meant to increase access to education (Graham, 1976). The same objective guided the New Educational Reforms of 1987, except that serious attention was given to the question of quality of education and the academic achievement of the pupils (Opare, 1999). The new educational reforms document implemented at the Junior Secondary School (JSS) level, is a modified and expanded version of what the Dzobo Committee proposed in 1974 (Nyoagbe, 1993). In 1976, nine (9) experimental schools were set up on pilot basis in Ghana. Then, after a decade of experimentation of the JSS programme, specifically in September 1987, the Government of the

Provisional National Defence Council (PNDC) decided to introduce the New Educational Reform Programme (NERP) under (PNDC Law 42). The decision was then taken to implement the pilot-tested project nationwide whereby all middle schools were turned into Junior Secondary Schools in the 1987/88 academic year (Abdul-Kadiri, 1994; Nyoagbe, 1993).

The current educational system is being reinforced with the FCUBE, an acronym for Free Compulsory Universal Basic Education (Government of Ghana, 1994). In fact, the FCUBE is a comprehensive sector-programme designed to provide quality basic education for all children of school going age in Ghana by the year 2005. It was set up in fulfilment of the Fourth Republican Constitution mandate which states in Chapter 6, Section 38, Sub Section 2 that:

> The Government shall within two years after parliament first meet after coming into force of this constitution, draw up a programme for the implementation within the following ten years, for the provision of Free, Compulsory and Universal Basic Education (Government of Ghana, 1992b).

The policy document developed to guide the execution of the FCUBE programme sets out to address four (4) main constraints to the provision of good quality universal basic education. These are:

1. poor teaching and learning resulting in poor performance of children throughout the basic education level;

2. inadequate access to educational service;

3. weak management capacity at all levels of the educational system; and

4. unsatisfactory financial arrangement (Government of Ghana, 1992b).

In the light of the above constraints, an implementation plan that adopts a range of strategies for achieving quality, efficiency and access to educational service has been developed. These strategies revolve around three main components which include:

1. improving quality of teaching and learning;

2. management for efficiency and effectiveness; and

3. access and participation.

Training programmes in basic school resources management in the Wenchi District of the Brong Ahafo Region were carried out in fulfilment of one of the strategies for implementing the FCUBE programme, specifically the management for efficiency and effectiveness component. Heads of basic schools, as administrators and managers in their schools, face a lot of challenges due to the reforms in the educational system. Evans–Anfom (1992) has observed that education is dynamic and an ongoing experience. As time goes by, changes take place in the nature and content of knowledge, methods of teaching and learning as well as in the interaction with the environment. Every educational system should therefore be kept under constant review, and changes instituted when necessary (Evans–Anfom, 1992). Hence, the purpose of the training programmes in the Wenchi District was to help the heads of schools reassess the methods and strategies they needed for effective and efficient management within the new system.

Under the sponsorship of Whole School Development Process (WSDP) of the Department for International Development (DFID), heads of basic schools in the Wenchi District were offered training to effectively manage basic school resources at their disposal. Follow-up courses and workshops

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were also organised by the District and Regional Directorate of Education for the heads to fully internalise the management and leadership tasks that confront them. The content of the training programmes for the heads centred on three (3) main resources in the schools:

1. human resources (all aspects of human behaviour that influence basic schools);

2. financial resources (all aspects of financial transactions that affect the schools); and

3. material resources (the school environment and the physical assets of the school).

Successful management involves both efficiency and effectiveness (Drucker, 1979). Effectiveness on one hand, involves doing the right things in the right manner at the right times. Effectiveness could also mean "the rate of change". On the other hand, efficiency involves operating in such a way that resources are not wasted, and work scheduled so that people always have something to do (Anthony & Young, 1999). If the FCUBE is meant to bring about an improvement in the system, and heads of basic schools are leaders, managers and administrators in the schools, the question to be answered is: have the headteachers been able to produce the needed results?

Statement of the problem

In the 1996/97 academic year, headteachers' training programmes in basic school resources management were organised. The purpose was to change the managerial skills and leadership style of headteachers in order to improve their performance in the schools in line with the dictates of the New

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Educational Reform Programme (NERP) and the FCUBE. The content of the training programmes centred on managing human resources and financial resources, as well as the material (teaching and learning) resources. As a result of the training programmes, heads of basic schools in the Wenchi District were no longer expected to carry out the management and administrative tasks alone. It was expected that classroom teachers and support staff would be involved in the process of setting management goals and creating policies. They were also to be involved in the consideration of how these goals could be achieved. Effectiveness, as spelt out by the training programmes, was to be measured in terms of what happened to the pupils in the school. Effectiveness was also to be concerned with the ability of heads to influence others so that they might benefit from what is outside their schools, and also to prevent their schools from adverse effects where possible (Dean, 1990).

After providing heads of basic schools with the managerial roles and skills to effectively handle basic school resources (human, financial, and material), there appears to be little or no improvement in the performance of the pupils at the Basic Education Certificate Examinations (BECE) and Performance Monitoring Test (PMT). Between 1997 and 2000, the BECE results show a decline in numbers of successful candidates. Whereas 72% of the registered candidates passed in 1997, the registered candidates who passed in the year 2000 were 40.5%. It is significant to note that whereas the trend for males who passed ranged from 68% in 1997 to 49% in the year 2000, the figures for female candidates reveal a much wider variation of 76% in 1997 to 32.6% in the year 2000. The PMT results for the 2000 academic

year reveal a district mean of 24.17% passes in English Language. In mathematics, the figure is 36.29% (GES, 2001a).

Discipline is still on the low side. Information from the District Office also has it that drunkenness during school hours by some teaching staff members has been observed in some schools. The level of involvement of teachers in school management has not improved. Teacher absenteeism and lateness are still prevalent in the district. Furthermore, instructional time and co-curricular activities are being mismanaged. Accountability is still a problem, and some heads are unable to provide the necessary records on school finances. After all the training programmes there appears to be a downward trend in performance (GES, 2001a).

Objectives of the study

The general objective of the study is to examine the extent to which headteachers' training programmes in basic school resources management have been effective and efficient in the Wenchi District of the Brong Ahafo Region.

The specific objectives are to:

1. assess how headteachers interact with teachers and pupils in the schools after the training programmes;

2. assess how basic school financial resources are utilised in the schools;

3. assess how basic school material resources are obtained and managed;

4. examine how headteachers have been able to translate the content of the training programmes into activities that benefit the pupils in their

school; and

5. examine the role the District Training Team (DTT) played in organising training programmes for headteachers.

Research questions

The following research questions guided this study.

1. To what extent has headteachers' training programmes influenced human resources management in basic schools?

2. To what extent has headteachers' training programmes influenced financial resources management in basic schools?

3. To what extent has headteachers' training programmes influenced the management of teaching and learning materials (TLMs) ?

4. To what extent has headteachers translated the content of the training programmes into activities that benefit pupils in their school? and

5. What role do the District Training Team play in the organisation of training programmes?

Significance of the study

Not much work has been done in the area of headteachers' training in basic school resources management. The study will, therefore, serve as a guide to Ghana Education Service (GES) officials and others to improve upon the training programmes to suit the demands of basic schools. The study would among other things, serve as a baseline study for further research works in the area.

Delimitation of the study

The study was limited to headteachers of basic schools in the Wenchi District who had training sessions in basic school resources management. Also, the District Training Team (DTT), Circuit Supervisors (CS) and a section of the teaching and non-teaching staff, the District PTA, among other stakeholders, were involved.

Organisation of chapters

This write-up is organised into five (5) chapters. The first chapter, which is the introduction, deals with the background to the study, statement of the problem, objectives, research questions, significance and delimitation of the study. The second chapter is the review of related literature. Issues on training, headteacher and management of basic school resources and factors for effectiveness are discussed. The Method of Research is found in Chapter Three. The data gathered are reported, discussed and analysed in Chapter Four. Finally, the summary, conclusions and recommendations are captured in Chapter Five

Operational definition of terms

Basic schools: Imply the six (6) years of primary schooling and three (3) years of junior secondary schooling or both.

Basic school resources: Imply things that basic schools have and can use. Three types of resources (human, physical, and financial) are implied.

Human resources: Are the pupils, teachers and support-staff as well as all those who can influence the day to day running of the school.

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Financial resources: Are money for the school and how it is managed.

Physical (material) resources: Encompass the school environment including structures and buildings as well as teaching and learning materials.

Effectiveness: Measure how well headteachers are expected to behave and act in conformity to organisational norms.

Efficiency: Is behaving rightly by operating with optimum resources.

FCUBE: An educational package established and implemented by Act of Parliament, and a 1992 Constitutional mandate to provide good quality basic education for all children of school-going age in Ghana by the year 2005.

Management: Is getting things done through people using management skills.

Personnel: Refer to persons who matter concerning teaching and learning such as headteachers, teachers, pupils, parents, GES Officials and well-wishers.

Training: Is tuition and interaction provided to heads of basic schools intended to bridge the gap between actual performance and stated objectives.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this Chapter, a review of the related literature is presented. It takes a look at the concept of training and attempts to define it. The significance and types of training are explained. An attempt is made to define management and the activities in which managers are engaged. Resource management, areas of management and managerial performance as applied in the literature are also discussed. The effectiveness of heads of basic schools and factors for effectiveness are also discussed. A model for headteacher effectiveness for this study and conclusion are presented at the end of the chapter.

The concept of training

Various authors have defined training in their own ways to suit particular contexts of concern to them. The concept of training is therefore complex and difficult to define. Hackelt (1996: 119) perceives training to be concerned with the acquisition of a body of knowledge and skills, which are applied directly to work of a particular type. Milkovich and Boudreau (1991: 407) think that training is a systematic process of changing the behaviour, knowledge and motivation of present employees to improve the match between employee characteristics and employment requirement.

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Also, Altalib (1991: 9) defines training as a set of programmes, and their implementation, concerned with learning and improving a skill or ability to perform as expected.

The above authors perceive training in their own ways. What is common to them is that training is a process of acquiring some knowledge and skills for a particular job that is beneficial to both the employee and the organisation (employer). For Hackelt, changing technology and patterns of work means that training must be a continuous process throughout a working life, and he states that skills acquired for one job may be transferred, modified and supplemented for other jobs (Hackelt, 1996: 119). Norms and values exist to be carried out, and if for one reason or the other the objectives of the organisation/ institution are not met, there are ways to address and improve the situation through training.

Both Altalib (1991) and Milkovich and Boudreau (1991) identify a positive change in knowledge, attitude, skills and behaviour in the employee's characteristics towards organisational goals. The change in knowledge, attitude, skills and behaviour in the employee's characteristics occur in a teaching and learning situation. Hence, Gilley and Eggland (1989) define training as learning that is provided in order to improve performance on the present job (Gilley & Eggland, 1989: 7).

Sadler (1974) distinguishes training from other related concepts and opines that training is more reproductive, more conditioned and more stereotyped. He goes on to explain that the object of training a habit is not simply to make it automatic but to invest it with more intelligence (Sadler, 1974: 26-30). Anderson (2000), states that training is a process to change

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employees' behaviour at work through the application of learning principles. This behavioural change usually has a focus on knowledge or information skills or activities, and attitudes or beliefs and value systems (Anderson, 2000: 9). Among Islamic leadership trainers, the term training is used to denote sets of activities that educate and motivate the trainees, enrich and uplift them spiritually, and improve their skills in leadership and in lesson delivery (Altalib, 1992: 9). The situation is not different because companies now regard training as no less a part of their strategic investment because of the benefit thereof.

From the above views, training is tuition and interaction provided to participants such as heads of basic schools, classroom teachers and workers from all walks of life intended to bridge the gap between expected performance and actual performance. Training as a process brings about development. Development leads to positive change towards employment requirement. Training is not static but dynamic in that an investment is added (made) on the existing store of skills, knowledge, behaviour, attitudes, beliefs, norms and value systems of the employees by enriching their experiences. Training is systematic and hence the methods ensure that randomness is reduced as learning and behaviour change occur in a structured format. Training is also work or task-related and may deal with short time frame geared towards the mastery of specific tasks. The individual trainees or employees are at the focal point of training because they do the learning in order to improve their lot. Training is best seen as an incentive to the employee and such an incentive can enhance organisational commitment, team effort and customer relations and so on.

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Significance of training

Training plays a vital role in both human resource development (HRD) and human resource management (HRM). The essence of HRM is that employees are valued assets whose value should be increased through a systematic and coherent approach to investing in their training and development. Human resource development (HRD) is about enhancing and widening these skills by training, and by enabling employees to make better use of their skills and abilities. Training leads to individual development, career development and organisational development (Armstrong, 1992; Gilley & Eggland, 1992). Training that is effective can change management. Training provides an avenue for effective communication among the staff and management. Job enrichment through skill development as well as job satisfaction can be achieved through training.

The advent of Ghana's Education for All (EFA) policy in 2000 brought in its wake new concepts of school management and supervision. Headteachers were identified in the Education Strategic Plan (ESP) 2003 Vol. 1 as pivotal to the success of the delivery of education (MOE, 2003). Educational management roles, therefore, moved towards a more decentralised school-based approach. This shift of role- from the top of the vertical hierarchy closer to the school- called for major transformations in existing management and supervision style. There has also been the reorientation of internal supervision towards in-school strategies - a measure that aimed at complimenting external supervision at local levels. The role of headteachers in facilitating quality school outcomes and the need to fully build their capacity over a period of time has become crucial as indicated in

Types of training

Training varies according to the needs of the institution and the individual. The first type is on-the-job training. The learning activities used here involve individual instruction. The activities include workshops and seminars for group participation and are usually conducted by human resource development specialists. The second type is off-the-job training, and the learning activities include college and university courses as well as workshops and seminars conducted by outside consultants and instructors. These are used to supplement internal organisational learning activities and/or to provide specialisation - learning that cannot be provided by internal HRD practitioners. An example would be a programme on team building or interpersonal dynamics using outside resources. The third type is through-the-job training. Through-the-job training activities may combine elements of both on-the-job and off-the-job learning activities. Through-the-job learning activities include such activities as apprenticeship training. Sometimes, seniors through whose assistance training and experience can be gained closely supervise the learner (Anderson, 2000; Boella, 1996; Hackelt, 1996).

In the past the GES organised training sessions, workshops and seminars for basic school teachers on topics and subjects which the GES perceived as teachers' needs. In most cases the problems identified did not represent the teachers' actual needs and therefore the teachers gained little or no benefit from such training. In order that the topics discussed at the in-

service training (INSET) may be useful to the participants, it is necessary for the participants themselves to identify their teaching needs, discuss them and generally agree to have in-service training in the school (Obanya, 1999). An in-service training programme of this type is described as school-based. Where it is necessary for a number of schools within a locality to come together once a while for in-service training of common concern, the programme is described as cluster-based. Most of the workshops, seminars, and a host of learning activities designed to increase the knowledge, skills and competencies of GES personnel is location-based: (school, circuit, cluster and district) though these INSETs may combine elements of through-the-job, on-the-job and off-the-job learning activities (GES, 2002a: 60-66).

Management defined

Management has been defined in various ways. Owusu (1999: 124) categorised the term narrowly and broadly. Management simply is the art of getting things done through people (Holt, 1987: 10). In its broadest sense, the term is viewed from a manager's functions, skills and roles: setting direction; organising basic resources - human, money, materials and time; controlling the processes; setting organisational standards and so on. In this broad way, Barnard (1968: 290-291) perceives management as the arts to accomplish concrete ends, effect results, produce situations that would not come about without the deliberate efforts to secure them.

Management, according to Torrington and Hall (1991: 129), is the role that members of an organisation take on in order to exercise formal

authority and leadership. In most organisations it is the role of carrying the greatest status and reward. And for Marfo-Yiadom (1998), management is concerned with resources, task and goals. A manager/manageress is a person who gets things done with people and other resources in order to reach an objective. The manager/manageress coordinates rather than performs the activities personally. Mordedzi (1999) perceives management as the process of setting goals through the ten management functions by making effective use of human, financial, and material resources in a changing environment.

The ten management functions as mentioned above are planning, decision-making, directing (or commanding), organising, coordinating, staffing, communication (or reporting), motivation, leading and controlling (or budgeting). The key elements in this definition include making conscious decisions to set and achieve meaningful goals, working with and through others, and executing the ten management functions. Many others view the management process as a set of related activities and tasks (Mordedzi, 1999: 100).

From the above views on management, it can be discerned that management is a process of getting things done through others using management skills. The framework for basic school must include an explicit statement about the duties and responsibilities of all staff with regard to the management of pupils' learning and curriculum. Management of the curriculum involves all the members of the school community who should work together as a team. Teamwork is essential within the governing body and the staff of the school and between the staff and the parents. This is why Boachie-Mensah (2000) perceives management as the systematic

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organisation of economic resources within an organisation or institution.

Basically people and economic resources should be organised productively to the mutual benefit of both the organisation and the individuals. Managers should see themselves as facilitators of the management process. The process involves the engagement of managers in certain interrelated activities. A brief explanation of each activity is provided:

1. Planning: This has to do with choosing the purpose and objectives of the organisation (or the school) and selecting the means to achieve them.

2. Decision-making: This means understanding and analysing problems, and developing and choosing among alternative solutions.

3. Problem-solving: Bell and Rhodes (1996) think that problem solving is often confused with decision-making and state that the skill of problem solving has to do with the realisation that something is not working effectively and individually or collectively, an attempt is made to establish the cause of it. Once the cause is identified, a decision can then be taken to resolve the situation.

4. Directing or commanding: This is the exercising of central authority, giving instructions to subordinates to carry out tasks, guiding as well as supervising others.

5. Organising: This means establishing a framework within which duties are to be performed.

6. Coordinating: This means making sure that all groups and persons are working effectively in harmony towards the goals of the organisation.

7. Staffing: Staffing deals with identifying the human resource needs and

filling the organisational structure and keeping it filled with competent people.

8. Communication or reporting: This is conveying to employees the technical knowledge, instructions and rules as well as information required to get the job done.

9. Motivation: This is urging individuals to pursue collective objectives by satisfying needs and meeting expectations with meaningful work and valued rewards.

10. Leading: Here heads should act as inspiring leaders by serving as role models, and adopt managerial styles that meet the demands of the situation.

11. Controlling or budgeting: This is the setting of standards, measuring performance and correcting undesirable deviations.

12. Delegation: This is transferring part of the manager's authority to subordinates, for the performance of certain tasks. The task(s) to be delegated should be clearly identified and the person to whom the task(s) is delegated should be adequately prepared and supported.

13. Influencing: This is achieved by knowing what is to be achieved. Listening, questioning and reaching agreements are important in this function or role.

14. Monitoring: This is ensuring that appropriate actions are being taken at the right time, checking that control and coordination are working effectively.

15. Evaluating: This is examining performance outcomes against previously identified and agreed criteria to ensure that those criteria are being met.

For Bell and Rhodes (1996), these activities are called skills. However, Boachie-Mensah (2000) maintains that they are activities and identifies skills in four categories, which managers should possess: human, technical, conceptual, and diagnostic.

Resource management

The resources of a country, an organisation, or person, are the things they have and can use. Today's organisations consist of three types of resources: physical, financial and human. Physical resources are machines, materials, facilities, equipment and component parts of a product. Gilley and Eggland (1992: 3) refer to these as fixed corporate assets. In a school setting, the physical resources are very important because they provide the school with stability and strength. Because they are tangibles and can be seen, physical resources provide the public with a measure of the school's success. The physical resources of a school include all that can be seen and made use of within the environment of the school.

