

UNIVERSITY OF CAPE COAST

CHALLENGES THAT HEADMASTERS FACE IN MANAGING COMMUNITY

SENIOR HIGH SCHOOLS IN THE KETA MUNICIPALITY

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2012

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COMMUNITY SENIOR HIGH SCHOOLS IN THE KETA MUNICIPALITY

BY

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Dissertation submitted to the Institute for Educational Planning and Administration Faculty of Education, University of Cape Coast in partial fulfilment of the requirements for award of Master of Education degree in Educational Administration

AUGUST 2012

DECLARATION

Candidate's Declaration

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

Candidate's Signature:

Date:

Name: Clemence Foster Nyadudzi

Supervisor's Declaration

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

Supervisor's Signature:

Date:.....

Name: Mr. Stephen K. Atakpa

ABSTRACT

This study was designed to ascertain the challenges that the community day schools in the Keta Municipality of Ghana are faced with by their management teams. There were nine (9) SHSs in the Keta Municipality but attention was focused on only five (5) schools namely Anlo Afiadenyigba, Anlo Awomefia, Atiavi, Abor and Tsiamé. Using the Keta Municipality as a case study, all the Headmasters with their assistants, Departmental Heads and the Board Chairmen amounting to forty (40) were selected to serve as the accessible population who responded to the questionnaire administered to them.

Responses collected from the respondents in the form of data were aggregated and converted into percentages to know what obtains for the various schools used for the study. The study revealed that learning resources were not sufficient. The schools were understaffed. Government funding of schools was insufficient as parents were not willing to pay their wards' fees. On the basis of the findings of this study, the following recommendations are made towards improving upon the challenges that Headmasters face in school management within the Keta Municipality.

The requisite learning resources meant for effective teaching and learning should be frequently provided by the Ghana Education Service. Teaching and non-teaching personnel should be adequately provided for the schools whenever the need arises. Government funding to the schools must be adequately and regularly made available to the schools.

ACKNOWLEDGEMENTS

I wish to acknowledge, with gratitude, my indebtedness to all who gave me assistance in this research work, and in particular, Mr. S. K. Atakpa, My supervisor, of the Institute of Educational Planning and Administration (IEPA) of the University of Cape Coast, for his great patience, cooperation and constructive guidance.

I am thankful to Messrs John Kpeti and George Dagadu of Regent University College as well as Mr. Lucky Nutakor of University for Development Studies and also to Mr. Christian Kwame of Comboni Technical Institute Sogakope who helped me by way of reading through the work and offering constructive suggestions towards the success of this work. I am equally grateful to my lecturers of IEPA whose lectures gave me the impetus that spurred me on to come out with this work.

Finally, I am grateful to Messrs C. Y. Ablana and F.S.Y. Eho, Assistant Headmasters in charge of Academic and Administration respectively at Dabala SHTS who took charge of the school while I was away. I wish to state that any errors found in this work whether marginal or substantial remain the sole responsibility of this researcher.

DEDICATION

To Edith, my sweet heart and the kids: Carl, Genevieve and Angela

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CHAPTER ONE

INTRODUCTION

Background to the Study

Educational institutions are set up for the purpose of offering formal education to their learners. Most of the institutions gear their educational activities towards the achievement of the cognitive, affective and psychomotor objectives of learning. Thus the broad objectives of the schools are meant to prepare the present and future manpower requirements of the nation who can occupy the important sectors of the economy and bring about a societal change. To this end, teachers are made to teach students by the way of making the necessary teaching and learning resources available for effective and efficient management so that the educational goals can be arrived at. Rainis (1990) wrote that countries like Hong Kong, Singapore, Korea, Taiwan and Malaysia among others are strongly standing tall among the world's best economic giants following their investments in formal education.

As far as Ghana is concerned, the introduction of formal education dates back as early as 1529 when the first merchants provided formal education to their mullato children in the Elmina Castle., This Portuguese initiative in educational provision was imitated by the other European merchants who later arrived in the country. However, the provision of education by the European merchants at that

period was being operated on private basis since there was no support from the then Governor of the Gold Coast. Between 1780 and 1852, the Governor of the Christiansburg Castle in Accra made frantic efforts to offer financial support to education, a phenomenon that marked the beginning of the then government's interest in promoting education in the Gold Coast especially with the passage of the first Education Ordinance of 1852 which spelt out vividly the indication that public effort was being put in educational provision in the country.