Financial resources refer to the liquid assets of the organisation. They are the cash, stock, bonds, investment, and operational capital. Like physical resources, financial resources are very crucial to the organisation's ability to react to opportunities for growth and expansion. In basic schools, some of the financial resources include: sports, culture, PTA /community fees- cash accruing from fund-raising activities, sale of farm produce, donations from well-wishers, past pupils and voluntary organisations and school management grants (school imprest) (GES, 1994: 112-128; GES, 2002a: 12-13).

Human resources refer to the people in the organisation. In a school setting, the human beings constitute the human resources-the headteacher and staff, the pupils, the non-teaching staff, the PTA, the sellers and others who have roles in the day to day running of the school. If management has to do with the control of resources and processes in production, then good management requires that resources be used in the most efficient way possible such that good quality products are obtained. In other words, the aim of school management is to make the most efficient use of the available resources such as the teachers, buildings and equipment in order to achieve educational aims in relation to the pupils, the community served by the school, and the national system of education.

In school and at class level, this means that teachers must be able to exercise efficient and effective management over pupils, the resources (financial and physical) and the various programmes of learning that are going on in each subject, and ensure that learning proceeds effectively. The role of the headteacher is therefore central in basic school resources management. Efficient management of resources mean that the headteacher must coordinate effectively the work of the members of the teaching and support staff; the funds, facilities and equipment possessed by the school, as well as the resources offered by the community.

Areas of management

Areas of management are primarily activities in which the manager is engaged. Management work, however, has been described by Torrington and Weightman (1989) as always uncertain, difficult and important.

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Management is about making things happen that would not otherwise have happened, and so all sorts of skills are involved. Management can be difficult indeed. And especially, when policy making, decision taking, communication, personnel issues and procedures are all concentrated in the hands of the headteacher, other senior staff find it difficult to see what their managerial work might be.

The most common areas of management include operation, marketing, finance and human resources (Boachie-Mensah, 2000: 8). Whereas "operations" involve actual creation of goods and services as in Darko Farms, marketing refers to pricing, promoting, distribution and advertising. While financing deals with financial assets of the company, investment controls, disbursement among others, human resources cater for human resource needs: recruiting and hiring the right kind of people, designing effective compensation, appraisal system, and ensuring that various legal guidelines and regulations are complied with.

Torrington and Weightman (1989) identify four managerial areas. These include prescription, leadership, collegiality and anarchy. Prescription imposes order and allows for a lot of consideration, with little duplication of effort. Resources are allocated on a rational basis. There are advantages in the prescription style, but it generates no excitement, raises no enthusiasm and makes no contribution to creativity. Leadership can promote a sense of purpose and mission, with effort contributed willingly to this end. The staff often feels valued personally. They feel they are more secured as they work up to the leader. Not only does everyone follow the leader, they also wait for the leader to suggest an appropriate route to follow. Collegiality emphasises

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collaboration and teamwork, enabling each worker to contribute more. Methodologies and styles appropriate to different needs can be used; flexibility to meet new demands is easier to achieve, and individuals can feel they are valued members of the school.

Collegiality in many ways is the opposite of prescription. Collegiality has such an obvious appeal that it is tempting to regard it as the "best way" to run a school. However where there is a shortage of competent people a high percentage of temporary staff, a high turnover of staff, a lot of inexperienced staff or conflicting loyalties, the school will be poorly served by collegial management and organisation. It is a flexible way of organising where there is sufficient stability of personnel for continuity. Anarchy is a lawless situation and seeks to meet the ideal of individual right to self expression and development of potential free from the constraints of control mechanisms or the disciplines of conforming to group norms.

Both Boachie-Mensah (2000) and Torrington and Weightman (1989) perceive the concept in their own way, which lead to making things happen that would not otherwise have happened. Boachie-Mensah (2000) views actual creation of goods and services, marketing and distribution as well as the reward for production to be easy to measure. For example in Darko Farms, the main raw materials for production which are the birds can be valued. The human resources, who manage and control production, have values that can be easily assessed. In the education sector, the teaching staff manage students and pupils who are also human resources from different backgrounds: the product of teacher/learner interaction is knowledge and skill development/ improvement of learners over a long time: which is not easy to measure. One

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can say that Boachie-Mensah (2000) appears to approach management areas broadly (operation, marketing, finance and human resources) while Torrington and Weightman (1989) limit the scope of their explanation to only the human resources of the institution and contend that effective management area can be found in the shaded portion from conflict (through prescription, leadership and collegiality) to autonomy as shown below by the Management Organisation in Secondary Schools (MOSS) quadrants diagram.
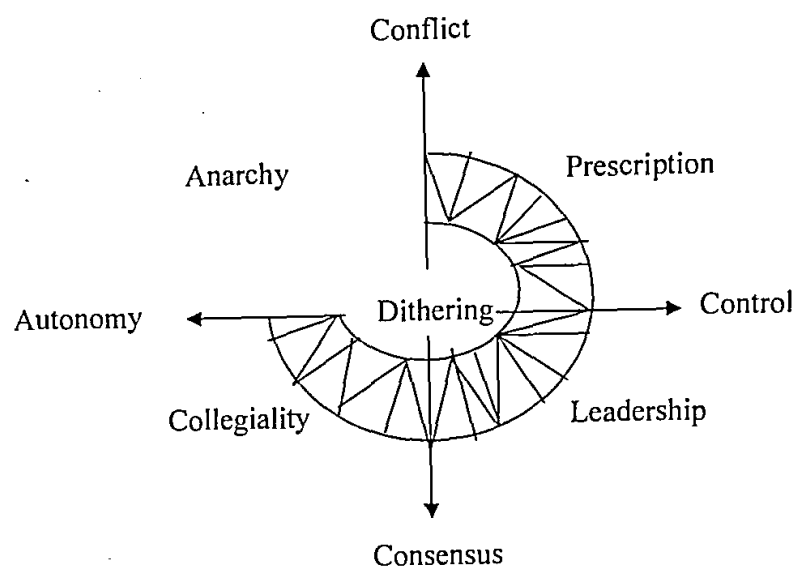
Figure 1: The MOSS quadrants diagram

Source: Torrington and Weightman (1989: 56)

It can be observed from Figure 1 that Torrington and Weightman (1989) designate the intersection of the x and y-axis as 'Dithering'. It is crucial to note that Torrington and Weightman (1989) did not consider community participation as a vital ingredient in management for effectiveness and efficiency in basic schools. It is a great asset that the core national policy statements of the Ministry of Education (MOE) place

community involvement at centre-stage alongside the other key elements (teaching & learning and management).

The "Programme for FCUBE" in September 1995 stated that the Ministry recognises the importance of community involvement in enforcing school standards, in developing and maintaining school property, and in providing support and encouragement to teachers and Heads as well as students (Government of Ghana, 1995). If this is so, and headteachers are to act as inspiring leaders by serving as role models, and adopt managerial styles that meet the demands of the situation, then, there is the need to search for alternative management strategies that can capture and address the objectives of FCUBE.

Managerial performance

This is a measure of how well managers do their jobs. Among the many criteria and concepts used for evaluating managers and organisations are efficiency and effectiveness (Anthony & Young, 1999: 11; Boachie-Mensah, 2000: 12). Accordingly, Drucker (1979) perceives efficiency as "doing things right" while effectiveness is "doing the right thing". The two concepts (efficiency and effectiveness) are almost always used in relative terms rather than in absolute sense. We do not ordinarily say that Organisation Unit A is 80% efficient for example. Rather, we say that Unit A is more or (less) efficient than Unit B or that Unit A is more or (less) efficient than Unit B in the past, or that it was more or (less) efficient than planned or budgeted. Successful management involves both efficiency and effectiveness. Efficiency involves operating in such a way that resources are not wasted, and

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work scheduled so that people always have something to do. Efficiency is the ratio of a responsibility centre's output to its input (Anthony & Young, 1999).

To Anthony and Young, the relationship between a responsibility center's output and its objectives is an indication of its effectiveness, and the more its output contributes to its objectives the more effective the responsibility centre is. Effectiveness therefore involves doing the right things in the right manner at the right times. More often than not managers become successful because they prepare. The preparation usually involves a combination of education and experience that gives the individual the technical, interpersonal, diagnostic and conceptual skills necessary to contribute to an organisation's efficiency and effectiveness (Boachie-Mensah, 2000; Mintzberg, 1980).

The effectiveness of heads of basic schools

There is the general belief that the headteacher is a key person in the educational system, and that reform will come through his/her leadership. Leading is one of the most important activities of management. In effective schools, the heads devote considerable time to coordinating and managing instruction, and are highly visible in the school, and stay close to the instructional process. They maintain relations among the school, community and parents, supervise teachers, oversee the maintenance of facilities and equipment, manage a range of reporting and record keeping duties and, in small schools, teach as well. In many instances, effective heads adopt the management-by-wandering-about style of executives of successful large corporations (Lockheed et al, 1991: 44). Instructional leadership is in many

ways a shared responsibility and this is common of effective schools. Effective leadership engenders a common sense of commitment and collegiality among the staff.

Several studies suggest that teachers rate heads with a participatory style of school management as more effective than those who are more autocratic (Lockheed et al, 1991). Effective schools therefore require effective school management. In effective schools, the leadership and resources translate policies into teaching and learning. If it is true that heads are central players in their success, then we urgently need to embark on studies, which illuminate how they can be supported, challenged and developed into highly effective agents of development (Akumbono, 1998; Hall & Southworth, 1997)

The leadership of the headteacher makes authority effective (Bassett, Crane & Walker, 1967: 16). These writers perceive leadership as the quality of helping people to achieve goals and purposes, which are theirs. Effective headteachers know the group they lead, and identify themselves with it, feel its pulse, diagnose its strengths and weakness, help it reach goals and involve it in the enterprise of running the school. It is in line with this that some writers believe that training programmes have to be undertaken from time to time to remind heads of their leadership roles. This is underscored by Bassett et al (1967) who posit that:

> ...the head of a school has many parts to play. A number
> of years has probably elapsed since his original training
> and it is important for him to have the chance of participating
> in discussions on the latest views on effective motivation,

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on group dynamics, on leadership and delegation, on the

place of authority, on the nature of organisation, on the risk

of over insistence on conformity, and so on (Bassett

et al, 1967: 31).

The authors think that it is right that the head of a school keeps his/her feet on the ground otherwise he/she may fail altogether, especially by neglecting to take account of practical problems and limitations which emerge. They claim that high ideals and down to earth practical skills in planning are necessary for any head who would want to have a good school. When a person expresses his/her views about what a good school is likely to be, inevitably, a mention is made about the quality of leadership. If leadership is one of the most important activities of management, then it is appropriate to mention briefly some managerial styles of leaders.

Styles of leadership

Leaders can adopt a number of managerial styles in order to achieve group goals. Heads of basic schools are not left out because they are leaders in their schools. Bassett et al (1967) identify five styles. They include, "authority-centred" where the head sees the job as "carrying out the wishes of the institution"; "other-directed" where the head is perceived as a "good boss satisfying everybody and confusing everybody"; "inner-directed" where the head views his or her ideas as the correct ones even when they conflict with those in authority, "l'ecole c'est moi"; "individual-centred" where the head has the individual teachers at heart, pays sufficient attention to the efficiency and effectiveness of the group, but does not want to bind or

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fetter the staff; and lastly, "work group-centred" where the head is seen as helping teachers to get on with their jobs, is interested in group welfare and sensitive to individual differences, fosters cooperative identification of and attack upon problems encountered by the staff, shares information and embarks on a policy of involving all in the school, establishes a recognised grievance procedure, favours face to face rather than paper organisation, and ensures that staff meetings are problem oriented and lead to cooperative action (Bassett et al, 1967: 27-28).

Headteachers are leaders in schools who work towards the attainment of group goals and basic school objectives, and it is crucial for them to understand leadership styles and select the best style that suits their situation. Bassett et al (1967) are convinced that the last of these styles (work group-centred) must be judged the most effective as it involves delegation of responsibility, sharing of policy, patience required to sit through regular staff meetings and making oneself available for interviews. All these attributes require humility and courage. After several years of carefully controlled experimentation researchers at Ohio State University completed a most impressive and convincing series of studies that indicate that effective leadership behaviour is associated with competence in two spheres, *Initiating Structure in Interaction* and *Consideration* (Bassett et al, 1967: 29).

Initiating Structure in Interaction refers to the establishment of well-defined patterns of organisation, channels of communication and ways of getting a job well done by group members who would not depend upon the leaders for fresh and specific instruction when compelled with novel problems. *Consideration,* on the other hand, has to do with the establishment

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of a good rapport of behaviour that reflect friendship, mutual trust, respect and warmth in the relationship between the head and group members.

The two factors emerged from a tradition of research into leadership based on the Leader Behaviour Discipline Questionnaire (LBDQ). Although many leadership styles have been identified, indicating that there are many roads to effectiveness, the two concepts remain basic to most patterns. Halpin (1966) took this research tradition forward to develop a questionnaire for determining the organisational climates of schools, i.e. teachers' perceptions of the behaviour of principals and of the effects of this behaviour on their own job satisfaction (Hoyle, 1988: 31; Lloyd, 1985: 300-301; Nias, 1980). Bassett et al (1967) also identify four quadrants of combination of both *Consideration* (C) and *Structure* (S) as shown in Figure 2.

Quadrant II	Quadrant I
C- S+	C+ S+
Quadrant III	Quadrant IV
C- S-	C+ S-

Figure 2: Combination quadrants of Consideration and Structure

Source: Bassett, Crane and Walker (1967: 29).

In Figure 2, C+ represents the presence of Consideration, S+ the presence of Structure while C- represents the absence of Consideration, and S- the absence of Structure. Quadrant I has (C+ S+) representing equal combination of Consideration (C+) and Structure (S+). Quadrant II has (C- S+) representing the absence of Consideration (C-) and the domination of

Structure (S+). Quadrant III has (C- S-) representing the absence of both Consideration (C-) and Structure (S-). Quadrant IV has (C+ S-) representing the presence of Consideration (C+) and the absence of Structure (S-). The authors opine that leaders in Quadrant I are judged the most effective, while those in Quadrant III are the most ineffective. To them, leaders in Quadrant II are "martinet who forget they are working with people", while those in Quadrant IV "ooze the milk of human kindness" but contribute little to organisational structure (Bassett et al, 1967: 29)

The four quadrants of combination of *Structure* and *Consideration* created gaps for researchers to investigate how much *Structure* and *Consideration* is regarded as sufficient for a leader to be classified in each quadrant. To brand leaders in Quadrant II as "martinet who forget they are working with people", is to say, in other words that they are disciplinarians (authority-centred) who perceive the job as "carrying out the wishes of the institution" with no sympathy for subordinates at all. For those in Quadrant IV, they have the individual teachers at heart (individual-centred) and pay sufficient attention to the efficiency and effectiveness of group members, but would not want to dissatisfy the staff, and hence, "ooze the milk of human kindness". To conclude that leaders in Quadrant I are the most effective because of the presence of both *Structure* and *Consideration* and that leaders in Quadrant III are the most ineffective because of the absence of both *Structure* and *Consideration* is only in relative terms because indicators for effectiveness vary from writer to writer, place to place and could also change with time.

The Ministry of Education of Ghana places community involvement

centre-stage alongside teaching and learning and management: It therefore behoves on us to find alternative ways of enshrining community access and participation as another indicator for measuring headteacher effectiveness and efficiency (Government of Ghana, 1995).

Heads of schools have the authority to mobilise and use local resources for school improvement, particularly when central-level resources are scarce. School managers require some degree of control over matters such as allocating instructional time, evaluating and disciplining teachers, using material inputs, developing staff, mobilising and using community resources within general guidelines, and evaluating the progress and problems of their students and the school. It is in the light of these that Lockheed et al (1991) conclude that without the authority to make or influence these decisions, heads cannot improve schools.

For a school to reach its maximum effectiveness, factors beyond the control of the school have to be favourable. Such factors are the social influences outside the school, and include the reinforcement that the school receives from the home, from the political decisions of the state, the pupils' leisure time activities, the standards of public taste, the quality of the press, radio, television and the like. There are also internal factors, which should be favourable. Such factors include class size, physical facilities and the quality of the staff.

Factors for effectiveness

Mortimore, Sammons, Stoll, Lewis, and Ecob (1988) identify twelve key factors for effective junior schooling which is part of the outcomes of

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Junior School Project, conducted by the Research and Statistics Branch of the Inner London Education Authority (LEA). The project was a four-year longitudinal study, which followed nearly two thousand pupils through their junior secondary schooling in fifty schools. Using a range of measures of pupils' background and progress and of school and classroom processes, as well as complex methods of analysis, the project aimed in part to identify which factors make some schools or classes more effective than others in promoting pupils learning and development. Their findings suggest that purposeful leadership by the head; involvement of the deputy head; involvement of teachers; consistency amongst teachers; structured sessions; intellectually challenging teaching; work-centred environment; limited forms within sessions; maximum communication between teachers and pupils; record keeping; parental involvement; and positive climate are factors of effectiveness that promote pupils' learning and development (Mortimore et al, 1988: 119-123).

Also adopted by Dean (1990), in his work on leadership and management, there is the realisation that the style of leadership has changed considerably in recent years, and heads are no longer expected to carry out the management and leadership task alone. Rather, it is usual for other teachers to be involved in the process of goal-setting and in the consideration of how these goals would be achieved. Dean (1990) further uses a number of empirical studies from "Primary Education in England", "Ten Good Schools", and "The Junior School Project" to identify and support the twelve factors associated with effective schools not only in terms of children's achievement but also in terms of their overall development (Dean, 1990: 4-

6). The twelve factors are discussed briefly.

Purposeful leadership by the head

Here the headteacher has to understand the needs of the school, and be actively involved in the school's work without exerting total control over the rest of the staff. Studies conducted by Mortimore et al suggest that in effective schools, headteachers are involved in curriculum discussions and influence the content of guidelines drawn up in the school, taking total control. They also influence the teaching style of teachers, but only selectively, where they judge it necessary. Purposeful leadership is demonstrated by an emphasis on monitoring pupils' progress through the keeping of individual records.

The involvement of the deputy head

The responsibilities undertaken by deputy heads are paramount to effective management performance. The studies conducted by Mortimore et al (1988) also suggest that the deputy head can have a major role in the effectiveness of junior schools. Where the head involves the deputy head in policy decision, it is beneficial to the pupils. Where the deputy head is frequently absent or absent for a prolonged period, this is detrimental to pupils' progress and development. Thus, it appears that a certain amount of delegation by the head and a sharing of responsibilities promote effectiveness.

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The involvement of teachers

The involvement of teachers in curriculum planning plays a major role in developing their own curriculum guidelines. Teachers are involved in decisions concerning the classes they teach as well as in spending decisions, which affect them or their classes. This promotes effectiveness. The study results of Mortimore et al (1988) suggest that schools in which teachers were consulted on issues affecting school policy as well as those affecting them directly were more likely to be successful.

Consistency amongst teachers

Continuity of staffing has positive effects for school management. Studies conducted by Mortimore et al suggest that not only do pupils benefit from teacher continuity, but also some kind of stability or consistency in teacher approach is important. For example, in schools where teachers followed guidelines in the same way (whether closely or selectively), the impact on progress was positive while a variation between teachers in their usage of guidelines had a negative effect.