With the inception of the New Educational Reform Programme (NERP) in 1987, the Ghana Government reiterated the ideals of the previous policy provisions of ensuring education for all citizens and also sought to stress the psychomotor aspect of formal education delivery. The NERP made it possible for the creation of Junior Secondary School (J.S.S) nationwide in 1987 and followed it by the introduction of Senior Secondary School (SSS) in 1990 most of which are community day schools. One very important thing about the NERP was the fact that the formal aspect of education was brought to the doorsteps of children of the school going age nationwide as enshrined in the Free Compulsory Universal Basic Education (FCUBE) package.

Apart from NERP, none of the previous education programmes stressed the question of educational quality and students' achievements. Despite the numerous educational interventions made in order to ameliorate educational delivery and performance in the educational institutions especially the basic and second cycle levels is that standards have fallen or are falling (Mensah, 1995).

This phenomenon of poor academic results appears to be appalling in the Community Senior Schools.

Mensah (1995) went on to say that for good educational results to be achieved and maintained the heads of the schools must do a lot by a way of performing their duties very effectively. It therefore necessary that every educational administrator should create the necessary conducive environment for teaching and learning to effectively take place. Many research findings have pointed out to the fact that many factors come into play in order to give the best formal education to learners by way of creating the chance for them to interact effectively with their peers, teachers, learning materials, and head of the school as well as the family members. Supporting this view, Boella (1992) contended that facilities, equipment, curriculum, teachers and school heads form the societal system that conditions the learning that takes place in the school.

The provision of learning resources for effective and efficient teaching and learning is one of the most important factors that headmasters grapple with for it is difficult for most of them to provide such materials let alone managing them for a long period of time so that posterity can benefit from them. Having realized that the management of learning resources is becoming problematic to most administrators, this researcher intends to find out how the headmasters have been regularly maintaining their learning resources for effective and efficient teaching and learning to benefit learners in the teaching-learning enterprise.

Statement of the Problem

There is a great deal of hue and cry over the deplorable academic performance in Senior High Schools all over the country and most people including parents, students and management put the blame on teachers. On the other hand teachers think management or school administrators are not doing much for effective teaching and its accompanying learning to take place. The provision of learning, financial and human resources as well as a good school community relationship are some of the ingredients that heads need to consider in their quest to deliver good and quality education. However, the mere provision of such resources is just a means to an end but not an end to itself.

Purpose of the Study

The study is aimed at finding out how learning resources are managed in the community Senior Secondary Schools in order to enhance effective and efficient teaching and learning using the learning resources.

Specifically the study is intended to find out and discuss the following issues:

1. The resources that are available for teaching and learning
2. The means of caring and maintaining the resources.
3. The type of furniture in the school and how they are maintained.
4. Availability, care and use of the stationery.
5. The procurement care and use of tools and equipment.

Research Questions

The following questions guided the study:

1. What are the challenges in the management of learning resources?

2. What are the challenges in the management of human resources?
3. What are the challenges in the management of financial resources?
4. What are the challenges in the management of community-school relations?

Significance of the Study

The findings of the study will be a contribution to knowledge, particularly, it will contribute to the body of literature relating to challenges faced by heads in managing community schools. The study would guide headmasters /headmistresses of Community Senior Secondary Schools to procure, use and maintain school facilities such as school building like laboratories, toilet facilities for the attainment of good academic results. It will further help headmasters to create cordial relationship between the school and the community so that organisation like Parent-Teacher Associations (PTAs) can help in the supply of facilities needed in the schools. Again, lesson derived from the study would assist the Keta Municipality and the assembly to intensify the inspection of facilities in the schools and help in the provision of those that is non-existing.

Suggestion from the study will additionally help the Volta Regional Directorate to facilitate in the provision of modern facilities that will enhance teaching and learning. It is hoped that if the findings and suggestions are adhered to, care and management of learning resources will improve which would also improve academic performance in the community Senior Secondary Schools. Finally it the study may serve as a resource material for heads and also serve as a basis for similar studies to be conducted in future in other regions of Ghana.

Delimitation of the Study

The study is intended to be confined to the management of learning, financial and human resources as well as school community relationship within the Keta Municipality. As a result of this, it was dwelt on the use, care and maintenance of the learning resources which would enhance the academic performance of the schools in the Municipality. Although there are many different types of resources, this work paid attention to human, learning and financial resources which are paramount to effective teaching and learning.

Limitations of the Study

The study population did not include students and teachers who the heads work closely with. They could have provided vital information to facilitate the study and thus places a limitation on the outcome of the study. Any the use of questionnaires had its own limitations as it was not able to probe into respondents' non-verbal responses which could have contributed to the usefulness of the study. Another limitation was the reluctance of respondents to respond to the questionnaires wholeheartedly. They demanded reward for their responses during this research. Inability to provide such a reward may have affected the quality of the information that some of the respondents provided. In spite of the above limitations there is no reason to believe that the information withheld by some of the respondents have seriously affected the validity of the overall data.

Organisation of the Rest of the Study

The study report was organised into five (5) chapters. The first chapter represented the background to the study, purpose and significance of the study. Research questions which guided the study was formulated and presented in this chapter. This chapter also considered the limitations and delimitations of the study. The literature related to the topic was reviewed in Chapter Two (2). The proper examination of the views of the authors on issues like learning resources, their use, care and maintenance to enhance the improvement of academic performance were looked at.

Chapter Three (3) focused its attention on the description of the methodology used for the study. This chapter again described the research design, population and the sample. The research instruments, pilot testing of research instruments and the administration of instrument was given consideration in the same chapter. In Chapter Four (4), a vivid plan for data analysis was presented; the result and the discussions of findings were considered in this chapter. Chapter Five (5) which was the last one is an important one because it has drawn a brief summary of the major findings of the study, conclusions drawn from the study and the necessary recommendations made for the beneficiaries of this work.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

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

1. Educational management
2. Educational Management Training of Headmasters
3. Qualities of an effective Headmaster
4. Supervision in school management
5. The Role of Headmaster in supervision
6. Definition of learning materials and their importance to school management
7. Financial Resources and their importance in school management
8. Human Resource and its relevance to school management
9. Community Involvement in school management

Educational Management

Human relationship in organized dealings does not spontaneously result in harmonious or productive outcomes. People do not always just work eagerly in happy ways. There is the need for some cooperation of sorts or no productive

outcomes would result. However, for the cooperation of sorts to beget the desired results there is the need for effective management in all organized human dealings (Mankoe, 2002).

The central purpose of management and administration in any institution is that of coordinating the efforts of people towards the effective achievements of its goals. In education, these goals have to do with teaching and learning. Management and administration in educational organization has its central purpose as enhancement of teaching and learning. Therefore, all activities of the school administration whether working for public, board of an education or professional staff should ultimately contribute to this end. This means that the scope of educational management is wide.

Educational management therefore is the harmonious interplay and coordination of all inputs in education. It cuts across what goes into education by way of policies, funding, curriculum and resources to the quality of the products of the schools (Mankoe, 2002). Educational management also deals with the management of both human and material resources to the ultimate achievement of educational goals, be it local or national (Laurie, 2007). The educational administrator with the educational philosophy therefore attaches considerable significance to a universal standard of performance of basic skills subjects. The recruitment of staff, motivation of staff, acquisition of needed educational materials and execution of effectively planned learning outcomes determine to a large extent how effective management is (Bush, 1986). He further said effective management results in how all these constituents are directed to the ultimate aim

of education. He concludes that educational administration is not an issue of what is needed in education but it is harnessed and redirected towards educational goals (Bush, 1986). A leader should be one who looks for individual as well as group departure from criterion, of mastery which has been set. Laurie (2007) identified weakness to institute both corrective and preventive measures as a problem for most headmasters. The headmasters should therefore search and eliminate institutional obstacles to student learning and productivity as these are the most challenges to effective educational management.

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

Though the subject of educational management may sound new, it is as old as the human race. In the 20th century, educational management means more than just the outcome of policies or aims of education. It entails the systematic

study of educational administration. This therefore brought to the fore the suggestions by Adentwi (2002) that administrative process includes the element of planning, organization, commanding, coordinating and controlling all activities relevant to the learning process. In any enterprise, the first duty of management is to ensure the economic security of the enterprise, the second is to provide the conditions necessary for efficiency by removing faulty tools, delays in getting parts or instructions, bad working condition; and the third is to secure respect.