Structured sessions

Mortimore et al also found that in effective schools, pupils' works were organised by the teachers who ensured that there was plenty for them to do. Positive effects were also noted when pupils were not given unlimited responsibility for planning their own programme of work. In general, teachers who organise a framework within which pupils could work, and yet allow them some freedom in the structure, were more successful.

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Intellectually challenging teaching

Unsurprisingly, the quality of teaching is very important in promoting pupils' progress and development. The level of communication between teachers and pupils is vital in creating effectiveness. Creating a challenge for pupils suggest that the teacher believes they are capable of responding to it. Everyone in the class knows exactly what to do or is supposed to be doing, and is closely supervised; and this strategy improves pupils' development.

Work-centred environment

Mortimore et al also found that where teachers spent more of their time discussing the content of work with pupils, the impact is positive. Subsequently, the feedback of pupils' work is also beneficial in this direction.

Limited forms within sessions

Studies conducted by Mortimore et al suggest that learning is facilitated when teachers devote their energies to one particular curriculum area within a session. Where many sessions are organised pupils' progress is marred.

Maximum communication between teachers and pupils

Pupils gain from more communication with teachers. The time teachers spend on communication with the whole class is important. The studies conducted by Mortimore et al (1988) suggest that this maximum

communication enables a greater number of "higher order" communications to be received by all pupils. A balance of teacher contacts between individuals and the whole class was more beneficial than a total emphasis on communicating with the individuals or groups alone.

Record keeping

The value of record keeping is a vital ingredient of purposeful leadership of the headteacher. It is also an important aspect of teachers' planning and assessment. The studies conducted by Mortimore et al (1988) suggest that where records of pupils' personal and social development were kept, they were beneficial, and the effect on the pupils was positive.

Parental involvement

Parental involvement has positive influence upon pupils' progress and development. The studies conducted by Mortimore et al (1988) suggest that frequent educational visits by parents were found to be helpful in classrooms. Where parents were regular at school gatherings such as open days, their contribution to pupils' performance was paramount, among others.

Positive climate

Effective schools have positive ethos both around and within the school. The studies conducted by Mortimore et al (1988) suggest that the organisation of lunchtime and after-school-clubs for pupils, teachers eating their lunch at the same tables as the children, organisation of fieldtrips and

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visits, and the use of the local environment as learning resources were factors outside the classroom. Factors within the classroom include less emphasis on punishment and critical control, and greater emphasis on praise and rewarding pupils rather than emphasising the effective aspects of pupils' behaviour. Further, the working condition of teachers contributed to the creation of a positive climate. Thus, the climate created by the teachers for the pupils, and by the head for the teachers, is an important aspect of the schools' effectiveness. And this favourable climate further reflected in effective schools by happy, well-behaved pupils who were friendly towards each other and outsiders, and by the absence of graffiti around the school.

In sum, Mortimore et al (1988) have this to say about the twelve factors:

> ... these twelve factors do not constitute a recipe for
>
> effective junior school, they can provide a framework
>
> in which the various partners in the life of the school-
>
> head teacher and staff, parents and pupils, and governors-
>
> can operate. Each of these partners has the capacity to
>
> foster the success of the school. When each participant
>
> plays a positive role, the result is an effective school
>
> (Mortimore et al, 1988: 123).

It is, therefore, logical to blend the ideas of Mortimore et al (1988) with those of Farrant (1985) to develop a model for headteacher effectiveness and efficiency in basic school resources management.

Models of school management

There are different methods of school management. Farrant (1985) identifies three models - the hierarchical model where there is a clearly defined structure of authority; the departmental model where the head delegates authority through the various departments; and the democratic model where there are no lines of authority as in the other models and the school operates through a council representing all interest groups. The democratic model of Farrant (1985), which is proposed for adoption, delimits the scope of decision-making to the school council composed of the headteacher as chairperson and representatives from the various teaching units. This is shown in Figure 3.
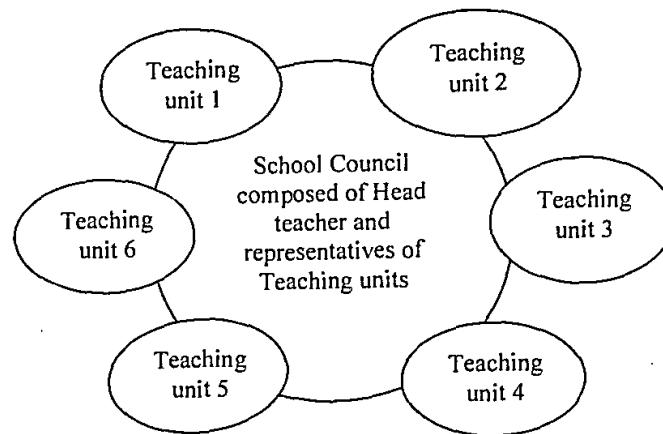
Figure 3: The democratic model

Source: Farrant (1985: 238).

The model implies that views from the pupils, their parents/guardians and other interest groups may not be raised or discussed at all if those views are not in the interest of the teaching units. The Ministry of Education (MOE) recognises the importance of community involvement in enforcing

school standards by providing support and encouragement to teachers and heads as well as students (Government of Ghana, 1995). If the management of school curriculum involves all the members of the school community who should work together as a team (Bell & Rhodes, 1996), then, it is vital to incorporate all the members of the school community into the model for this study.

The MOE has introduced, under the FCUBE Programme, a new performance management system which involves setting of objectives or performance targets, regular review of performance and corrective action. Under the new performance management system, the Divisional, Regional and District Directors sign performance agreements with the Director-General while Circuit Supervisors signs a contract with the District Director, the Headteachers with the Circuit Supervisor, and finally the Classroom Teachers with the Headteacher. The agreement/contract involves the setting of realistic targets (GES, 2002a: 21). The implication is that the headteacher has to come out, through needs assessment, with the true picture of the situation in the school in relation to teaching and learning; community access and participation; and management effectiveness and efficiency, so that a more realistic and holistic school target could be set and implemented.

Mortimore et al (1988) identify twelve key factors for effectiveness which can provide a framework in which the various partners - headteacher and staff, parents and pupils, and governors - in the life of the school can operate. The headteacher is responsible for the successes and failures of the goals and aspirations of the school. The District Education Office (DEO), teachers and pupils, the Parent-Teacher Association (PTA), School

Management Committee (SMC) and other stakeholders or interest groups all
have their respective roles to play if efficiency and effectiveness in basic
school resources management are to be enhanced (GES, 2002b: 11-19).
Each of these partners has the capacity to foster the success of the school,
particularly, when each participant plays a positive role, the result is an
effective school (Mortimore et al, 1988: 123). The interest groups in the
framework - headteacher and staff, parents and pupils, and governors - are
called partners. Figure 4 shows the proposed democratic participatory model
for effective school resources management.
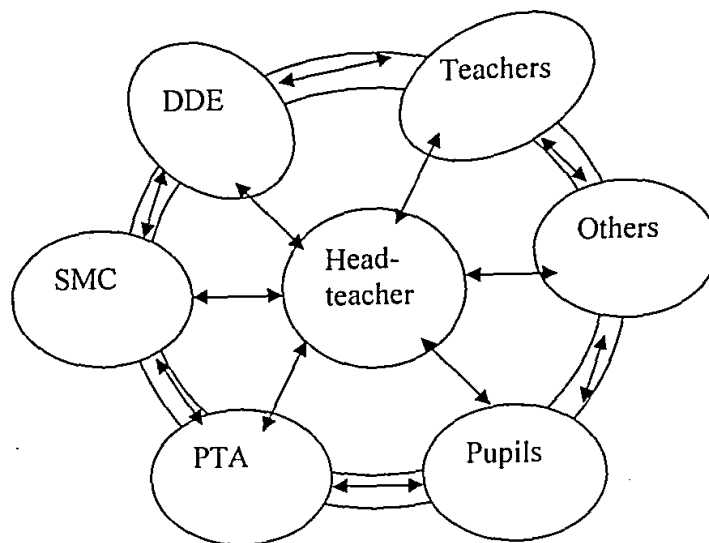
Figure 4: The democratic participatory model (DPM)

Source: Adapted from Farrant (1985: 238)

It can be seen from Figure 4 that, there are seven groups of the model
(DPM) and the central position is occupied by the headteacher. The
headteacher is surrounded by the various groups in education such as the
District Education Office (DEO), the Parent-Teacher Association (PTA),

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School Management Committee (SMC), teachers, pupils, and "Others". The "Others" of the model refer to non-governmental organisations (NGOs), religious organisations, and community-based organisations (CBOs). The role of each group of the model is explained in what follows:

The District Directorate of Education

The District Directorate of Education (DEO) is the highest authority that oversees the work of headteachers and basic schools. This is done through a circuit supervisor (CS) who is a front line manager of a number of schools in a circuit. The CS also represents the District Director of Education (DDE) as and when necessary, especially when there is a lot of work to be done by the DDE. The DEO helps the schools to set realistic targets, in line with Circuit Strategic Objectives (CSOs). The CSOs are also focused towards the attainment of District Strategic Objectives (DSOs). The DEO helps the headteachers to develop their School Performance Improvement Plans (SPIP), offer follow-up support to the schools in the form of school visits by the CS and other schedule officers, and it is in view of this that the headteacher has to constantly keep in touch with the Directorate in order to benefit from the DEO and also to be current with new educational issues.

The School Management Committee

The School Management Committee (SMC) is like the Board of Governors of second cycle schools. It is a school-community based organisation which aims at strengthening community participation and

mobilisation for education delivery. It is authorised to implement the general policies of a basic school. The SMC is a body formed to assist the headteachers and staff to run the school effectively (GES, 2002a: 27). It is a committee designated under the Ghana Education Service Act of 1994. The GES SMC/PTA Handbook identifies 33 ways the SMC can help the school accomplish its objectives (GES, 2001a: 9). If emergency meetings of the SMC can be called as and when necessary at the request of the headteacher or chairman, then it becomes mandatory for the headteacher to team up with the SMC to strengthen community participation and mobilisation for education delivery successfully.

The Parent-Teacher Association

The Parent-Teacher Association (PTA) is an association of all parents and guardians of children and the teachers of the school (GES, 1994: 227). The PTA, like the SMC, has executives who meet from time to time. But the general body meets three times a year (once a term). The PTA serves the interest of the school. Teachers have the responsibility of ensuring that parents give to their wards the basic school needs required, and that pupils are learning in school. Parents on their part communicate their observations on pupils' learning and school environment to the teachers in school through the PTA. This situation confirms a symbiotic relationship between teachers and parents, and the headteacher has to capitalise on this advantage and manage the school efficiently and effectively.

Teachers

The teachers also form another component of the model. They are employees of the GES or community volunteer members, who as a result of staff shortage, assist in teaching in the basic schools. The headteacher must identify the strengths and weaknesses of teachers in lesson preparation and delivery and apply the requisite managerial skills in helping teachers to improve their lots towards pupils' learning. The head must also delegate teachers to manage their classes as well and in the execution of extracurricular activities such as sports and health. With planning and prioritisation, delegation allows the head to stand a better chance of getting involved with those management activities that most require his or her necessary action. Bearing in mind that delegation does not remove the head from overall responsibility, frequent feedbacks could be received from delegated teachers from time to time (GES, 2002b: 13-16).

Pupils

The pupils in the school also constitute an important human resource of the model. Their ability to take instructions from school authorities, parents and colleagues constitute a vital ingredient towards the attainment of school objectives. The headteacher must delegate some responsibilities to the pupils in the area of learning and in their preparation as future leaders, managers and administrators. Delegation allows them to feel they are part of management (GES, 2002b: 13). Class monitors, compound overseers, section leaders and school prefects as well as seniors on duty can provide an avenue for pupils to practice leadership and managerial roles and skills.

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Others

The "others" in the model include non - governmental organisations (NGOs), religious organisations and community-based organisations (CBOs). They can be of important service to the school depending on how the school set-up carries itself to the outside world. If effectiveness is concerned with the ability of the head to influence others outside so that the school benefited from what is outside, then, it becomes binding on the head to make use of the various components such as the DEO, SMC, PTA, teachers, and even pupils to canvass for assistance and support when necessary.

The model and the headteacher

The crux of the democratic participatory model, therefore, is the adoption of a participatory approach to basic school resources management where the headteacher involves, at the appropriate time, the interest groups in needs assessment and in the planning, implementation, monitoring and evaluation of basic school goals and objectives. The headteacher is employed by the district director of education (DDE) to specifically manage school resources - human, financial and material - and to teach as well when necessary.

The headteacher is an automatic executive member of the SMC and PTA. The headteacher also assigns teachers posted to the school by the DDE their classes, roles and responsibilities and accepts all pupils of school-going-age (enrolment drive) until class quota is exhausted. The headteacher cannot be at the various groups at the same time, and yet, be responsible for

the success and failure of the school. Hence, some form of delegation can be done and feedbacks presented by the delegated persons. This allows the head to have time for those issues which cannot be delegated such as school finances, important meetings with the DDE and the vetting of lesson notes.

With the establishment of a recognised grievance procedure (channels of communication), the model fosters a strong relationship among the interest groups and between the headteacher and the various interest groups. There is free flow of information and communication between and among the groups as can be seen by the double-headed arrows that link the various groups and between each group and the headteacher. With group participation, remedial measures and decisions on basic school targets could be set, and managed for improved school performance. If schools improve their performance over time, headteachers would be perceived as effective and efficient.

Summary and conclusion

From the foregoing, all heads, as school administrators and managers, require basic level education and training in the fundamentals of managerial practice if they are to be effective and efficient. The training should focus on the following topics, particularly as they apply to education policy and practice: managing human resources, financial resources, material resources and instructional time; setting objectives and strategies; motivating others; counselling and developing careers of staff; supervising and controlling the schools' work and evaluating results; managing financial systems and procedures; and among others defining the nature of accountability,

declarative, communication and decision making.

Participatory democracy, however, does not happen on its own. It requires an investment; it has to be paid for (Adu-Amankwah & Kester, 1999: 73). There are others who should be involved in the training, such as the PTA and SMC, the deputy head and the teachers, the pupils, as well as the various interest groups in education like the circuit supervisors whose involvement will not only motivate the staff and pupils, but also serve as a guide towards the attainment of stated objectives/targets and in the monitoring and evaluation of school activities (Oakley & Mardsen, 1991).

The Quality Improvement in Primary Schools (QUIPS) intervention approach to the development of effective schools is consistent with the MOE/GES vision for the success of the FCUBE. The Community School Alliances (CSA) Project which is the community mobilisation component of QUIPS, funded by the United States Agency for International Development (USAID), has since 1997, intervened in 347 school communities in 86 districts in Ghana. QUIPS adopted a holistic approach to improving education quality in basic schools through the active participation of communities, teachers, headteachers, and parents in the creation of their schools as places of learning and growth. QUIPS recommended the use of participatory methods and the involvement of women in the development of effective schools (USAID, 2001).

The adoption of the democratic participatory model (DPM) for management effectiveness and efficiency in basic schools can change management, as the DPM involves all in the planning, implementation, monitoring and evaluation of basic school goals and objectives. The

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CHAPTER THREE

THE METHOD OF RESEARCH

Introduction

In the previous chapter, a review of the related literature on the subject matter of this study was made. This Chapter takes a look at the methods used in collecting the data for the study and the method of analysing the findings.

Study design

This research employed a cross-sectional design that involved headteachers and GES officers of the study area who participated in training programmes in basic school resources management. The method is perhaps the most prominent design employed in the social sciences (Frankfort-Nachmias & Nachmias, 1995: 129).

The study area population

The study was conducted in the Wenchi District (now Wenchi and Tain districts) of Brong Ahafo Region (BAR) in Ghana. The Map of Ghana in Figure 5 shows the study area in the regional and national context.
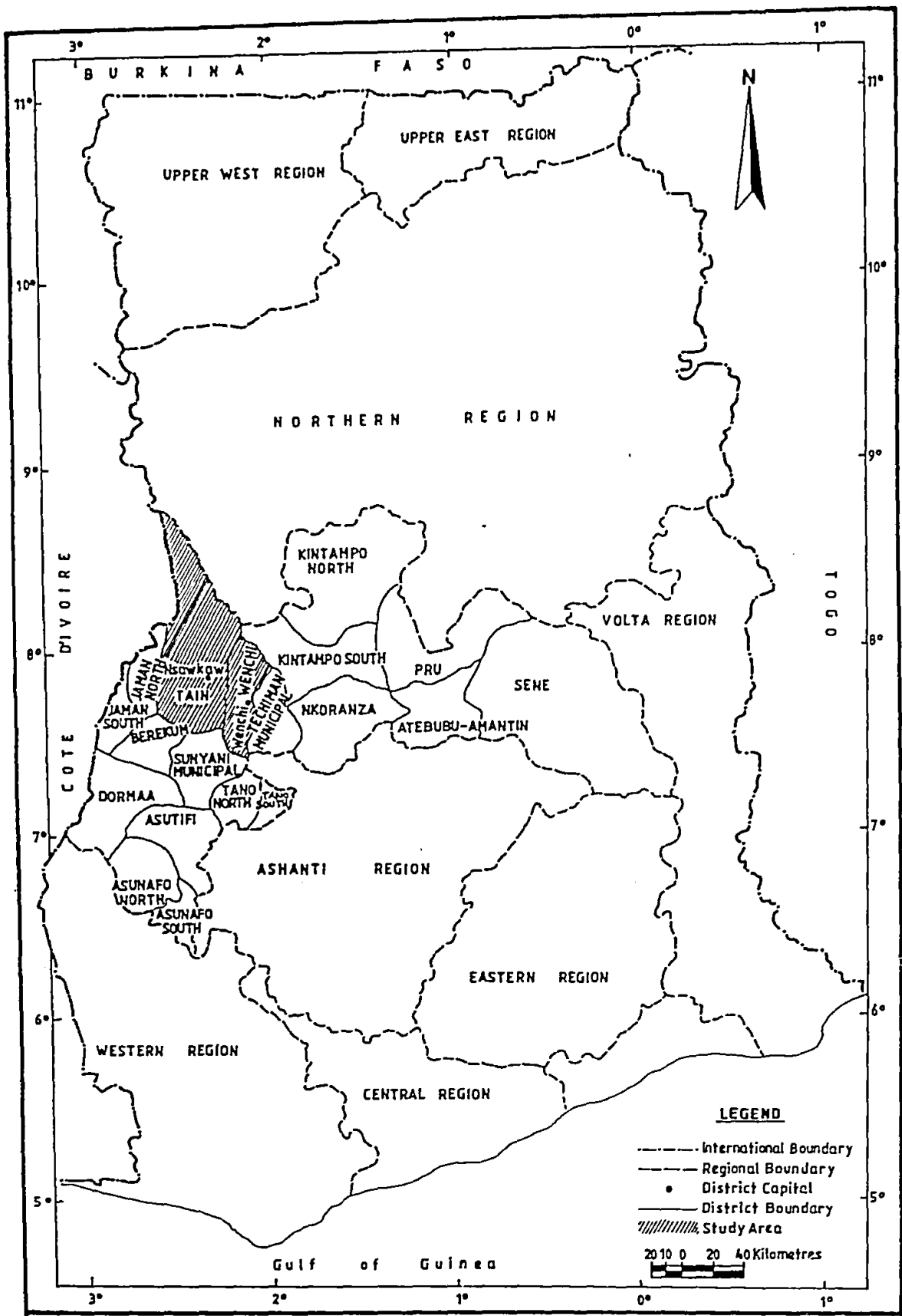
FIG. 5: MAP OF GHANA SHOWING WENCHI AND TAIN DISTRICTS

According to the Wenchi District Assembly, the study area occupies 7619 square kilometres (km²); this is approximately 19.3% of the total surface area of the Brong Ahafo Region (BAR) of Ghana. The study area, in the year 2001, had 327 schools comprising 5 senior secondary, 68 junior secondary and 148 primary schools. Also, there were 106 kindergarten and preparatory schools. In terms of enrolment figures, there were 19,220 boys and 16,957 girls making a total of 36,171 pupils in the public basic schools during the period of data collection. The teaching staff stood at 1,573 in September 2001. Out of this figure were 759 trained and 814 untrained teachers of whom 999 were males and 574 females.

The study area had 132 headteachers managing the schools. There were also 60 trained and 8 untrained headteachers managing the 68 basic schools at the time of the research. There were 9 Circuits, each under a Supervisor. There was also a District Training Team (DTT) responsible for follow-up courses, in-service training and workshops, among others. There are other stakeholders in education such as the District Assembly, District PTA and SMC Executives, teachers and support staff who play vital roles in the schools.

The sampling technique

The non-probability sampling procedure (purposive sampling) was used to select only headteachers and GES district officers who had participated in training programmes of the New Educational Reform Programme and the FCUBE, and who were available in the area at the time of the exercise. To support this, Sarantakos (1994) states that the non-

probability sampling procedures do not employ the rules of probability theory, do not claim representativeness and are usually used for exploration and qualitative analysis (Sarantakos, 1994: 137). In other words "...one goes to the field to get whoever is available" (Twumasi, 1986: 22). Hence 40 out of 45 headteachers who had had the opportunity of participating in the training programmes; 4 DTT members, 5 CS and 2 frontline GES district officers were at post and available for the study at that time. All the 9 circuits were covered.

Research instruments

The major research instrument used were questionnaires (Appendix A and B). Two types were used to solicit information from the respondents. The headteachers who participated in the training programmes in basic school management answered one type (Appendix A) while the second type of questionnaire (Appendix B), were answered by circuit supervisors, members of the Districts Training Team and Assistant Directors. The first part of each questionnaire elicited background information of the respondents.

The questionnaire for the headteachers is divided into 3 main subheadings – managing human resources; managing financial resources; and lastly, managing material resources. Under the first subheading (managing human resources), a Likert-type scale of thirty-four (34) items was designed to elicit respondents' views concerning the level of involvement of teaching staff and non teaching staff, the pupils, parents and other stakeholders in education in school management. Also, a view on the

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extent to which the content of the training programmes had helped the heads in managing the human resources of their schools was sought, among others.

Under the second subheading (managing financial resources), a Likert-type scale of twenty (20) items was designed to elicit respondents' views on vital financial issues concerning the records, mobilisation and use of school funds. The extent to which the content of the training programmes had helped the heads in managing the financial resources of their schools was also sought, among others. Under the third and last subheading (managing material resources) a Likert-type scale of eleven (11) items was designed to elicit respondents' views on vital material resources, how they are obtained, disbursed and made use of by the schools. Also, the extent to which the content of the training programmes had helped the heads in managing the material resources of their schools, among others, was investigated.

The questionnaire for circuit supervisors, members of the District training team and the Assistant Directors is in two parts (Appendix B). The first part (Part A) has nine (9) items that deal with background information of the officers - sex, age, status, academic and professional qualifications and rank in the GES, teaching, headship, and office experience. The second part (Part B) of this questionnaire is made up of 16 items (Items 10-25) comprising both close and open-ended questions, and these were used to solicit views about the training programmes.

Administration of the instruments

Before the administration of the questionnaires, a formal introduction

of the researcher was done at the Wenchi District Directorate of Education. The District Director of Education (DDE) formally introduced the researcher to the headteachers at a scheduled meeting for all heads of basic schools in Wenchi. The DDE asked for cooperation from the heads to make the work of the researcher successful. Consequently, the questionnaires were distributed to the heads and the concerned officers who had participated in the training programmes for the New Education Reform Programme and the FCUBE. The respondents were taken through the questionnaires, item by item.

Two weeks was the agreed time all the questionnaires were to be deposited at the DEO for collection. After three weeks however, personal visits had to be made to the concerned schools to retrieve some of the questionnaires. In all, 40 headteachers and 11 District Education Office (DEO) staff comprising 4 District Training Team (DTT) members, 5 Circuit Supervisors (CS) and 2 frontline Assistant Directors (ADs) returned the questionnaires.

Method of analysing the findings

The questionnaires were edited to ensure that all the items of each instrument were answered by each respondent. Editing ensures that "data are clean i.e. free from inconsistencies and incompleteness" (Kumar, 1999: 200). Both questionnaires for the headteachers and officers were therefore edited to ensure that the data was well cleaned.

With respect to the background information of the respondents, the responses were tallied (item by item), and where necessary, the raw scores

were put into identical classes which were later on converted into percentages. Frequency distribution tables were then generated to show the spread of the scores. Both close and open-ended items were analysed. The open-ended items were synthesised and analysed. Where the respondents were to specify other answers, their responses were also analysed according to content. This process was applicable to both instruments (questionnaires for headteachers and officers); noting the maximum, minimum, mean and mode as well as other characteristics of the data provided by the respondents.

With regard to coding the main research items on the Likert – type scales, the value label of the scales were coded as follows: Strongly Agree 1; Agree 2; Uncertain 3; Disagree 4; and Strongly Disagree 5. For the purpose of scoring, Strongly Agree and Agree were grouped as Agree, and designated as 'Effective' and recorded with value-label '1'. Strongly Disagree, Disagree and Uncertain were grouped as Disagree, and designated as 'Ineffective' and recorded with value-label '2'.

For each item on the Likert-type scale, the mean ($\bar{x}$) and standard deviation (sd) were computed using the Statistical Product for Service Solutions (SPSS). Each item was compared with others on the scale, noting the most effective and least effective ones. Using the Excel Programme, the computed means were plotted graphically and discussed as shown in Figure 6, for example. The means of the items were also ranked from the two ends of the scale towards the middle to simplify the procedure and increase the likelihood that each variable (item) will be properly ranked as recommended by Gronlund, (1971). To continue the analyses further, the ranked means were plotted graphically so that visual interpretation could be perceived. In

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Figure 7, for example, it can be seen between 1 and 2 on the y axis that the means of the 34 items on human resources are properly ranked so that one can perceive how effective or ineffective the item may be. The grand means ($\bar{x}$) of human ($\bar{x}_h$), financial ($\bar{x}_f$) and material ($\bar{x}_m$) resource items on the Likert-type scales were also calculated (Appendix D).

The effective items were classified as those with mean values between 1 and less than 1.49, while the ineffective variables were classified as those with mean values between 1.5 and 2. In a rank order of effectiveness, the highly effective items were those with mean values closer to 1 while the least effective items were those with mean values closer to 2, respectively for human, financial and material resources. The rest of the research objectives and research questions were inferred from the items on the Likert-type scales for human, financial and material resources. The chi-square test of goodness of fit was used to test for significance between the responses at an alpha level of 0.5.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This Chapter is concerned with the reporting, analysis and discussion of the findings. The chapter is divided into two main sections: background information; and findings and discussion of objectives and research questions.

Background information of headteachers

There were 40 headteachers involved in this study. Their average age was 46 years. The oldest was 58 years and the youngest was 24 years, there were 37 males and the rest (3) were females. In terms of the circuits, 6 respondents each came from Banda, Badu and Wenchi East; 5 each came from Wenchi West and Asuogya; 4 each came from Seikwa and Nsawkaw East; 3 from Nchiraa and 1 from Nsawkaw West. The headteachers also belonged to different managing authorities which included Local Authority, District Assembly, Presbyterian, Methodist, Islamic, Roman Catholic and Seventh Day Adventist Mission as well as privately managed authorities. The academic qualification of the headteachers showed that 38 or 95% of them were certificated teachers. Their ranks showed that 11 or 27.5% of them were Senior Superintendents. Table 1 provides the distribution of ranks of respondent headteachers in details.

Table 1: Distribution of ranks of respondent headteachers

Rank	Frequency	Percent (%)
Assistant Director	5	12.5
Principal Superintendent	8	20.0
Senior Superintendent	11	27.5
Superintendent	8	12.5
Assistant Superintendent	5	20.0
Below Assistant Superintendent	3	7.5
Total	40	100.0

Source: Field data, 2001.

With regard to teaching experience, 40% of the headteachers indicated they had above twenty years of their teaching experience. Table 2 provides the distribution of headteachers' teaching experiences.

Table 2: Distribution of respondent headteachers' teaching experiences

Teaching experiences in years	Frequency	Percent (%)
Above 20	16	40.0
16-20	3	7.5
11-15	15	37.5
6-10	3	7.5
1-5	3	7.5
Total	40	100.0

Source: Field data, 2001.

The distribution of the respondents' general headship experience is provided in Table 3.

Table 3: Distribution of respondents' headship experience

Headship experience in years	Frequency	Percent (%)
21-25	3	7.5
16-20	3	7.5
11-15	12	30.0
6-10	12	30.0
1-5	10	25.0
Total	40	100.0

Source: Field data, 2001.

The headteachers also indicated their headship experience in their present schools. Sixteen (16) or 40.0% of them were within the 1-5 years experience range. This is shown in Table 4.

Table 4: Headship experience in present school

Headship experience in years	Frequency	Percent (%)
16-20	1	2.5
11-15	8	20.0
6-10	15	37.5
1-5	16	40.0
Total	40	100.0

Source: Field data, 2001.

The headteachers stated the forms of training programmes they had participated in since the implementation of NERP and FCUBE as shown in Table 5.

Table 5: Types of training sessions attended by headteachers

Training sessions	Frequency
Workshops	26
Refresher Courses	17
Seminars	9
Others	5

Source: Field data, 2001.

From Table 5, the 'others' stated were in the form of FCUBE training, staff development and appraisal training (GES, 2000; GES, 2003). In relation to the status of the headteachers, 95.0% of them were professionals (certificated teachers). Thirty-three or 82.5% of them had Headteachers' Handbooks. Also, 87.5% of the headteachers had deputy headteachers in the schools. With regard to the distribution of teachers in the schools, 50% of the schools had between 1-6 teachers, as presented in Table 6.

Table 6: Distribution of teachers in the schools

Number of teachers	Number of schools	Percent (%)
25-30	1	2.5
19-24	0	0
13-18	3	7.5
7-12	16	40.0
1-6	20	50.0
Total	40	100.0

Source: Field data, 2001.

With regard to pupil enrolment, 60% of the schools of the respondents had

between 100-199 pupils (Table 7).

Table 7: Number of pupils in the schools

Pupil enrolment (Number of pupils)	Frequency (Number of schools)	Percent (%)
400- 499	1	2.5
300-399	2	5.0
200-299	4	10.0
100-199	24	60.0
0-99	9	22.5
Total	40	100.0

Source: Field data, 2001.

Background information of GES officers

Eleven officers answered this questionnaire. They were made up of CS, DTT members and ADs. In all, 24 close and open-ended questions were used. In terms of gender, 9 or 81.8% were males while 2 or 18.2% were females. The age of the youngest respondent was 48 years while the age of the oldest of them was 58 years. In relation to the academic qualification of the respondents, 3 or 27.2% of them were Bachelor of Education (B.Ed) holders, while 2 or 18.2% each were Diploma holders and Post Middle School Teachers' Certificate holders and 1 or 9.1% was a City and Guilds Certificate holder. On professional qualifications, 7 or 63.6% of the officers were certificated teachers, 2 or 18.2% were B.Ed graduates and only one officer (9.1%) was a Diploma holder.

In terms of respondents' ranks, 9 or 81.8% of them indicated they were ADs. There was one PS and one SS as well. The respondents were all professionals (certificated teachers) with varying teaching experiences between 23 and 33 years. The headship experiences stated by the officers ranged between one (1) and 30 years. While the mean headship experience for the group was 10.09 years, the mode was 7 years with a frequency of 2. Their office holding experience indicated one officer had 21 years of office holding experience while the most recently posted officer had less than a year of experience. The mean office holding experience for the group was 4.45 years. The number of training sessions the officers had attended since the introduction of NERP and the FCUBE is shown in Table 8.

Table 8: Training sessions attended by officers

Number of training session	Frequency	Percent (%)
10	1	9.1
8	1	9.1
7	1	9.1
6	3	27.2
4	2	18.2
3	2	18.2
0	1	9.1
Total	11	100.0

Source: Field data, 2001.

Findings and discussion of objectives and research questions

The purpose of this research was to examine the extent to which headteachers' training programmes in basic school resources management had made them (headteachers) effective and efficient. The findings and discussion of the objectives and research questions are done under five subheadings.

Headteacher-personnel interaction and behaviour

The first objective was to assess how headteachers interacted with teachers and pupils after the training programmes. The research question to support this was: To what extent has headteachers' training programmes influenced human resources management in the schools? A Likert-type scale of 34 items is used to measure the respondents' views on the contents of the training programmes vis-à-vis what they did after the training sessions.

The main findings were that the interpersonal relationship between the headteacher and the other human resources like teachers and pupils in the schools had improved after the training programmes. The headteachers operated a democratic participatory model of management by involving the deputy heads, teachers, pupils and non-teaching staff as well as the key community stakeholders in their administration and leadership. In fact, 27 out of the 34 items on the Likert-type scale scored mean values below 1.5. This means that the degree of effectiveness of the headteachers in relation to human resources management was 79.4%. Table 9 presents the statements and responses, means and the standard deviations of the scores.

Table 9: Managing human resources

Statement	Effective	Ineffective	Mean	Standard Deviation
1. The contents of the training programmes have helped in managing the human resources of the school.	38	2	1.05	0.22
2. The headteacher involves the teaching staff in decision-making.	40		1	0
3. The deputy head is always well-informed about school issues.	34	6	1.15	0.36
4. The headteacher involves the pupils in decision-making when necessary.	35	5	1.13	0.33
5. When decisions are made about the school that needs the consent of the non-teaching staff, the headteacher involves them.	17	23	1.57	0.50
6. The headteacher ensures that regular and effective staff meetings are held.	40		1	0
7. Teachers' and pupils' performance and welfare issues are discussed at staff meetings.	40		1	0
8. The staff set target and suggest probable solutions to school problems at staff meetings.	37	3	1.08	0.27

(Table 9 cont'd...)

Table 9: Managing human resources (continued)

Statement	Effective	Ineffective	Mean	Standard Deviation
9. The headteacher ensures that PTA/SMC executives hold regular and fruitful meetings in the school.	38	2	1.05	0.22
10. At PTA/SMC executive meetings, community support for the school and ways of motivating every one to put in their best are discussed.	38	2	1.05	0.22
11. The PTA holds general meetings at least 3 times a year (once a term).	32	8	1.2	0.42
12. PTA general meetings are poorly attended because of the time at which they are held.	23	17	1.43	0.50
13. PTA general meetings are poorly attended because there is no transparency and accountability in the financial transactions of the Association.	26	14	1.95	0.22
14. This school does not have senior pupils on duty.	2	38	1.95	0.22
15. This school has two (2) teachers on duty in a week.	11	29	1.73	0.45

(Table 9 cont'd...)

Table 9: Managing human resources (continued)

Statement	Effective	Ineffective	Mean	Standard Deviation
16. The headteacher delegates duties to teachers, non-teaching staff and pupils and ensure that they are carried out on time.	40		1	0
17. There is cooperation and cordiality among the teaching staff in this school.	38	2	1.05	0.22
18. There is no communication gap between the teachers and school management.	19	21	1.53	0.51
19. There is a committee in charge of pupils' discipline in this school.	25	15	1.38	0.49
20. The headteacher ensures that the school compound is kept clean and healthy.	40		1	0
21. The headteacher reprimands and sanctions teachers and pupils as appropriate.	40		1	0
22. The headteacher ensures regular attendance and punctuality of the staff to school.	40		1	0

Table 9: Managing human resources (continued)

Statement	Effective	Ineffective	Mean	Standard Deviation
23. The teachers help ensure regular attendance and punctuality of pupils to school.	40		1	0
24. Absenteeism and lateness, on some days, still occur in this school.	35	5	1.13	0.33
25. The attendance register, staff time book and movement book are vital school records kept to check punctuality and regularity.	40		1	0
26. The headteacher has no influence on the teaching style of teachers.	12	28	1.7	0.46
27. The timetable ensures both curricular and co-curricular activities to be effectively integrated.	35	5	1.13	0.33
28. Assessment plans, report cards and cumulative records help enhance the work of teachers in assessing pupils.	38	2	1.05	0.22
29. Through the circuit supervisor, headteachers send termly and yearly reports to the district education office.	21	19	1.48	0.51

(Table 9 cont'd...)

Table 9: Managing human resources (continued)

Statement	Effective	Ineffective	Mean	Standard Deviation
30. Teachers do not submit to heads their lesson notes for discussion in time except on demand.	29	11	1.85	0.36
31. The performance of the pupils in (B.E.C.E, C.R.T, etc) in this school is of concern to the headteacher.	37	3	1.08	0.27
32. For new and beginning teachers, heads try to organise school-based in-service (training/workshop/courses) for them, and in attendance are the old and experienced teachers.	36	4	1.1	0.30
33. The training sessions are to gradually improve pupils' performance in (cognitive, psychomotor and manipulative) skills.	38	2	1.05	0.22
34. But for the headteacher's expectation discipline is low in this school.	10	30	1.75	0.42

Source: Field data, 2001.

Mean scores $\bar{x}$ = 1.00-1.49: Effective; $\bar{x}$ = 1.50-2.00: Ineffective

Number of items 34; grand mean ($\bar{\bar{x}}_h$) = 1.22 (* See Appendix D).

It is important to note from Table 9 that twenty-seven (27) items have mean scores between 1.00 − 1.49 while seven (7) items have mean scores between 1.50 − 2.00. From Table 9, the means of the various items were extracted and plotted graphically. The result is shown in Figure 6.
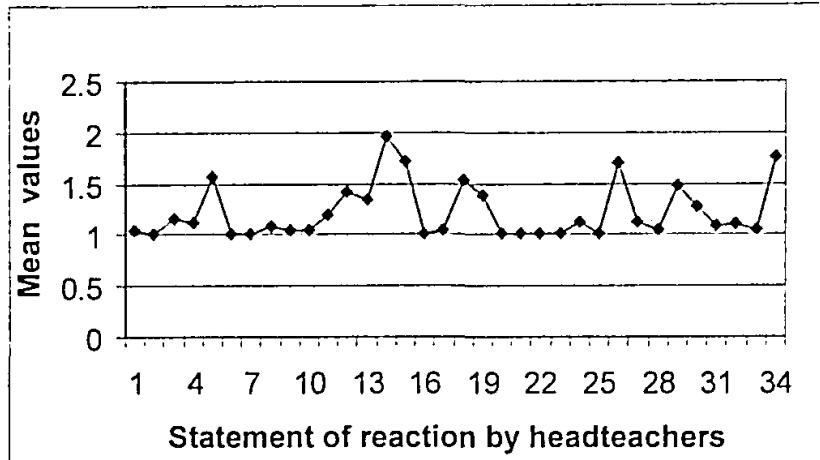
Figure 6: Human resources item effectiveness

Source: Field data, 2001.