Management is an art as well as a science. The practice of managing, like other arts makes use of underlying organised knowledge (the science of management) and applies it in the light of realities of the situation to gain the desired results. The art in management the “know-how” to accomplish a desired result. In a school situation, the Headmaster as the Chief Executive must be a leader if he is to succeed. Just as industrial efficiency is determined by the quality of management, educational productivity is determined by the quality of the leadership. It is the task of the headmaster, as indeed of any manager, to lead. To lead effectively he must see what is being done, to know what ought to be done, to know what the facts and forces are which assist or impede the doing of it. This in essence is what the management practices is all about. However, management implies the collection of facts for the purpose of understanding the synthesis of these facts and devising ways and means of persuading and directing personnel to execute their duties in the proper manner. Good management involve unit of purpose, uniformity of procedure, and consistency of practice.

Adentwi (2002) cited Taylor the founder of scientific management, devised his management from his concern for achieving the efficiency of human beings and machines through time and motion studies. He introduced the concept of scientific management and opined that the remedy to inefficiency in management lies in the application of the principle of systematic management. He also held that the best science management is true upon resting clearly defined law, rules and principles. Consequently he saw several new functions for managers namely:

1. Replacing rule-of-thumb method with scientific determination of each element of man's job
2. Scientific selection and training of personnel
3. Cooperation of management and labour to accomplish work in accordance with scientific method

A more equal division of responsibility is between managers' planning and organizing the work. Adentwi (2002) cited Fayol a Frenchman and the father of modern management theory propounded that all activities of industrial undertaking would be divided into six groups namely:

1. Technical production
2. Commercial (buying, selling and exchange)
3. Security (protection of lives and property)
4. Accounting and
5. Managerial planning, organization, command, coordination and control.

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

1. Physical
2. Mental (ability to understand learn, mental vigour, judgment and adaptability)
3. Moral (energy, firmness, willingness to accept to accept responsibility)
4. Educational
5. Technical (peculiar to a function) and
6. Experience (arising from the work proper)

To him therefore a good manager must have sound physical health, adequate mental ability, moral integrity, sound general education and specialized technical knowledge. He further outlined fourteen principles of a good management stated as follows:

Division of work: This is the principle of specialization which enhances efficiency.

Authority and responsibility: They are both related and must go together.

Discipline: This is seen as respect for agreements which are directed as achieving obedience, application, energy and respect.

Unity of Command: This implies that employees should receive orders from one superior only.

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

Subordination of Individual to General Interest: Individual interest should be subordinated to the General interest and where the two differ it would be the role of management to reconcile them.

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

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

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

Order: There should be place for everything and everything should be in its place.

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

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

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

Spirit de corps: in unism there is strength, hence team work and adequate communication are necessary for good management.

Educational Management Training of Heads

Bush (1986) defines educational management as a field of study and practice concerned with the operations of educational organization. He asserts that there is a growing awareness of schools and colleges. He sees good school

management as significantly essential because it affects the future opportunities in pupils and students who experience the management. Consequently he advocates for management training for educational leaders and that separate management programmes should be developed for educational managers.

Jacobson (1973) believed that heads of institutions play a major role whenever innovations are introduced into educational system. Heads become instructional facilitators who help teachers to understand the concepts of the innovation. Thus for innovation to succeed the head of the school or college must be in the fore-front, not only as a reformer but as somebody whose ideas and attitudes are reformed and in tuned with the percepts of the reform programme. A survey compiled by Jacobson (1973) indicated that many people in leadership positions in schools and colleges got to that position by virtues of their long experience and long service and not because they have any management training. Jacobson asserted that some principles in schools and colleges experience a lot of difficulties in supervision because they are not sufficiently well trained and they do not understand some of the current innovations taking place. He goes further to state that the quality of the school or college programs is dependent upon the leadership abilities possessed by the principal.

Williams (1980) recognised that the school principal carries prime responsibility for creating an effective educational environment for effective teaching and learning to take place. He continues that without the necessary skills, most heads of institutions are overwhelmed by the task. He regrets that in many

parts of Africa experienced and skilled teachers are customarily appointed to run complex schools without adequate preparation and back-up support.

Chipman (2001) argued that colleges and universities by their own proclamations are in the business of developing leaders for society, however, they pay little systematic attention to developing their own leaders. He states that while they are vitally concerned about deferred maintenance of the physical plant, they ignore the most terrible tool that can be exacted by the deferred maintenance of human resource. In view of the need for management training for institutional leaders, Green (1988) wonders why anytime teachers are invited for seminars and workshop, such invitations are directed to subject tutors and masters alone leaving out head of institutions. Cogan (1972) also advocated for a form of management training for all academic leaders in higher institutions. He states that the nature of such training should de-emphasise the presentation of conceptual materials which majority of management instructors often teach. On the type of training programmes headmasters should have the advocate for specialised training for Headmasters based on the identification of their management deficiencies. To him in such training programmes the participants should be able to have some useful opinions based on the analysis of the nature of their work.