Number effective = 27; Number ineffective = 7

Number of items = 34; grand mean ($\bar{\bar{x}}_h$) = 1.22 (* See Appendix D).

Nine items of the questionnaire have a mean value of 1 as can be seen from the graph, Figure 6. This implies that all the respondents agreed that the training programmes had made an impact on human resources management in terms of headteacher involvement of the teaching staff in decision-making; ensuring that regular and effective staff meetings were held; discussions at staff meetings of teachers' and pupils' performance and welfare issues; delegation duties to teachers, non-teaching staff and pupils and ensuring that they were carried out on time; ensuring that the school compound is kept clean

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and healthy; reprimanding and sanctioning teachers and pupils as appropriate; ensuring regular attendance and punctuality of the staff to school; teachers ensuring regular attendance and punctuality of pupils to school; and, attendance register, staff time and movement books perceived as vital school records kept to check punctuality and regularity. A mean of 1 and a standard deviation of 0 imply that all the nine (9) variables have identical scores (Freeman, Pisani, & Purves, 1978). This is supported by Tamakloe, Amedahe and Atta, (2005) who assert that when a distribution has identical scores, the standard deviation is zero (0). In fact, the training programme explicitly stated:

> Effective tactical decisions must involve teaching
>
> staff, non-teaching staff and pupils/students as may be
>
> applicable...Decisions that are made without consulting
>
> or discussing with teachers and other relevant personnel
>
> in the school are never effective decisions. A school
>
> that is effective has a head who adopts the team approach
>
> in critical decision making (GES, 1999: 13).

For Bell and Rhodes (1996), each member of staff has a body of professional knowledge and expertise that can be used to support the work of colleagues. This reaffirms the team approach echoed by the training programmes in basic school resources management and the findings of Mortimore et al (1988) that in effective schools, headteachers were involved in curriculum discussions and influenced the content of guidelines drawn up in the school, taking total control.

From Table 9, six (6) items have the same mean of 1.05 and standard

deviation of 0.22. This also means that the responses (items) have identical scores. If the content of the training programmes in managing the human resources of the school has mean value of 1.05 and standard deviation of 0.22 and the five (5) items have the same mean value of 1.05 and a standard deviation of 0.22 respectively, then the implication is that, the headteachers do just what is expected of them after the training programmes. Compared with the grand mean of 1.22 and the mean value of 1.05 for the six (6) items suggests that the items are highly effective. This confirms Anthony & Young (1999) stance that the concepts "efficiency" and "effectiveness" are almost always used in relative terms rather than in absolute sense. It is, therefore, in the right direction to compare the status of each item relative to others.

Also on target setting and pupils' performance in BECE, the $\bar{x}$ value of 1.08 and sd value of 0.27 did not vary significantly to imply differences in the results of the nine items above. The two (2) items can therefore be considered to be highly effective. But compared with the nine (9) items in the above paragraph (with $\bar{x}$ value of 1 and sd value of 0), the degree of effectiveness of the later is lower than the former. In the words of Pring (1996: 15), "...the performance of pupils as measured by standards, goes up or down".

Again in Table 9, the item that dealt with heads trying to organise school-based in-service (Item 19.32) follow with a mean of 1.10 and a standard deviation of 0.30. This value is not also significantly different from those above and hence the variable is considered to be highly effective. The respondents' awareness of effective school-focused in-service training/workshop/courses which makes substantial demands on teachers is confirmed by Donoughue (1981), in that new skills are needed to solve the

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problems relating to who the headteacher is, how he relates to his colleagues, identify why the activity is being undertaken, to plan what is to be done, and to organise when it is to take place (Donoughue, 1981: 19).

The subsequent responses were ranked from the two ends of the scale towards the middle as this simplifies the procedure and increased the likelihood that each variable will be properly ranked as suggested by Hopkins and Antes (1990: 113) as shown in Figure 7.
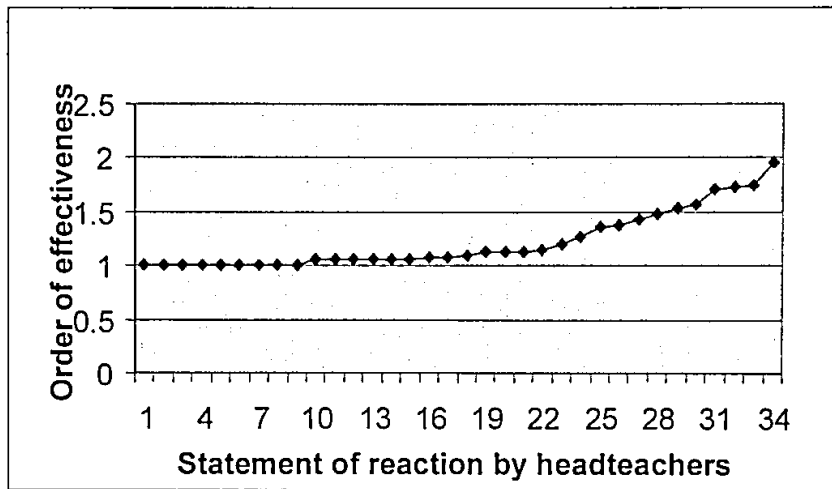
Figure 7: Human resources item effectiveness - Rank order

Source: Field data. 2001.

Mean scores ($\bar{x}$) =1.00-1.49: Number effective = 27;

=1.5-2.00: Number ineffective = 7

Number of items = 34; grand mean ($\bar{\bar{x}}_h$) = 1.22 (* See Appendix D).

From Figure 7, the highly effective items are those closer to 1 while the least effective items are those closer to 2. The highly effective variables (items) are those with mean values between 1 and less than the grand mean value of 1.22. The effective variables are those with mean values between the

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grand mean value of 1.22 and the upper limit mean value of 1.49 for effectiveness; and lastly, the ineffective variable with mean values between 1.5 and 2. However, seven (7) items in Figure 7 have means greater than 1.5. This group of items is considered to be the least effective of the 34 items on the Likert-type scale.

It can be observed from Table 9 that headteachers did not send termly and yearly reports to the District Education Office. Though, the raw counts suggest that 52.5% of the respondents agreed to the item while 47.5% of them disagreed, the chi-square test of goodness of fit was used to test for significant difference between the responses. The calculated chi-square (0.1) is found to be less than the tabulated chi-square (3.841). At a degree of freedom of 1 and an alpha level of 0.05, the chi-square test of goodness of fit suggests that there is no significant difference between those who agreed and those who disagreed. Morris (1970) and Okunrotifa (1982) suggest the considerations of the minority view when the observed frequencies do not differ significantly from the expected frequency. For this reason, it can be concluded that, the headteachers did not send termly and yearly reports to the DEO in the study area.

On the issue of communication gap between the teachers and school management (Item 19.18), the calculated chi-square value of (0.1) for the item is found to be less than the tabulated value of (3.841). At a degree of freedom of 1 and an alpha level of 0.05, the chi-square test of goodness of fit suggests that there is no significant difference between those who agreed and those who disagreed. As suggested by Morris (1970) and Okunrotifa (1982), the consideration of the minority view when the observed frequencies do not

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differ significantly from the expected frequency imply that there is a communication gap between the teachers and school management. In the words of Bell and Rhodes, (1996): "Decisions can only be made, plans can be implemented, activities coordinated and controlled, tasks delegated, staff motivated and developed, through an effective system of communication..." (Bell & Rhodes, 1996: 19).

Similar to the above, the issue of headteachers involving the non-teaching staff in decisions about the school that needed their consent suggests that 42.5% of the respondents agreed to the item while 57.5% of them disagreed. The chi-square test of goodness of fit was used to test for significance between the responses. The calculated chi-square (0.9) is found to be less than the tabulated chi-square (3.841). At a degree freedom of 1 and an alpha level of 0.05, the chi-square test of goodness of fit suggests that there is no significant difference between those who agreed and those who disagreed. The training programmes specifically stated that decisions that are made without consulting or discussing with teachers and other relevant personnel in the school are never effective decisions (GES, 1999: 13). In this direction, it becomes expedient for the non-teaching staff to be involved whenever decisions are to be made about them.

Again, 30% of the respondents agreed to the statement that the headteacher has no influence on the teaching style of teachers while 70% disagreed. The calculated chi-square of (6.4) is found to be more than the tabulated chi-square (3.841). At a degree of freedom of 1 and an alpha level of 0.05, the chi-square test of goodness of fit suggests that there is significant difference between those who agreed and those who disagreed. The majority

view that the headteacher has influence on the teaching style of the teachers is therefore considered.

Similarly, 27.5% of the respondents agreed to the item that the schools did not have two teachers on duty in a week, while 72.5% disagreed. The calculated chi-square of (4.9) is found to be more than the tabulated chi-square (3.841). At a degree of freedom of 1 and an alpha level of 0.05, the chi-square test of goodness of fit suggests that there is a significant difference between those who agreed and those who disagreed. The majority view that the schools did not have two teachers on duty in a week should therefore be considered. The essence of having two teachers on duty is to step-up monitoring and supervision, and to allow the teachers some form of flexibility in managing both curricular and co-curricular activities in the school.

On discipline, the raw scores indicate that 25% of the respondents agreed to the item while 75% disagreed. The calculated chi-square of (10) is found to be more than the tabulated chi-square (3.841). At a degree of freedom of 1 and an alpha level of 0.05, the chi-square test of goodness of fit suggests that there is significant difference between those who agreed and those who disagreed. This implies that discipline in the schools has improved. However, strict adherence to consistency on the part of headteachers and staff would greatly improve discipline in our schools (Madsen & Madsen, 1983).

With regard to vetting of lesson notes, the raw scores indicate that 72.5% of the respondents agreed to the item while 27.5% disagreed. The calculated chi-square of (8.1) is found to be more than the tabulated chi-square (3.841). At degree of freedom (df) of 1 and an alpha level of 0.05, the chi-square test of goodness of fit suggests that there is significant difference

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between those who agreed and those who disagreed. The majority view that teachers do not submit their lesson notes on time except on demand should therefore be accepted. Under Instructional Supervision, the content of the training programme states that the head of school or college should vet lesson notes for quality and relatedness to the syllabus, and should also ensure that the notes are not copies of someone else's notes (GES, 1999: 16). It is, therefore, in the right direction towards effectiveness and efficiency for headteachers to call for the lesson notes of teachers, vet them, become abreast with what they teach pupils and above all monitor and supervise curriculum activities within stipulated times.

The item on seniors on duty indicates that 5% of the respondents agreed to the item while 95% disagreed. The majority view that the schools have seniors on duty in a week reaffirms the "team approach" echoed by the training programmes. Also on PTA general meetings, the raw scores indicated that 65% of the respondents agreed to the item while 35% disagreed. The calculated chi-square of (32.4) is found to be more than the tabulated chi-squared (3.841). At a degree of freedom of 1 and an alpha level of 0.05, the chi-square test of goodness of fit suggests that there is significant difference between those who agreed and those who disagreed. The majority view is therefore accepted. Heads of basic schools should make use of the Ghana Education Service SMC/PTA Handbook (2001a) if they are to effectively attract parents and stakeholders to attend school gathering.

To wrap-up on the extent to which headteachers' training programmes influenced human resources management in the schools, 27 out of 34 items on the Likert-type scale representing 79.4% effectiveness value (between 1-1.49)

proves that the headteachers were effective in relation to personnel management (Figure 7). The training programmes categorically discussed the performance of pupils/students with teachers, parents/guardians as appropriate:

> The head of school or college must periodically discuss
>
> pupils/students performance with the relevant
>
> teachers, help them to diagnose areas of weaknesses
>
> in pupils/students' learning and also help them to
>
> plan remedial teaching and learning strategies. The head
>
> must also periodically invite parents of pupils/students
>
> who are not doing well in school for discussion on
>
> measures the parents could take to help the pupils/students
>
> perform better in school (GES, 1999: 17).

This confirms Burdin's (1989: 164) assertion that "...Teachers make a difference...fellow students also make a difference". The all-inclusiveness and interdependence of personnel interaction in the schools also suggests a democratic participatory management model likened to what is designed for this research work.

Financial resources mobilisation and utilisation

The second objective was aimed at assessing the extent to which the the training programmes had influenced financial resources management in basic schools. A Likert-type scale of 20 items was used to gauge the respondents' views on the training programmes. Table 10 shows the details.

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Table 10: Managing financial resources

Statement	Effective	Ineffective	Mean	Standard Deviation
1. The contents of the training programmes have helped headteachers in managing the financial resources of their schools.	33	7	1.2	0.41
2. This school obtains permission from the District Director of Education before unauthorised fees can be levied.	35	5	1.15	0.36
3. The main source of revenue for the school is the contribution parents make towards development project for the school.	17	23	1.6	0.50
4. The headteachers' grant (District Assembly Common Fund) is woefully inadequate to serve the financial needs of the school.	35	5	1.15	0.36
5. The headteacher keeps proper records of all monies received and payment made.	37	3	1.1	0.30
6. The headteacher issues receipts for all monies received and promptly enter them in the cashbook of the school.	37	3	1.1	0.30
7. As soon as heads collect monies, they pay to the appropriate quarters and obtain receipts for all payments.	35	5	1.15	0.36

(Table 10 cont'd...)

Table 10: Managing financial resources (continued)

Statement	Effective	Ineffective	Mean	Standard Deviation
8. Certificates of honour are prepared when receipts are not available.	32	8	1.23	0.42
9. The head uses tact in all financial dealings.	24	16	1.4	0.50
10. Headteachers use force in all financial dealings otherwise the children will not pay the monies.	17	23	1.57	0.50
11. The headteachers' allowance is woefully inadequate and not commensurate to the efforts put in by head to manage school resources.	35	5	1.15	0.36
12. Headteachers sometimes give out school monies as soft loans to the staff when teachers are in need.	18	22	1.58	0.50
13. The needs of the school are so many, such that headteachers find it difficult to make a priority list due to limited funds.	18	22	1.58	0.50
14. Headteachers ensure that school funds are spent on school needs only.	37	3	1.10	0.30

Table 10: Managing financial resources (continued)

Statement	Effective	Ineffective	Mean	Standard Deviation
15. The Cash Analysis Book provides the up-to-date records of all those who have paid monies to the school.	27	13	1.35	0.48
16. The headteacher files all receipts that deal with school funds.	37	3	1.10	0.30
17. The headteacher can present to you an up-to-date financial records of the school.	35	5	1.15	0.36
18. In this school there are two (2) signatories to the school accounts	26	14	1.33	0.47
19. Because of the principle of accountability and transparency, this school has been able to manage its financial resources effectively.	37	3	1.10	0.30
20. Heads need follow-up courses on financial management in order to improve their skills in handling school monies.	32	8	1.23	0.42

Source: Field data, 2001

Mean scores $\bar{x}$ =1.00-1.49: Effective; $\bar{x}$ = 1.50-2.00: Ineffective

Number of items 20; grand mean ($\bar{\bar{x}}_t$) = 1.25 (* See Appendix D).

From Table 10, five (5) items of the questionnaire have a mean value of 1.1 and a standard deviation value of 0.3. This implies that all the respondents agreed that the training programmes made an impact in the financial resources management in terms of keeping proper records of all monies received and payments made; issuing receipts for all monies received and promptly entering them in the cashbook of the school; ensuring that school funds are spent on school needs only; filing all receipts that deal with school funds; and lastly, confirming that because of the principle of accountability and transparency, they have been able to manage financial resources effectively.

Also from Table 10, another five items (Items 20.2, 20. 4, 20.7, 20.11 and 20.17) follow with a mean value of 1.15 and a standard deviation value of 0.36. If the content of the training programme in managing the financial resources of the schools in the study area has a mean value of 1.2 and a standard deviation value of 0.41 and the five items have mean values of 1.15 and standard deviation value of 0.36 respectively, the implication is that, the headteachers did just that which was expected of them following the training programmes in basic school financial resources management. The fact is that, these five items have a mean value of 1.15 which is less than the grand mean 1.25 (See Appendix D for $\bar{\bar{x}}_f$ calculation).

In order to appreciate the relative position of each item, the means of the various items in Table 10 were extracted and plotted graphically. The result is shown in Figure 8.

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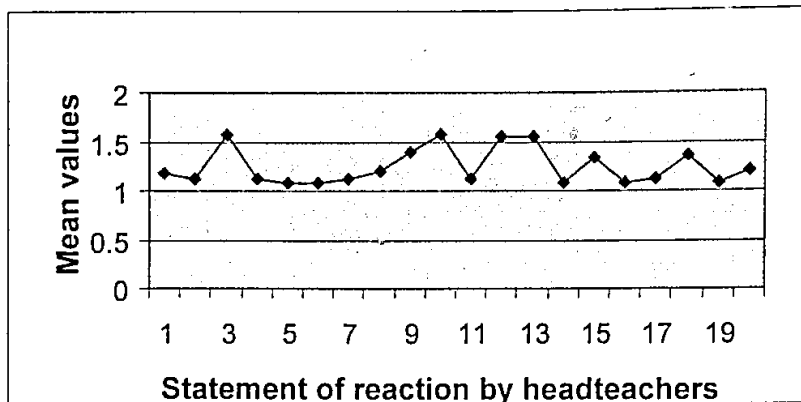
Figure 8: Financial resource item effectiveness

Source: Field data, 2001

Mean scores ($\bar{x}$) =1.00-1.49: Number effective = 16;

=1.5-2.00: Number ineffective= 4

Number of items = 20; grand mean ($\bar{\bar{x}}_f$) = 1.25 (* See Appendix D).

From Figure 8, and in Table 10, the content of the training programmes regarding management of the financial resources of the schools in the study area has a mean value of 1.2 and standard deviation value of 0.41 (Item 20.1). Also, Items 20.8 and 20.20 have mean value of 1.23 and standard deviation value of 0.42. If the 3 items (20.1, 20.8 and 20.20) have mean values smaller than the grand mean of 1.25 for financial resources management, then the items can be considered to be highly effective.

Again from Table 10, Items 20.9, 20.15 and 20.18 have respective mean values of 1.40, 1.35 and 1.33 and standard deviation values of 0.50, 0.48, and 0.47. These values are higher than the mean of the group (observed grand mean value of 1.25 for financial resource) but lower than the minimum mean value of 1.5 that makes them ineffective. Hence, they are considered effective. The last group of items from Figure 8 and Table 10 (Item 20.12, 20.10 20.13 and 20.3) have mean values greater than 1.49 and are therefore

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considered to be the least effective of the 20 items because they fall within the ineffective region.