Wiles (1967) have catalogued qualifications for educational leadership positions for various states in the United State of America (U.S. A.). All the qualifications emphasise a good component of management training. For example to head of a college in New Mexico one has to possess a Master's Degree with twenty credit hours pertaining to organisations, supervision and administration.

Beeby (1977) contended that school heads bear a major responsibility for creating an effective teaching and learning environment in their schools for quality education to take place. According to him school heads need professional training in managing school resources and providing professional leadership for their staff. Beeby admitted that professional training given to heads of institutions in Ghana is generally on ad-hoc basis and occurs irregularly. He therefore advocates for initial and professional training sessions in the form of refresher courses and professional support throughout their career training for all heads as very essential.

In this connection he envisages the establishment of the Ghana Education Staff Development Institute (GESDI) at Ajumako as a move in this direction. Beeby stated that training organised in workshop situations achieve limited coverage because they are expensive. He recommends that other training strategies such as Distance Education and open learning, study circles and in-school staff development programmes should be used to achieve greater coverage. In connection with professional development for heads of institutions, Beeby made reference to the seven (7) modules prepared by some commonwealth African countries. These modules, according to him can be studied by peer-groups and study circles to introduce school heads to important aspects of managing a school. Sawyer (1995) admits that one of the challenges facing the implementation of the educational reform in Ghana is improving school management and the provision of effective instructions at all levels.

Qualities of an Effective Headmaster

In order to be effective in educational management, management in educational practices must be of good quality. Common causes to failures are numerous but the leading one is insufficient staff development especially the head of the institution who is usually promoted to the position by the virtue of long service. The Headmaster of the school who happens to be the leader of the school should be one who takes the position on competence and not by virtue of long service.

Elsbre (1967) revealed in a research conducted that there are two sets of behaviours associated with effective leadership. The first set, “initiating structure”, refers to leaders behaviour in delineating the relationship between the leaders and the members of the work group and in endeavouring to establish well defined patterns or organisation, channels of communication and methods of procedures. The second set Elsbre terms “consideration “, involves the expression of friendship, mutual trust , respect and a certain warmth between the leader and the group. Elsbre’s concept of leadership stresses that the leader who wishes to be a leader must engage in both types of behaviour in order to meet the achievement goals of the school, while maintaining positive and satisfying relationships with others.

The behaviour approach involves the “style” the head uses in dealing with subordinates. Many different labels have been generated to describe essentially two types of leadership: task oriented and person oriented (Haris, 1968). It is worth noting that while considerate behaviour by heads did generally lead to

increase satisfaction, the converse is not necessarily the case. Early studies indicated that neither personal characteristics nor leadership styles could predict leadership effectiveness across situations. The school head may find it difficult to develop among its staff the feelings of cohesiveness and collaborative effort that facilitates productivity. Haris argued that the key developing interactive and cohesiveness in a group is the development and maintenance of high level of trust among the members of the group. This can be entrenched the more if the school head realises that not all leadership functions are to be performed by him. The head's leadership behaviour should also reveal that he is much aware of the axiom that a vision without a strategy is an illusion and as such the school's culture should be strongly emphasised. Becker (1994) contended that the school head should realise that aims inspire hard work and focus effort objectives translates the aims into achievable activities. They provided education for all school activity.

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

There is a persistent acceptance of schools as being hierarchical organisation requiring top-down management and leadership. On the other hand the value of involving the teachers in the decision-making process is being

promoted (Cubberly, 1985). It is therefore not surprising that both are being advertised at the same time. The head is always in law as well as in fact responsible for the situation in his or her school. Successful heads have interpreted these considerable powers and duties wisely. They have not been authoritarian, consultative or participative as well a matter of principle, they have been all three different times as the condition seemed to warrant though most often participative. Their success has often come from choosing well, from knowing when to take lead and when to confirm the leadership offered by their colleagues (ILEA, 1985). This mean that the two, leadership and collegiality can be synthesized, compatible and that there is little conflict between them. This means that the two, leadership and collegiality can be synthesized compatible and that there is little conflict between them.