The subsequent responses were ranked from the two ends of the scale towards the middle as this simplifies the procedure and increased the likelihood that each variable (item) will be properly ranked as recommended by Gronlund (1971). The highly effective items are those with mean values between 1 and less than the observed grand mean value of 1.25. The effective variables are those with mean values between the observed grand mean value of 1.25 and the maximum expected mean value of effectiveness value of 1.49, and lastly, the ineffective variable with mean values between 1.5 and 2. In a rank order of effectiveness, the highly effective items are those closer to 1 while the least effective items are those closer to 2 (Figure 9).
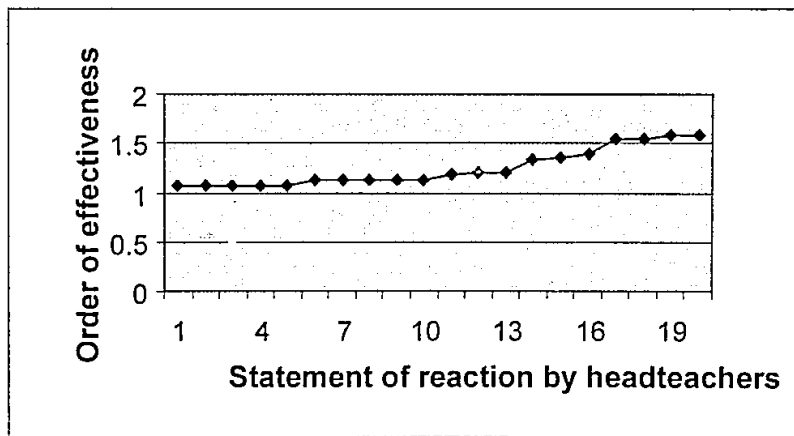
Figure 9: Financial resource item effectiveness- Rank order

Source: Field data, 2001

Mean scores ($\bar{x}$) =1.00-1.49: Number effective = 16;

=1.5-2.00: Number ineffective = 4

Number of items 20; grand mean ($\bar{\bar{x}}_f$) = 1.25 (* See Appendix D).

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From the graph, the item which states that headteachers sometimes give out school monies as soft loans to the staff when teachers are in need recorded a mean value of 1.55 and standard deviation value of 0.50. Though the raw counts suggest that 45% of the respondents agreed to the item while 55% of them disagreed, the chi-square test of goodness of fit was used to test for significance between the responses. The calculated chi-square (0.40) is found to be less than the tabulated value of 3.841. At a degree of freedom of 1 and an alpha level of 0.05, the chi-square test of goodness of fit suggests that there is no significant difference between those who agreed and those who disagreed. Most educationists, including Morris (1970) and Minium (1978), suggest a consideration of the minority view when the observed frequencies do not differ significantly from the expected frequency. For this reason, it can be concluded that, headteachers some times give out school monies as soft loans to the staff when teachers are in need.

The fact is that teachers are not motivated enough. Some heads possess inadequate financial skills, yet out of sympathy, misapply school funds in the interest of humanity. It is probably in this direction that Knight (1985: 11) has this to say: "Skills in managing finance are essential for any headteacher. Every headteacher needs to be financially aware and competent- whether to offset inflation, resist cuts, support priorities or exploit new opportunities.

Similarly, 45% of the respondents agreed while 55% of them disagreed to the issue that headteachers found it difficult to make a priority list due to limited funds. The calculated chi-square (0.40) is found to be less than the tabulated value of 3.841 on the issue. At a degree of freedom of 1 and an

alpha level of 0.05, the chi-square test of goodness of fit suggests that there is no significant difference between those who agreed and those who disagreed. For this reason, it can be concluded that the needs of the school are so many that headteachers find it difficult to make a priority list due to limited funds. Headteachers need to set their priorities right and focus on the most pressing needs of the school in the face of limited funds. The skill of doing so does not need the acquisition of specialised accountancy technique; commonsense bookkeeping and straightforward arithmetic will suffice (Knight, 1985).

Again, 42.5% of the respondents agreed while 57.5% of them disagreed to the statement that headteachers use force in all financial dealings. The calculated chi-square (0.90) for the item is found to be less than the tabulated value of 3.841. At a degree of freedom of 1 and an alpha level of 0.05, the chi-square test of goodness of fit suggests that there is no significant difference between those who agreed and those who disagreed. Morris (1970) and Okunrotifa (1982) suggest a consideration of the minority view when the observed frequencies do not differ significantly from the expected frequency. For this reason, it can be concluded that the headteachers used force in all financial dealings. Similarly, 42.5% of the respondents agreed while 57.5% of them disagreed to the statement that the main source of revenue for the school is the contribution parents make towards development projects in the school. The chi-square test of goodness of fit suggests that there is no significant difference between those who agreed and those who disagreed. For this reason, it can be concluded that the main source of revenue for the school is the contribution parents make towards development projects for the school.

To conclude on financial resources, headteachers obtain permission

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from the District Director before the collection of any monies apart from authorised fees. Such monies are the contributions parents pay for development projects. Keeping proper records of all monies received and all payments has strengthened the management capabilities of the heads in the study area. The headteachers claim they issue receipts for all monies received, promptly enter them in the cashbooks of the school, and make payments to the appropriate quarters and ensure that receipts for all payments are obtained. When receipts are not available the headteachers prepare "certificates of honour" to cover the payments made. The GES (1994: 125) suggests the adoption of its "Ten rules of financial management" by heads of basic schools. Headteachers should capitalise on the use of their Handbook to improve themselves. The 80% effectiveness value in this write-up on financial resources suggests that there is more room for improvement.

Material resources mobilisation and utilisation

The third objective was aimed at describing how material resources were obtained and utilised after the training programmes. The research question to support this was: To what extent has headteachers' training programmes influenced the management of teaching and learning materials (TLMs) in the schools? Eleven items on a Likert-type scale were used to gauge the respondents' views on the contents of the training programmes vis-à-vis what they did concerning teaching and learning materials after the training sessions. Table 11 shows the details.

Table 11: Managing material resources

Statement	Effective	Ineffective	Mean	Standard Deviation
1. The contents of the training programmes have helped headteachers in managing the material resources of their schools.	33	7	1.2	0.41
2. The school environment is a source of material resource that promotes teaching and learning.	32	8	1.2	0.41
3. The Inventory Book is the most important book containing all the material resources of the school.	37	3	1.08	0.27
4. The District Office of Education is the main contributor to the material resource needs (textbooks, stationery, furniture etc) of this school.	28	12	1.33	0.47
5. Income can be generated from the school environment without destroying it.	20	20	1.5	0.51
6. The PTA/SMC have helped in maintaining some of the facilities in this school.	24	16	1.42	0.5

Table 11: Managing material resources (continued)

Statement	Effective	Ineffective	Mean	Standard Deviation
7. Heads ensure adequate storage and effective use of school textbooks, syllabuses, equipment and other supplies.	35	5	1.08	0.27
8. Headteachers monitor the use of textbooks, teachers' handbooks, library facilities and stationery for effective teaching and learning.	37	3	1.08	0.27
9. The headteachers can use NGOs, religious and other benevolent groups to improve school material resources.	30	10	1.25	0.45
10. The school Log Book is the only material resource in which important issues concerning human, financial and material resources are entered.	7	33	1.72	0.45
11. The school Log Book is inspected and signed by only officers of the GES when they visit the school.	34	6	1.15	0.36

Source: Field data, 2001

Mean scores $\bar{x}$ =1.00-1.49: Effective; $\bar{x}$ = 1.50-2.00: Ineffective

Number of items 11; grand mean ($\bar{\bar{x}}_t$) = 1.27 (* See Appendix D).

From Table 11, four (4) items can be said to be highly effective since they have means lower than that of Item 21.1 with mean value of 1.2 and standard deviation value of 0.41. Two items are said to be effective because they have mean values less than 1.5, while Item 21.10 is said to be ineffective because its mean value is 1.72 (Refer to Table 11). The mean scores were extracted and plotted graphically as shown in Figure 10.
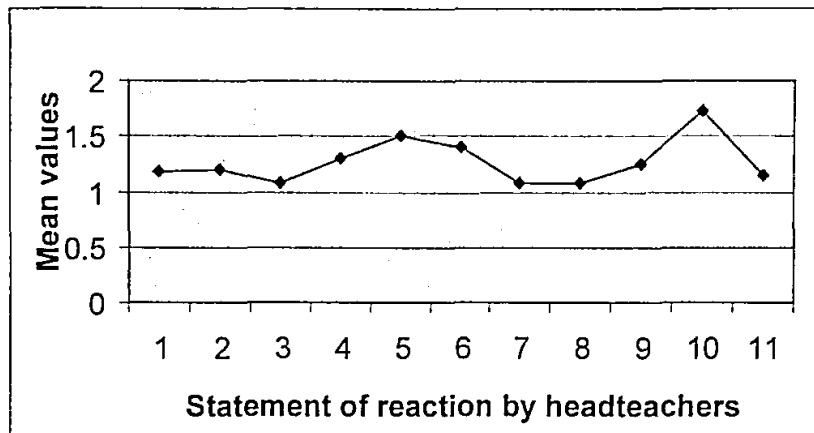
Figure 10: Material resource item effectiveness

Source: Field data, 2001

Mean scores ($\bar{x}$) =1.00-1.49: Number effective = 9;

$$=1.5-2.00: \text{Number ineffective} = 2$$

Number of items = 11; grand mean ($\bar{\bar{x}}_m$) = 1.27 (* See Appendix D).

From Figure 10, it can be observed that nine (9) items lie within 1.00-1.49 mean values while the remaining two (2) items lie within the 1.5-2.00 range of mean values. The highly effective items are those with mean values between 1 and less than the observed grand mean value of 1.27. The effective items are those with mean values between the observed grand mean value of 1.27 and the upper limit mean value of effectiveness ($\bar{x}$ value of 1.49), and

lastly, the ineffective variable with mean values between 1.5 and 2.0. In a rank order of effectiveness, the highly effective items are those closer to 1 while the least effective items are those variables closer to 2, as in Figure 11.
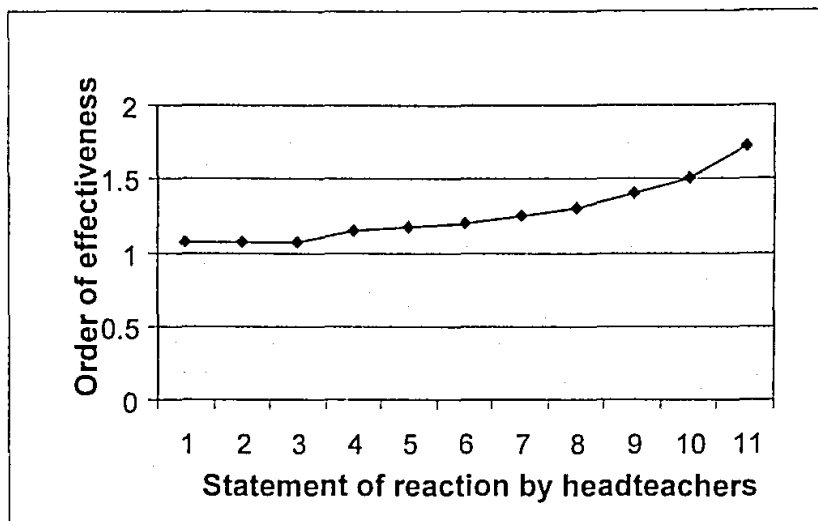
Figure 11: Material resource item effectiveness- Rank order

Source: Field data, 2001

Mean scores ($\bar{x}$) =1.00-1.49: Number effective = 9;

=1.5-2.00: Number ineffective= 2

Number of items 11; grand mean ($\bar{\bar{x}}_m$) = 1.27 (* See Appendix D).

With regard to the statement that income can be generated from the school environment without destroying it, 6 or 15% and 14 or 35% strongly agreed and agreed respectively. While 10 or 25% disagreed, the remaining 10 or 25% of the respondents were uncertain. Allowing the results to stand as they are, the chi-square test of goodness of fit was used to test for significance between the responses. The calculated chi-square value of (14) is found to be more than the tabulated chi-square (9.488) at a degree of freedom of 4 and an alpha level of 0.05. The chi-square test of goodness of fit suggests that there

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is a significant difference between the responses. There is the need, therefore, to consider the acceptance of the majority view that income can be generated from the school environment without destroying it.

When the respondents were asked to react to the statement that the school log book is the only material resource in which important issues concerning human, financial and material resources are entered, 27.5% of the respondents agreed, 72.5% of them disagreed. The chi-square test of goodness of fit was used to test for significance between the responses. The calculated chi-square value of (26.75) is found to be more than the tabulated chi-squared (9.488) at a degree of freedom of 4 and an alpha level of 0.05. The chi-square test of goodness of fit suggests that there is a significant difference between those who agreed and those who disagreed. There is the need, therefore, to consider the majority view that the school log book is not the only material resource in which important issues concerning human, financial and material resources are entered.

If one looks at the objective of assessing how material resources are obtained and utilised (managed) vis-a-vis what the training programmes prescribed, it can be concluded that the school environment serves as an important source for basic school resource materials. The headteachers are also aware of the fact that NGOs and religious bodies as well as benevolent groups can be used to obtain material resources and also help maintain faulty school materials. The contribution of PTAs and SMCs in obtaining material resources, its utilisation and above all, in the maintenance of some of the physical structures has also proved to be vital (MOE, 2000).

With regard to record keeping on material resources, the respondents

disagreed to the fact that the school log book is the only material resource in which important issues concerning human financial and material resources are documented. This is so because the log book rather serves as a summary of all activities and events that occur in the school. There are others where the minute details are kept. These include the time book for the working staff, disciplinary and punishment books, school registers, cumulative records and the like (GES, 1994). Also on monitoring of material resources, the mean value of 1.08 is an indication of the role heads played in the supervision and use of textbooks, teachers' handbooks, library facilities and stationery material for effective and efficient teaching and learning.

In terms of effectiveness, however, the responses on the training programmes occupy a 5th position out of the 11 items that were used. It is interesting to note that only two items fell above the 1.49 mean-value and could therefore be considered ineffective. One can say that the training programmes have achieved much success. Alternatively, the training programme in material resources was 81.8% successful.

How the content of the training programme benefited pupils

The fourth objective was to examine the extent to which headteachers have been able to manage basic school resources at their disposal to benefit their pupils. Items concerning the pupils in the schools, extracted from the Likert-type scale on human resources management / development, were collated and observed (See Table 12).

Table 12: Managing pupils

Statement	Effective	Ineffective	Mean	Standard Deviation
1. The contents of the training programmes have helped in managing the human resources of the school.	38	2	1.05	0.22
2. The headteacher involves the pupils in decision-making when necessary.	35	5	1.12	0.33
3. Teachers' and pupils' performance and welfare issues are discussed at staff meetings.	40		1	0
4. This school does not have seniors on duty.	32	8	1.95	0.22
5. The headteacher delegates duties to teachers, non- teaching staff and pupils and ensures that they are carried out on time.	40		1	0
6. There is a committee in charge of pupils' discipline in this school.	25	15	1.38	0.49
7. The headteacher reprimands and sanctions teachers and pupils as appropriate.	40		1	0
8. The teachers help ensure regular attendance and punctuality of pupils as appropriate.	40		1	0

(Table 12 cont'd...)

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Table 12: Managing pupils (continued)

Statement	Effective	Ineffective	Mean	Standard Deviation
9. Absenteeism and lateness, on some days, still occur in this school.	35	5	1.12	0.33
10. Assessment plans, report cards and cumulative records help enhance the work of teachers in assessing pupils.	38	2	1.05	0.22
11. The performance of the pupils in (B.E.C.E., C.R.T, etc) in this school is of concern to the headteacher.	37	3	1.08	0.27
12. The training sessions are to gradually improve pupils' performance in (cognitive, psychomotor and manipulative) skills.	38	2	1.05	0.22
13. But for the headteacher's expectation discipline is low in this school.	10	30	1.75	0.42

Source: Field data, 2001.

Mean scores $\bar{x}$ =1.00-1.49: Effective; $\bar{x}$ = 1.50-2.00: Ineffective

Number of items 13; grand mean ($\bar{\bar{x}}_p$) = 1.20 (* See Appendix D).

From Table 12, the extracted means of the various responses of the respondents were ranked and plotted as shown in Figure 12.
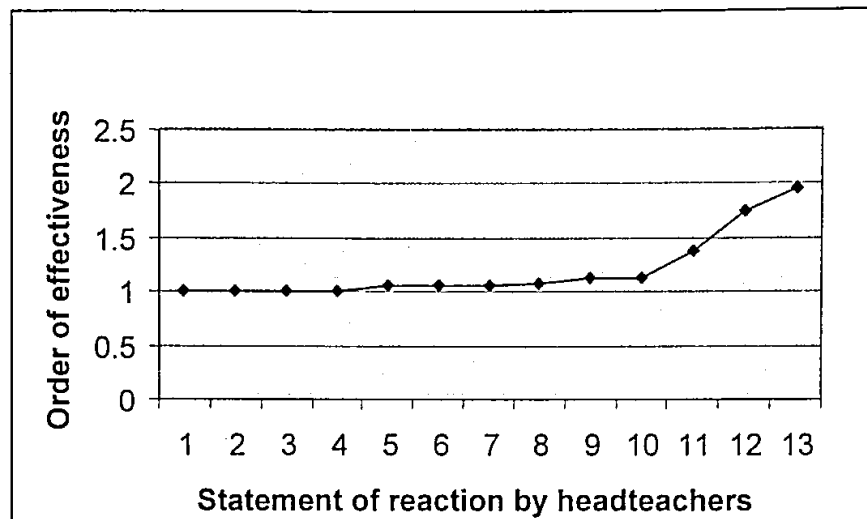
Figure 12: Managing pupils-Rank order of items

Source: Field data, 2001

Mean scores ($\bar{x}$) =1.00-1.49: Number effective = 11;

$$=1.5-2.00: \text{Number ineffective} = 2$$

Number of items = 13; grand mean ($\bar{\bar{x}}_p$) = 1.20 (* See Appendix D).

From Figure 12, it is clear that 11 out of 13 (84.6%) of the items concerning pupils scored mean values less than 1.5. The implication is that the respondents confirmed that the training programmes were effective and therefore had helped them in managing the pupils in their schools. The fact that 2 out of 13 (15.4%) scored mean values over 1.5 mean that headteachers in the study area have a firm control of pupils in their schools and are highly concerned with what is happening to the pupils in the schools. This confirms the assertion of Dean (1990) that effectiveness in education must be measured in terms of what happens to the children in a school. It is time headteachers

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perceived the function of their schools as primarily to provide a service and the immediate consumers of this service are the pupils in the school (Hughes, 1988; Sutton, 1985; Williams, 1985). It is, therefore necessary for headteachers to consider the use of both formal and informal ways of evaluating pupils' performance as suggested in the Headteachers' Handbook (GES, 1994: 155) and other training materials.

The role of the District Training Team

The fifth objective was to examine the role of the District Training Team in organising training programmes for headteachers. The DTT members and GES officers were asked to indicate the number of training sessions they attended or have helped organise since the introduction of the NERP and the FCUBE. The findings suggest that between 1987 and 1996, the respondents had the opportunity of attending 14 training programmes. However, the figure rose to 28 between 1997 and 2001. The types of training programmes the respondents mentioned included workshops, seminars and refresher courses. Materials they received to help them organise and to participate effectively included handouts, policy documents on FCUBE, financial accounting instruction and accounting regulations; handouts on supervision and type of visits, trainer-of-trainers workshop handout for Whole School Development Process, inspection format and circuit supervisors' reports, as well as syllabuses and a host of others (Appendix C, Item 14).

The DTT members stated specifically that they organised the training programmes to, among others:

1.   equip headteachers with the requisite knowledge of the FCUBE,

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introduce them to their offices as managers and administrators for effective and efficient management of schools;

2.   upgrade teachers' knowledge through improved teaching methods in order to improve performance in their schools;

3.   improve quality teaching and learning through community participation as a whole and to strengthen PTAs and SMCs in their supervisory roles;

4.   help increase enrolment in line with the FCUBE programme through stakeholder meetings, community durbars, open days and so on;

5.   up-grade and up-date skills and knowledge of GES officers and teachers, improve discipline and set performance targets; and

6.   find out through follow-up visits, the problems headteachers face and suggest the appropriate action needed to resolve the problems (Appendix C, Item 15).