An organisation consists of a system of numerous positions with differentiated tasks duties and responsibilities all in vertical and horizontal relation with each other. Neagley (1962) cited Linton that to each position is ascribed a status which he sees as simply a collection of right and duties attached to a position irrespective of the individuals who occupies it(or his wishes).When the individual puts these right into effect, he is performing a role. To Linton a role does not refer to the actual behaviour of the individual but the behaviour standards including attitudes, values and behaviours that are stipulated by that culture for whoever occupies the position. It is thus a normative pattern for what people occupying social positions should do. In the schools system for instance,

the teacher, principal, supervising headmaster and chief inspector of schools in that hierarchical order have some right, duties or obligations stipulated for it.

Neagley (1962) cite Sarbin that the roles are defined as expectation-(role expectations) normative rights and duties prescribed through job titles and descriptions in work manuals, and the way people actually behave in this positions depend partly on the way they think, they are expected to behave (role expectation). It may also depend on whoever he perceives these expectations as legitimate or illegitimate. If he thinks any person having that expectation has a right to hold that expectation, he sees it as legitimate and tries to satisfy it, otherwise, he will regard it as illegitimate and so can ignore it. Thus the variations in the role enactment of an individual are influenced by the accuracy of his role perception, his skill in enacting that role and his cognitive structure. Role expectations very often are complementary, so that when it prescribes or proscribes behaviour for any position incumbent, it gives reference to people in reciprocal positions. The headmaster's role expectations are defined with reference to his teachers and students, parents and the community and to his superior officers in either the Education Commission or the Ministry of Education.

Quite often, an individual has a series of roles to perform at the same time i.e. roles that occur concurrently e.g.-headmaster, father, club secretary, religious leader, son-in-law among others, but at a particular point in time one of the concurrent roles will be "alien" and he will seem to be performing the others

poorly. When inconsistencies exist in these various expectations, a role conflict is created.

Supervision in School Management

Tanner and Tanner (1980) stated that supervision is concerned with professional growth from the vantage point of curriculum improvement. To them the objective of supervision is to help teachers function at the top level of professionalism. They allege that the person who performs supervisory duties in an institution is the head of the school. Tanner and Tanner list various names given to the supervisor. The head of an institution is often called the curriculum leader, instructional supervisor, curriculum co-coordinator, and curriculum consultant or curriculum specialist.

Jacobson (1973) recognized the headmaster as the instructional leader in every institution. He is to supervise the work being done and ensure that activities are carried out in line with agreed standards. As part of the supervisory duties the headmaster must take steps to correct things. Everard and Morris (1992) contended that curriculum supervision should cover all activities that are planned, implemented and evaluated in the school. The main aim of such activities is to develop the cognitive, the psychomotor and affective domains of the learners; personalities. In short all the activities in an institution aim at the all-round development of the individuals, they continue to say that the administrative task of the institutional head is to ensure that time table, course content, syllabuses and textbooks are available in the institution. The head is to supply learning materials

such as pieces of chalk, duster, and notebooks for lesson forecasts and record of work which constitute the tools of the work.

Outlining other responsibilities of the institutional head Everard and Morris said change heads of institutions to encourage their tutors to attend subject association meetings to update their knowledge in their various disciplines. To them another major task confronting institutional administrator is to ensure that instruction is appropriately appraised. They explain instructional appraisal to consist of organizing the institutional programme in such way that test, quizzes, class exercises and examination are conducted, scored and records kept. Everard and Morris stated that a food supervisor makes sure that questions set reflect the syllabus covered because the aim of appraisal is to find out whether there are any weaknesses to be corrected in the teaching and learning processes in the institution. Supervisors have to ensure that students; performances are kept and recorded on their record cards for their parents. They again indicate that it is the duty of the head of an institution to devise attendance sheets on which tutors sign against the subjects they teach and the periods during which they teach.

Another duty of the school/college supervisor, they say, is to select or attract, motivate, supervise and maintain a good teaching staff. The head is also expected to run in-service courses for his teachers on the basis of his appraisal recommend teachers for promotion and transfer. To Everard and Morris, achievements and failures in the institution depend on the effectiveness or otherwise of the institutional head.

The Role of Headmaster in Supervision

One of the school head's primary tasks is the improvement of the school curriculum (Eye, 1965). Related to this task is the need to improve and make more effective the instruction within the school. The head must establish areas where improvement is needed in the curriculum or in the instructional techniques. Brickel (1961) holds the view that, there are many means by which the school head might identify these needs. For example, through checking weekly or monthly the teachers' scheme of work or lesson plans, he can easily find out if improvement is needed in teachers' work preparations. He can listen to teachers' discussion of the school curriculum and other matters related to the school. He can also ask teachers directly about certain school matters that need improvement.