The findings suggest that the training programmes achieved their purposes as 91.1% of the subjects responded in the affirmative. When the GES officers were asked to state the achievements thereof, they claimed it had given the participants insights to the FCUBE programme, to work more effectively and efficiently (Appendix C, Item 16). The conclusion that can be drawn is that, the DTT members did their best under the prevailing circumstances to ensure the success of the training programmes though one of the major setbacks in their roles has been the fact that the staff performance and appraisal manual, a very critical material resource for the training programmes, was in short supply. This is evidenced by 54.5% of them responding in the negative.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In the previous chapter, the data collected for this study was reported, analysed and discussed. In this last Chapter, a summary is made, conclusions are drawn and recommendations offered.

Summary

The study examined the effectiveness of headteachers' training programmes in basic school resources management. It covered 40 headteachers and 11 GES officers in the Wenchi District of the Brong Ahafo Region of Ghana. Two sets of questionnaires were used to elicit information from respondents. Category A respondents were headteachers while Category B respondents were GES officers comprising 4 District Training Team members, 5 Circuit Supervisors and 2 frontline Assistant Directors.

The respondents' background, the schools they taught or/and managed, their gender, academic qualification, professional status and teaching experience among others, were looked at. Nonetheless, the objectives of this study centred on 5 subheadings. These included: headteacher-personnel interaction and behaviour, financial resources mobilisation and utilisation, material resources mobilisation and utilisation, how the content of the training programmes benefited pupils and lastly, the role of the District Training Team.

After tallying, frequency distribution tables were generated to show the spread of the scores. Both close and open-ended items were analysed using the SPSS and Excel Programme. The chi-square test of goodness-of-fit was used to test for significance in the analysis of the findings. It was realised that, to a large extent, the headteachers' training programmes in basic schools resources management made them (headteachers) effective even in the light of existing problems.

Conclusions

The following conclusions were drawn from the findings of the study. With regard to the background of the respondents, the subjects were made up of both sexes, but the majority (90%), were males. The average age of the respondents was 45 years. Most of them (97.5%) were professional teachers, majority of them being Cert. A. (Post Middle) holders. The respondents were of varied ranks in the GES; while majority of the GES officers were Assistant Directors most of the headteachers were Senior Superintendents. There were, of course, wide differences in the years of teaching, years of headship and years of office experience of the respondents. The headteachers were from 9 circuits in the study area.

The crux of this study sought to examine the extent to which headteachers' training programmes in basic school resources management had made them (headteachers) effective and efficient. The Grand mean value of 1.23 of all the 65 items on the Likert-type scales for human, financial and material resources suggested that the degree of effectiveness of the training programmes were found to be 80% (Appendix D).

To a large extent, the interpersonal relationship (headteacher-personnel interaction) in the schools had improved after the training programmes. In terms of effectiveness, 27 out of the 34 items on the Likert-type scale for human resources fell below the 1.5 mean value. This means that the degree of effectiveness of the headteachers was 79.4%. The headteachers can be said to have operated with a democratic participatory model of management because they involved the deputy heads, teachers, pupils and non-teaching staff as well as the community in their administration and leadership. The grand mean of 1.22 for the 34 items on the Likert-type scale on human resources confirms that the headteachers abided by the dictates of the training programmes in human resources management.

In respect of financial resource mobilisation and utilisation, 16 out of the 20 items on the Likert-type scale for financial resources were below the 1.5 mean value of effectiveness. This means that the degree of effectiveness was 80%, an indication that what the training programmes prescribed to the subjects were complied with. The PTA and SMC involvement in educating parents on the need to pay fees on time, and in mobilising funds for the schools had helped to improve the effectiveness and efficacy of heads of basic schools in obtaining school funds as well as in their utilisation. The findings suggest that proper records of monies received and payments made strengthened the financial management capabilities of the heads in the study area. Incomes and expenses were promptly entered in the cashbooks of the schools. When receipts were not available the headteachers prepared "certificates of honour" to cover the payments made, and used tact in all financial dealings.

With regard to how material resources were obtained and utilised, 9 out of the 11 items on the Likert-type scale for material resources were below the 1.5 mean value of effectiveness. This means that the degree of effectiveness was 81.8%, an indication that what the training programmes prescribed to the subjects were complied with. In terms of effectiveness, the role of the District Office of Education was paramount. The school environment serves as an important source of basic school material resources. The respondents were also aware of the fact that NGOs and religious bodies as well as benevolent groups could be used to obtain material resources. The contribution of PTAs and SMCs in obtaining material resources, its utilisation and above all, in the maintenance of some of the facilities, the findings suggest, was effective.

However, the headteachers' disagreement with the fact that the school log book was the only material resource where important issues concerning human, financial and material resources are documented is an indication of their awareness that the log book rather serves as a summary of all activities and events that occur in their schools. The findings also suggest that there was effective monitoring of the material resources in the schools. The 1.08 mean value recorded by this research in relation to the use of textbooks, teachers' hand books, library facilities and stationery is an indication of the strict supervisory role heads had for effective and efficient teaching and learning.

With regard to examining headteachers' ability to manage basic school resources at their disposal to benefit their pupils, items concerning pupils on human resource management were extracted, ranked and plotted. It was observed that all items concerning pupils scored mean values less than 1.49

and the grand mean value was 1.20. This implies that the training programmes were effective and for that matter, had helped headteachers in managing pupils in their schools. This confirms the assertion of Dean, (1990) that effectiveness in education must be measured in terms of what happens of the children in a school and those ideas of Burdin (1989) that fellow students also make a difference.

On the issue of the role played by the District Training Team in organising training programmes for headteachers, the findings suggest that the training officers were prepared with the requisite knowledge and skills, and resource materials for training as indicated by the number of training sessions they had attended. The results suggest that the training officers attended training sessions in order to retrain not only headteachers, but also classroom teachers.

The DTT and CS held discussions with community leaders and stakeholders to improve access and participation in education in the communities. The trainers were also responsible for the introduction of new policies in education – equip participants and teachers with fresh knowledge and to help in the implementation of FCUBE programmes through effective and efficient management. They were responsible for follow-up visits to the schools to find out whether or not there had been some success in the managerial capabilities of the headteachers and the failures thereof. Among others, the training officers also help headteachers in identifying their problems and in suggesting possible solutions for the running of their schools.

This research also unfolds the problems that headteachers face in managing their schools. Four categories of answers were gathered from their

responses. Material resources (25 or 41.67%) were the most mentioned, followed by human resources (22 or 36.67%), then financial resources (8 or 13.33%) and lastly, external problems (5 or 8.33%). The DTT members and CS also reiterated that inadequate material resources (41.67%) were the most crucial. It is, however, important to note that the external problems stated by the headteachers include natural hazards, improper monitoring or insufficient material resource allocation for specific assignments.

With regard to solving the problems that heads face in managing their schools, the PTAs and SMCs were the bodies the headteachers thought could help resolve their problems. This could be done through effective discussions and regular meetings and in the involvement of all those who matter in the education of the pupils. Government's intervention through the Ghana Education Service was next. The reduction of headteachers' workload, as well as support from NGOs could also help alleviate some of their problems.

The GES officers stated effective and efficient planning of basic school resources; the use of external support; regular consultations and discussions with DTT members and CS as ways headteachers could employ to address their problems. In short, a blend of the suggestions given by the respondents could be a very clever way to resolving the problems of basic schools resources management.

Recommendations

From the above conclusions, the following recommendations are drawn:

1. To a large extent headteachers' training programme in basic school

resources management has been effective. This is evidenced from the store of knowledge and skills possessed by members of the District Training Team. However, if the training programme is to record 100% effectiveness then it behoves on the government through the GES to constantly appraise the performance of both the trainees and the trainers. The 80% degree of effectiveness recorded in this research work was a pointer to the fact that, there was more room for improvement. Effectiveness is a critical factor to an organisation's approximation to achieving its goals (Hughes, 1988: 378). The 13 items of the questionnaire (13/65 or 20%), which scored means equal or above 1.5 however, was a pointer to the assertion that remedial measures may be employed in order to approach full effectiveness and efficiency.

2. Regular and frequent meetings of basic school heads and community stakeholders will make headteachers more effective. The SMC/governing body for instance, "...guides the work of the headteacher about school policy and the direction of the school" (GES, 2001: 13). The regular and frequent meetings will provide an avenue for headteachers to sit up and document regularly all the human, financial and material resource needs of their school as evidenced in the Headteachers' Handbook, 1994 (GES, 1994) and SMC/PTA Handbook 2001(GES, 2001a). It is, therefore, recommended that headteachers should endeavour to invite stakeholders to discuss school progress regularly.

3. In terms of pupils' performance, there is the need for frequent

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supervision of what teachers teach and the inspection of pupils' work to derive first-hand information on their progress and for the headteacher to keep in constant touch with parent and wards of pupils. Performance Monitoring Test (PMT) results, Basic Education Certificate Examination (BECE) results and classroom exercises should be discussed with teachers and parents alike at School Performance Appraisal Meetings (SPAM). The setting of performance targets should be done termly and be appraised at the end of each term. This can help improve efficiency and effectiveness.

4. To a large extent, the schools should be made to operate a democratic participatory model in which all the interest groups such as the District Director of Education or their representatives, PTA, SMC, the headteacher, teachers, as well as pupils are represented. This council should take policy decisions with the headteacher in the role of chairperson or coordinator. The headteacher should be at the helm of affairs in the day-to-day administration of the school. The involvement of the deputy head, teachers, pupils and non-teaching staff as well as community members in the administration and leadership of the school will greatly improve efficiency and effectiveness in an era of the campaign for community ownership of basic schools.

5. In relation to financial resource mobilisation and utilisation, the District Director, GES or the managing authority should remain the final authorising body to approve levies acceptable by parents and stakeholders. Permission from the District Director should be obtained before the collection of any monies apart from the authorised fees.

The PTA and SMC executives should be involved in educating parents on the need to pay fees on time as this will help to improve the effectiveness of heads of basic schools in obtaining school funds as well as in their utilisation.

6. The high percentage of material resources problem justifies the need for the GES to provide the necessary materials for teaching and learning. The provision of material resource needs of both District Training Team and the schools if discussed with all stake holders can provide a clever way of resolving the material needs challenge. The contribution of PTA and SMC in obtaining material resources, its utilisation and above all, in the maintenance of some of the physical structures, can help ameliorate the inadequate supplies of material resources.

7. The training programmes should be made to continue. The situation where programmes start and are discontinued after a while, because of their impracticability due to lack of funding and absence of expertise knowledge, should be minimised. Such training will equip heads with the requisite knowledge base to confidently and professionally deal with the various unfolding events associated with educational change and school-based management. The training of heads alone cannot resolve the problems of basic schools. The findings suggest that 48.3% of the classroom teachers in the study area were trained while 51.7% were untrained. If school performance is to impiove for effectiveness, and the human resources efficient in the schools, then it behoves on the government and all stakeholders to rise up to the

challenges of our schools where the lives of our future human resources study.

8. In recent years the teaching profession in Ghana does not attract the very successful persons by school performance and leadership ability as compared to law, medicine, administration and politics (Akumbuno, 1998). The problem is that there has been low investment in the teacher, a situation which does not attract more marketable candidates for recruitment. It is regrettable to state that the current duty allowance for headteachers is GH ¢1.25 per month which matures quarterly (GES, 2001). This awful and defenceless situation of the headteacher and the teaching profession has to improve in order to attract good leadership in our schools.

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APPENDIX A

QUESTIONNAIRE FOR HEADTEACHERS
BASIC SCHOOL RESOURCES MANAGEMENT

You will be contributing effectively to the success of this study if you answer these questions as objectively as you can. Your information will be treated as confidential.

Thank you

Background Information

1. School...

2. Managing Authority...............................

3. Circuit ....

   Please tick the appropriate box [] in what follows

4. Sex: Male[] Female[]
5. Age:..

6. Academic Qualification

   M.S.LC []
   Cert.A Post Middle [].
   Cert A Post Secondary []
   Cert A Post Middle & O Level []
   City &Guilds   []
   Diploma []
   B.Ed []
   B.Ed &Diploma []
   PGDE []
   PGCE []
   2nd.Degree []
   Other, please specify.................................

7. Indicate your Rank in G E S

   Below Asst. Supt.   []
   Asst. Supt.   []
   Supt.   []
   Snr. Supt   []
   Principal Supt   []
   Asst. Director   []

8. Teaching Experience

Below1yr [ ]   11-15yrs [ ]
   1-5 yrs[ ]   16-20yrs [ ]
   6-10 yrs[ ]   Above20yrs [ ]

9   Headship Experience in years...

10   Headship Experience in years in present school.........................

11   Indicate you status: Professional [ ]   Non-Professional [ ]

12   Do you have a Headteachers Handbook in the school? Yes [ ]   No [ ]

13   Do you have a Deputy Head   Yes [] No []

14   Numerical Strength : Teaching staff ..... Non teaching staff ......

Total pupil enrolment.......

15   Have you had any form of training on basic school resources
     management following the implementation of NERP and FCUBE?
     Yes [ ]   No [ ] (See * below)

     If yes tick the appropriate box(es)

     Seminars, [ ] Workshops, [ ] Refresher courses [ ] Other Pls.
     specify ....

16   Which body or bodies organize(s) the training (Insert., Seminars,
     Workshops, etc.) programme for you ?.......................................

17. What are the general problems facing your school?
     ....
     ....

18. Suggest ways of resolving the problems mentioned in item 17 above?
     ....
     ....
     ....

     * NERP: New Educational Reform Programme

     *FCUBE: Free and Compulsory Universal Basic Education

Item 19: Human resources management

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
1. The contents of the training programmes have helped in managing the human resources of the school.					
2. The headteacher involves the teaching staff in decision-making.					
3. The deputy head is always well-informed about school issues.					
4. The headteacher involves the pupils in decision-making when necessary.					
5. When decisions arc made about the school that needs the consent of the non-teaching staff, the headteacher involves them.					
6. The headteacher ensures that regular and effective staff meetings are held.					
7. Teachers' and pupils' performance and welfare issues are discussed at staff meetings.					
8. The staff set target and suggest probable solutions to school problems at staff meetings.					

Item 19: Human resources management (continued)

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
9. The headteacher ensures that PTA/SMC executives hold regular and fruitful meetings in the school.					
10. At PTA/SMC executive meetings, community support for the school and ways of motivating every one to put in their best are discussed.					
11. The PTA holds general meetings at least 3 times a year (once a term).					
12. PTA general meetings are poorly attended because of the time at which they are held.					
13. PTA general meetings are poorly attended because there is no transparency and accountability in the financial transactions of the Association.					
14. This school does not have senior pupils on duty.					
15. This school has two (2) teachers on duty in a week.					

(Item 19 cont'd...)

Item 19: Human resources management (continued)

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
16. The headteacher delegates duties to teachers, non-teaching staff and pupils and ensure that they are carried out on time.					
17. There is cooperation and cordiality among the teaching staff in this school.					
18. There is no communication gap between the teachers and school management.					
19. There is a committee in charge of pupils' discipline in this school.					
20. The headteacher ensures that the school compound is kept clean and healthy.					
21. The headteacher reprimands and sanctions teachers and pupils as appropriate.					
22. The headteacher ensures regular attendance and punctuality of the staff to school.					

Item 19: Human resources management (continued)

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
23. The teachers help ensure regular attendance and punctuality of pupils to school.					
24. Absenteeism and lateness, on some days, still occur in this school.					
25. The attendance register, staff time book and movement book are vital school records kept to check punctuality and regularity.					
26. The headteacher has no influence on the teaching style of teachers.					
27. The timetable ensures both curricular and co-curricular activities to be effectively integrated.					
28. Assessment plans, report cards and cumulative records help enhance the work of teachers in assessing pupils.					
29. Through the circuit supervisor, headteachers send termly and yearly reports to the district education office.					

Item 19: Human resources management (continued)

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
30. Teachers do not submit to heads their lesson notes for discussion in time except on demand.					
31. The performance of the pupils in (B.E.C.E, C.R.T, etc) in this school is of concern to the headteacher.					
32. For new and beginning teachers, heads try to organise school-based in-service (training/workshop/courses) for them, and in attendance are the old and experienced teachers.					
33. The training sessions are to gradually improve pupils' performance in (cognitive, psychomotor and manipulative) skills.					
34. But for the headteacher's expectation discipline is low in this school.					

Item 20: Financial resources management

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
1. The contents of the training programmes have helped headteachers in managing the financial resources of their schools.					
2. This school obtains permission from the District Director of Education before unauthorised fees can be levied.					
3. The main source of revenue for the school is the contribution parents make towards development project for the school.					
4. The headteachers' grant (District Assembly Common Fund) is woefully inadequate to serve the financial needs of the school.					
5. The headteacher keeps proper records of all monies received and payment made.					
6. The headteacher issues receipts for all monies received and promptly enter them in the cashbook of the school.					
7. As soon as heads collect monies, they pay to the appropriate quarters and obtain receipts for all payments.					

Item 20: Financial resources management (continued)

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
8. Certificates of honour are prepared when receipts are not available.					
9. The head uses tact in all financial dealings.					
10. Headteachers use force in all financial dealings otherwise the children will not pay the monies.					
11. The headteachers' allowance is woefully inadequate and not commensurate to the efforts put in by head to manage school resources.					
12. Headteachers sometimes give out school monies as soft loans to the staff when teachers are in need.					
13. The needs of the school are so many, such that headteachers find it difficult to make a priority list due to limited funds.					
14. Headteachers ensure that school funds are spent on school needs only.					

(Item 20 cont'd...)

Item 20: Financial resources management (continued)

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
15. The Cash Analysis Book provides the up-to-date records of all those who have paid monies to the school.					
16. The headteacher files all receipts that deal with school funds.					
17. The headteacher can present to you an up-to-date financial records of the school.					
18. In this school there are two (2) signatories to the school accounts					
19. Because of the principle of accountability and transparency, this school has been able to manage its financial resources effectively.					
20. Heads need follow-up courses on financial management in order to improve their skills in handling school monies.					

Item 21: Material resources management

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
1. The contents of the training programmes have helped headteachers in managing the material resources of their schools.					
2. The school environment is a source of material resource that promotes teaching and learning.					
3. The Inventory Book is the most important book containing all the material resources of the school.					
4. The District Office of Education is the main contributor to the material resource needs (textbooks, stationery, furniture etc) of this school.					
5. Income can be generated from the school environment without destroying it.					
6. The PTA/SMC have helped in maintaining some of the facilities in this school.					

Item 21: Material resources management (continued)

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
7. Heads ensure adequate storage and effective use of school textbooks, syllabuses, equipment and othe supplies.					
8. Headteachers monitor the use of textbooks, teachers' handbooks, library facilities and stationery for effective teaching and learning.					
9. The headteachers can use NGOs, religious and other benevolent groups to improve school material resources.					
10. The school Log Book is the only material resource in which important issues concerning human, financial and material resources are entered.					
11. The school Log Book is inspected and signed by only officers of the GES when they visit the school.					

APPENDIX B

QUESTIONAIRE FOR GES OFFICERS
BASIC SCHOOL RESOURCES MANAGEMENT

You will be contributing effectively to the success of this study if you answer these questions as objectively as you can. Your information would be treated as confidential.

Thank you.

Background Information (PART A)

1. Sex: Male [ ] Female [ ]
2. Age...
3. Academic Qualification...
4. Professional Qualification...
5. Indicate your Rank in GES..
6. Status: Professional [ ]   Non Professional [ ]
7. Teaching Experience (in years)....................................
8. Experience of Headship (in years)................................
9. Office experience (in years)......................................

PART B

Research Items on Training Programmes

NOTE: Training Programmes include (workshop, seminars, refresher courses, follow-up courses, Inset. etc)

10. Since the introduction of the New Educational Reform Programme (NERP), and the *FCUBE how many training sessions have you attended or helped organized? Answer:.............................

They are identified below with dates.

Name of Programme	Date organized/attended.
....	....
....	....
....	....

11. Does the District Coordinating Council (DCC) support educational programme in the Wenchi District?   Yes[ ]   No [ ]

*FCUBE : Free Compulsory Universal Basic Education

12. Do you have a Headteachers Handbook? Yes[   ]   No [   ]

13. Do you have a staff Development and Performance Appraisal Manual?
    Yes [   ]   No [   ]

14. What other material(s) do you have to help you play a supervisory role?
    List them...
    ....

15. Why are the training sessions organized?
    ....
    ....

16. Have the training programmes been able to achieve their purposes?
    Yes [   ]   No [   ]

17. If yes to item 16, what are the achievements?...
    ....
    ....

18. If No to item 16 what are the failures/challenges?....................................
    ....
    ....

19. From your follow-up visits to schools, has there been some success in the
    managerial capabilities of the heads.   Yes [   ]   No [   ]

20. What has been the attitude of the participants (headteachers) towards the
    training programmes?..
    ....

20.   Have they (Heads of Schools) been able to combine the human, financial
      and material resources effectively to improve the performance of pupils?
      Yes [   ]   No [   ]

22. What problems do they (Heads of Schools) complain to you about?
    ....
    ....

23. In which ways have you used the training sessions to resolve their
    problems in order to make them effective and efficient?
    ....
    ....

24. As an officer do you think the training sessions should be continued?
                Yes [   ]   No [   ]

25. As an officer what has been your expectation about the training
    programmes in basic school resources management?
    ....
    ....

SOME RESPONSES TO OPEN-ENDED ITEMS

This Appendix is in two parts. Part (A) is headteachers' responses to open-ended items while Part (B) is officers, CS and DDT members' responses to open-ended items.

Part A: Headteachers' responses to open-ended items

Item 16. Which body or bodies organize(s) the training (Insert, Seminars, Workshops, etc.) programmes for you?.......................

	Serial Number of Questionnaire	Headteachers' response
1.	2, 5 - 9, 11, 17, 21-29 33, 35, 36, 38,	GES "
2.	10, 16, 31	World Bank, EU, USAID
3.	14, 15, 40	Teacher Education Support from Britain

Item17. What are the general problems facing your school?...........

	Serial Number of Questionnaire	Headteachers' Response
1.	1, 31	Lack of trained teachers; accommodation for Kindergarten (classrooms); and inadequate supply of textbooks for all subjects.
2.	7, 38	Untrained teachers, teaching materials, no classrooms for "B Stream"
3.	2, 11	Lack of trained teachers, furniture and potable water.

4.	13, 32	Encroachment, invasion of livestock, erosion and rainstorm.
5.	10, 16	Parents remove their children from school without informing the head. Parents send children to farm on school days.
6.	3, 4, 30	Inadequate supply of textbooks, Parents failure to buy exercise books for their wards.
7.	18, 37	Truancy and lateness on the part of pupils, inadequate classrooms, lack of logistics and stationery.
8.	12, 34	Lack of suitable accommodation for staff, parents' lukewarm attitude towards the education of their children.
9.	9, 22, 33	No allowance for headteachers; no motivation for teachers; headteacher is over burdened because of handling a class and managing the school.
10.	5, 28, 21	Accommodation for teachers; inadequate classrooms and furniture for pupils; lack of textbooks and exercise books; and low interest in education by parents. Parents refuse to attend PTA and SMC meetings.
11.	8, 35	The need for vocational and technical skills facilities e.g.workshop and textbooks; security problems due to the absence of a watchman in the school; no staff accommodation, and frequent dropout of pupils.
12.	14, 15, 40	The need for classroom accommodation because the JSS and primary school classrooms were ripped off two years

ago. Some classes are held under mango trees.

13.	17, 36, 26	Enrolment is low; payment of fees and responses to PTA meetings are negative.
14.	27	Building needs plastering and floor needs to be concreted; iron bars are needed to support the roof, and staff furniture is inadequate.
15.	24	In this community, farm affairs is placed first and the education of their children is secondary. Lack of nursery building; teachers' interest to stay in the village is low.

Item 18. Suggest ways of resolving the problems mentioned in item 17 above?

	Serial Number of Questionnaire	Headteachers' Response
1.	1, 31	Constant meeting with PTA/SMC can help resolve some of the problems. Provision of additional classrooms. More trained teachers should be posted to the school to improve the quality of teaching and learning.
2.	7, 38	The District Assembly/GES should help the community to provide accommodation (classrooms) and other materials for the school.
3.	2, 11	The Regional Manager should post trained teachers to the schools, and the District Assembly should provide

furniture and potable water.

4.   13, 32   District Assembly should help the community to put up accommodation for teachers and classrooms for the school. They should also provide furniture for pupils. GES should supply textbooks and exercise books for pupils. Parents should also be educated to attend PTA and SMC meetings regularly to think about the progress and welfare of the pupils. Parents can also temporary pay the allowances of the security person to avoid intrusion into school affairs.

5.   10, 16   PTA and SMC executives should be informed to advice parents to desist from removing their wards without informing the heads; parents should desist from sending children to farm on school days.

6.   3, 4, 30   Adequate textbooks should be supplied by the Government; parent should be counselled by the PTA to buy adequate exercise books for their wards.

7.   9, 22, 33   The GES should pay allowances of headteachers and motivate them. During training sessions, training allowances should be paid to participants. Heads of basic schools should be detached in order to ensure effective supervision.

8.   5, 28, 21   The headmaster should be given the type of accommodation befitting his status to command respect in the community.

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9.   8, 35   The PTA/SMC and the District Assembly could resolve the problems of encroachment and invasion of school by livestock through the supply of materials to the schools to demarcate their boundaries; and a watchman to the school.

10.   40   Schools can appeal to NGOs, District Assembly and the Ministry of Education to assist in the resolution of school problems. The PTA is putting up building using their own resources; and making efforts to supply the school with furniture.

11.   14, 15   We need more trained teachers from the GES. We need teaching material from the government, in fact, from any source. We need six classrooms to be built by the District Assembly/community and other bodies to replace the old ones.

12.   17, 36   Enrolment drive meeting with parents to discuss ways of paying fees; the use of fees; and parents' attitudes towards meetings.

13.   24   Educate the community and the PTA to be aware of the importance of basic school education. The community and the teachers should sit down and resolve problems that scare teachers from staying at the village and also give incentives in the form of food to teachers who will stay in the village.

PART B: GES Officers' responses to open-ended items

Item10. Since the introduction of the New Educational Reform Programme (NERP), and the FCUBE how many training sessions have you attended or helped organized? Answer:..............................

Serial Number of Questionnaire	Officers' Response	Date
1. 8	Courses on guidance & counselling -	28/0/99-14/10/99
	PMT	10/98
	Base Line	10/97
	Appraisal of headteachers	11/98
	Administration	09/99
2. 3	Orientation for Senior Sec. Teachers	03/01/91
	ASTAG Workshops (Annual)	1987-2000
	Seminars on the importance of school garden/farm and teaching of Agric.	05/06-05/07/2000
3. 6	Orientation course in Auditing	12/07/97
	Use of Headteachers' impress	02/98
	3-Weeks Workshop on MTEF	13/05-06/06/98
	Seminar on Annual Financial Statement	08/99
	Keeping Inventory Books, Handouts, etc	12/99
	Monitoring of DFID Funds	29/10/2000
4. 6	New syllabuses for Basic & Sec. Cycle Schools	07-08/89
	Courses for Supervisors (CS & AD)	07-08/95
	Courses for Teaching English Language	08/97
	Baseline	08/98
	PMT	08/96
	Appraisal of Headteachers & Teachers	11/98
5. 3	Continuous Assessment Workshop for Headteachers	10/98
	Workshop for District Girl Child Offers	13-20/09/98
	Workshop for Community Sensitization on Girl Child Education	13-17/12/99
6. 7	Managing Change, People, Instructional Time, Learning Resources, Improving Relationship Between School & Community (Phase 1)	17/04/96
	Managing Co-curricular Activities, Increasing School Intake, Assessing Pupil Performance, Teacher Performance (Phase II)	29/08/96
	Staff Development and others (Phase III)	17/12/96

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7. More than 6   In-service training for Training
           College Teachers   1987
           GAST Conferences   Yearly
           West African Physics Teachers Conference   1991
           Note-Training on NERP and dates are forgotten

8.   4   Note-Training on NERP dates are forgotten
           CS Course   23/07-04/08/98

9. Many: Note-Training on NERP are forgotten
           National Forum (field experience) FCUBE
           TOT Courses on WSDP   09/2000

10. 10   Training on NERP are forgotten
           However some are: PMT 2000   08-11/03/2000
           Appraisal of Teachers   07-10/06/2000
           SPAM   01-02/2001
           Supervision   23-26/01/2001
           PMT 2000   13/10/2000
           Supervision   01/02/2001

11. 4   Training of JSS Heads   1987
           Continuous Assessment   1989
           TOT Course   1994
           TOT Courses   1995
           NERP Courses   (dates and titles are forgotten)

Item 14. What other material(s) do you have to help you play a supervisory role?

Serial Number of   Officers' Response
Questionnaire

1.   Policy on FCUBE handout distributed to schools and
              stakeholders.

2.   Agric Science syllabus

3.   Financial accounting instructions for secondary schools,
              training colleges and education units. Accounting regulations,
              procedures and guidelines for operating DFID/ESSP funds.
4.   Gender matters for Girls' Education

5 & 7   Handouts on Development and Performance Appraisal Manual

8.   Handouts supervision and type of visits

9.   Policy document on educational forum 2001Trainer of

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Trainers' Workshop Koforidua-handouts WSDP.

10.   Inspection format and circuit supervisors' reports

6 & 11.   No response to item.

Item 15 Why are the training sessions organised?

Serial Number of Questionnaire	Officers' Response
1.	To equip participants with knowledge of FCUBE.
2.	To upgrade teachers knowledge. To improve upon teaching methods. To transfer technology skills
3.	To enrich the knowledge of headteachers. To improve upon the quality of education in the community and district as a whole. For community members to participate in the education of their children.
4.	To introduce new policies in education to teachers and officers and to review old ones.
5.	To equip participants with knowledge. To help implement the FCUBE programme
6.	Improve quality teaching and learning. Discipline and setting of performance targets
7.	To improve quality of education for effective and efficient for capacity building
8	To introduce me to my new office and equip me with new ideas
9	To equip schools and districts with new policies.
10 & 11	To upgrade the skills and knowledge of teachers and officers.

If yes to Item 16, what are the achievements?

Serial Number of Questionnaire	Officers' Response
1.	It has given the teachers an understanding of the programmes and to work more effectively and efficiently.
2.	To upgrade teachers knowledge, improve upon teaching methods and transfer technological skills
3.	Reading skills have been improve, enrolment figures for girls have improved, children from poor families who were denied formal education have now been enrolled
4.	District girls' officers are working well with communities. Training of community facilitators are going on throughout the country. Headteachers know how to fill continuous assessment
5.	Creation of awareness for heads and teachers to work hard. Teachers work hard since their heads will appraise them
6.	No response
7.	Teachers are now aware of individual handicaps and can teach more competently.
8	'Am able to write reports on school visits using the new format learnt during the courses. I am able to perform my duties as a CS.
9	Teachers will be able to prepare lesson notes. Teaching and learning materials are now used in teaching.
10.	I now carry out activities to specification after the training programmes

11.   The training programmes have changed the attitude of teachers.

If No to Item 16, what are the failures/challenges?

Serial Number of Questionnaire	Officers' Response
6.	"Poor teaching and learning, poor performance of children at the basic level"

Item 20. What has been the attitude of the participants (headteachers) towards the training programmes?.......................................

Serial Number of Questionnaire	Officers' Response
1.	They were very attentive and serious with the programmes.
2.	Positive; encouraging and appreciative.
3.	It has been quite favourable.
4.	Headteachers do appreciate the effort of the organisers and try to put into practice what they have learnt.
5.	They were attentive and actively participated in all assignments during the training programmes.
6.	Active participation in learning to a large extent.
7.	Very enthusiastic but hoping for allowance that will motivate them to become more effective.
8.	Some thought it was beneficial and others thought it was waste of time.
9.	They participated well but there is the need to monitor.

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their activities for its implementation.

10.   Not applicable.

11.   Cordial.

Item 22. What problems do they (heads of schools) complain to you about?

Serial Number of Questionnaire	Officers' Response
1.	Funding, keeping of records, lesson notes preparation and transfer of teachers during the middle of the year.
2.	Woefully inadequate school grants to meet the cost of teaching materials/aids and other school needs.
3.	Accommodation for both pupils and teachers; inadequate trained teachers; and inadequate textbooks.
4.	Continuous assessment is time consuming. School needs are many.
5.	They find it difficult to combine administrative duties with classroom teaching.
6.	No response
7.	Work load too much; Kindergarten teachers claim autonomy. During WEAC Exams, teachers stay out of class for too long.
8.	Lack of textbooks and teaching materials for pupils, and no cooperation from parents; no furniture and sometimes lack of proper school structures.
9.	Many untrained teachers; frequent transfer of teachers, high cost of transport in the rural areas; and poor roads.

10.   Absenteeism of teachers and pupils; shortage of trained

teachers in some schools; and lack of writing material.

11.   Lack of textbooks and negative support from parents.

Item 23. In which ways have you used the training sessions to resolve their problems in order to make them effective and efficient?

Serial Number of Questionnaire	Officers' Response

1.   Headteachers were able to design teaching timetables and

allocated subject to teachers and managed transfers

2.   The training sessions have helped them to improvise certain

school teaching aids.

3.   Their request and needs were provided when necessary. PTA

and SMCs were met to discuss problems in schools. Some

incentives packages were given to teachers in deprived areas.

4.   Through group discussion possible solutions are suggested.

5.   Subject allocation/class allocation, lesson preparation, vetting

of lesson notes by headteachers have now increased.

7.   General discussions on problems give us solutions. Some

cases are reported to the District Director for redress. District

Chief Executive is informed of some findings in the schools.

8.   In-service for heads and PTA meetings with DDE sometimes

helps in identifying school needs and ways to resolve them.

6,10 & 11   No response

Item 24. As an officer what has been your expectation about the training programmes in basic school resources management?

Serial Number of Questionnaire	Officers' Response
1.	Teaching and learning would be improved. Relationship between teachers and officers would be strengthened.
2.	Programme should be regular. Participants should be motivated both materially and financially.
3.	Training programmes should be more frequent (once in a term). Headteachers' grant should be increased.
5.	Teaching and learning in our schools will improve. Teachers would be more regularly and pupils would attend school punctually; schools have become pupil-friendly.
7.	It is expected that headteachers would be effective in managing the schools. However, some heads are not very committed to this due to negligence and carelessness.
8.	The training programmes are good. But sometimes they are not directed towards specific needs of teachers; inadequate training materials such as the headteachers' handbook for new heads should be addressed by the DDE.
6.	It is very necessary to equip teachers with new ideas or policies
4, 10 & 11	No response

CALCULATION OF GRAND MEANS

1. Human resource items

Let the grand mean for human resources be = $(\bar{\bar{x}}_h)$

Number of items = 34

Number of respondents = 40

Value label for effective items = 1

Value label for ineffective items = 2

The sum of all effective items =1064

The sum of all ineffective items = 296

Then, grand mean $(\bar{\bar{x}}_h)$ is =

$$\frac{\text{(The sum of all effective items)x(1)+ (The sum of all ineffective items)x (2)}}{\text{(Number of respondents)x(Number of items)}}$$

$$= \frac{(1064) \times (1) +(296)\times (2)}{(40)\times(34)}$$

= 1.217647

= 1.22

grand mean $(\bar{\bar{x}}_h)$ = 1.22

2. Financial resource items

Let the grand mean for human resources be = $(\bar{\bar{x}}_f)$

Number of items = 20

Number of respondents = 40

Value label for effective items = 1

Value label for ineffective items = 2

The sum of all effective items   =604

The sum of all ineffective items= 196

Then, grand mean ($\bar{\bar{x}}_t$) is =

$$\frac{\text{(The sum of all effective items)x(1)+ (The sum of all ineffective items)x(2)}}{\text{(Number of respondents)x(Number of items)}}$$

$$= \quad \frac{(604) \text{ x (1) +(196)x (2)}}{(40)\text{x}(20)}$$

$$= \quad 1.245$$

grand mean ($\bar{\bar{x}}_t$) = 1.25

3 Material resource items

Let the grand mean for human resources be = ($\bar{\bar{x}}_m$)

Number of items = 11

Number of respondents = 40

Value label for effective items = 1

Value label for ineffective items = 2

The sum of all effective items =325

The sum of all ineffective items = 115

Then, grand mean ($\bar{\bar{x}}_m$) is =

$$\frac{\text{(The sum of all effective items)x(1)+ (The sum of all ineffective items)x (2)}}{\text{(Number of respondents)x(Number of items)}}$$

$$= \quad \frac{(325) \text{ x (1) +(115)x (2)}}{(40)\text{x}(11)}$$

$$= \quad\quad\quad 1.2659$$

$$= \quad\quad\quad \underline{1.27}$$

grand mean $(\overline{\overline{x}}_m) = \underline{1.27}$

4. Pupil resource items (Managing pupils)

Let the grand mean for pupil resources be = $(\overline{\overline{x}}_p)$

Number of items = 13

Number of respondents = 40

Value label for effective items = 1

Value label for ineffective items = 2

The sum of all effective items = 418

The sum of all ineffective items = 102

Then, grand mean $(\overline{\overline{x}}_p)$ is =

$$\frac{\text{(The sum of all effective items)x(1)+ (The sum of all ineffective items)x (2)}}{\text{(Number of respondents)x(Number of items)}}$$

$$= \quad\quad \frac{(418) \text{ x }(1) +(102)\text{x }(2)}{(40)\text{x}(13)}$$

$$= \quad\quad\quad 1.19615$$

$$= \quad\quad\quad \underline{1.20}$$

grand mean $(\overline{\overline{x}}_p) = \underline{1.20}$

5. All resource items

Let the Grand Mean (mean of means) for all resource items be = $(\overline{\overline{x}})$

Number of items = 65

Number of respondents = 40

144

Value label for effective items = 1

Value label for ineffective items = 2

The sun of all effective items =1993

The sun of all ineffective items = 607

Then, Grand Mean (mean of means) ($\bar{x}$) is =

(The sum of all effective items)x(1)+ (The sum of all ineffective items)x (2)
(Number of respondents)x(Number of items)

= $\dfrac{(1993)(1) +(607)(2)}{(40)(65)}$

=   1.23346

=   1.23

Grand Mean or mean of means ($\bar{x}$) = 1.23