If it becomes clear that the school lacks textbooks, chalks, science equipment, he can contact the District Office immediately. A good school head is thought of as a helper, advisor, provider of resources and a leader. A school head may not be able to fulfill adequately all these roles to all the teachers, but he can do much more than is generally being done in the area of supervision of the curriculum and instruction in the school.

Importance of Learning Resources

There is no definite definition for learning resources. It is defined to suit the situation and manner they are used and perceived by various people. Aggarwal (2003) views learning resources as the system in education in which machines, materials, media, men and methods are interrelated and work together for the fulfillment of specific educational objective (p.2). Aggarwal's suggests

that the topic of study concerns itself with an in-depth study of various definitions and types of learning resources available in the teaching-learning interactions so that the aims and objectives of teaching can be achieved.

To buttress the assertion above, Cogan (1972) viewed resources as “those materials that arouse the interest of the pupil to help him to understand more clearly and thus assist learning” (p.27). He further explained that “aids are tools in the hands of the teacher and their effectiveness depends on his skills, initiative and lesson preparation” (p.27). Aggarwal, in his quest to define the educational resources vividly, stressed the importance of learning resources and the need for every educational institution to have adequate number of such resources to enhance effective teaching and learning in the classroom. While discussing the importance of learning resource in teaching social studies in the Junior Secondary School (JSSs) the Ghana Education Service (GES) stated in the JSS syllabus that “aid/materials and resources of teaching social studies at the JSS are identified and expected to go guide” pupils to make enquiries from all available sources including real features, knowledgeable persons, photographs, books, magazines, documents, maps, etc”. (p. vi).

It can therefore be discerned from these definitions that learning resources are multi-purpose materials that cannot be ignored in the process of imparting knowledge to learners. Therefore the success of teaching learners to internalize whatever they have been taught must be done with the great deal of caution so that the learning resources should be effectively used by teachers who are well-versed in the use and maintenance of such resources. However, Farrant (1988)

noticed that most teachers in Africa lacked practical training in the use of simple teaching resources. It could be deduced from the assertions above that the failure to use teaching and learning resources effectively and regularly in educational institutions could be harmful to teaching most subject areas hence a big challenge to effective administration and management of school.

Relevance of Learning Materials and Resources in Educational Management

Boardman (1953) contributing to factors that influence positively academic performance, stressed the role books or study aids play in fostering effective teaching and learning. These study aids or material resources could be inputs like textbooks, laboratories and libraries facilities. As far as this study is concerned, materials resources are those that enhance teaching and learning. Sekyere (2010) stated that teaching materials are what the teacher uses to make students understand the lesson taught easily. Tamakloe (1991) also stated that teaching resources involve the materials that the teacher prepares and uses to make learning easier. The learning materials are those which the student prepares and uses to make learning easier than it would have been without them. Teaching-learning materials are therefore the materials and resources which facilitate the learning, understanding and acquisition of knowledge, concepts, principles or skills and ideas by students. Tamakloe stated that generally teaching-learning materials and resources are classified as visual, audio-visual with examples as books/pictures, tape recorders and video recording systems respectively.

Again, the importance of learning resources cannot be over-stressed. Commenting on the same issue, Sekyere (1994) viewed the advantages of the use

of learning materials and resources as aids which “Form a focal point and attract attention, arouse the interest, invoke co-operation, challenge within the limits of a learner’s ability, supplement description and help to explain words, give an accurate impression of the concept, illustrate relationships, promote retention and memory, stimulate imagination, consolidate what has been learned and save teaching time” (p. 262).

Financial Administration and its Importance in School Management

The Headmaster is ultimately responsible for raising money from different sources like school fees, internally generation of funds including farming activities, donations among others which should be used in the disbursement in various aspects of school management meant for the realization of the goals of the school. In this regard the Headmaster is duty-bound to perform tasks including:

1. Preparation of a budget detailing all income and expenditure as well as purposes for which school funds are to be used.
2. Disbursement of money in the execution of school projects and in funding other school activities on more or less daily basis
3. Provision for the purchase of stationery, school equipment and other items requiring substantial sums of money.
4. Account for school monies and property.
5. Ensure that school funds and other resources are used judiciously.

In order to achieve the affore-stated goals, there is the need for the Headmaster to have indepth knowledge about financial administration which forms an integral part of organizations, companies and institutions. An

educational institution largely depends on good financial management practices within the administration of that educational set up. Knowledge about financial administration involves the understanding of certain technical terms which financial administrators use to explain financial information to the management boards, corporate bodies and the Government. As far as this work is concerned, this researcher shall explain some of the technical terms that are used in financial administration.

The terms are financial statement, balanced sheet, trial balance, bank reconciliation statement, virement, misappropriation, misapplication, overdraft, error of commission, error of omission, error of principle, error of original entry, double entry rule among others. Financial statements are statements made by the Headmaster to convey information on the financial position of the school at a particular time. In the second cycle institutions, these statements are often presented to the Board of Governors for discussion. These statements enable the Board of Governors to know the precise amount of revenues that is generated and how it is disbursed. This will enable the Board to know whether the school's finances are judiciously used or not.

On the other hand, the balance sheet is the financial statement produced at the end of the school year which shows the financial position of the school. The normal practice in second cycle schools is the Head of the school submits the balance sheet to the authority that approves the school budget that is the Board of Governors. The balance sheet reveals the assets and liabilities of the school at a particular time for example at the end of the financial year. Musaaazi (1985) stated

that an asset refers to anything of use to the future operation of the school, where the school is seen to benefit from such use. Assets may be monetary or non-monetary, tangible or intangible. For instance school land, money obtained from the sale of commodities from school garden and donated goods can be referred to as school tangible assets. Musaazi therefore suggests that assets are the properties or belongings of the school or organization which appear in the balance sheet they may be classified as short or long term assets or fixed or current assets.

Liabilities or claims of outsiders against the belongings of an organization such as a school as at the date when the balance sheet is drawn up .In other words liabilities are the debts a school owes at the time the balance sheet is drawn up. In the case of trial balance, it is a document which is prepared arithmetically to prove that a particular school's account balances. It is thus the list of all balances from the various accounts at the end of the period to test their arithmetical accuracy. Since all transactions are entered twice, that is debit and credit balance should agree at the end of the period (Musaazi, 1985).

Another important term used in the financial administration of institutions is the Bank Reconciliation Statement. It is a financial statement or report prepared to bring into agreement or to reconcile the Bank Statement Balance and the Cash Book Balance in the event of differences arising between them. Stated differently, it is a document that seeks to find out whether all items entered in the cash book are the same as those entered in the records held by the bank, the balance on the business bank account as shown in the cash book and the balance on the account

as shown by the bank's record would be the same. When this happens it means there is reconciliation of the two accounts (Musaazi, 1985).

Sometimes, there may be items paid into or out of the business bank account which have not been recorded in the cash book. There may also be items entered into the cash book that have not yet been entered in the bank's records of the account. In order to find out whether any of these has happened, the cash book entries need to be compared to the record of the account held by the bank. Banks usually send copies of bank statements to their customers on regular basis, but a bank statement can be requested by a customer of the bank at anytime. Bank statements should always be checked against the cash bank entries (Musaazi, 1985).

However, there are certain instances during which there is no reconciliation. Such instances include times when cheques are not presented to the banks, cheques dishonoured, cheques not credited or instances of bank charges. Again, virement is also another very important term which cannot be overemphasized in financial management of institutions. Virement takes place when expenditure meant for a particular project is switched to another. Under this system, the head of the school must always agree with the governing body (Board of Governors) to switch expenditure between one heading and another if they so wish and if need be. This depends upon how the head and the governing body have prioritized the school's services. Where an agreement of such nature is not arrived at, the switching of expenditure will constitute misapplication (Musaazi, 1985).

Furthermore, misappropriation and misapplication are very crucial in financial management which cannot be left out. Whereas misappropriation refers to the situation whereby funds meant for the day-to-day running of the institution are embezzled in the sense that the funds meant for business are used privately to satisfy one's selfish ends. Misapplication on the other hand refers to the use of financial resources meant for the school to attain other purposes rather than the original aim or objective. Under the provision of tied-grants such as Capitation Grant, Feeding Grant, etc. the grants are intended for particular purposes and as such when they are used for other purposes apart from the original purpose, it constitutes misapplication. Misapplication does not mean that the funds have been embezzled but rather they have been wrongly disbursed. An instance is using funds meant for the purpose of teaching and learning materials, examination and sports to feed the students (Musaazi, 1985).

The other set of terms worthy of note include error of commission, error of omission, error of principle and error of original entry. In the first place, error of commission takes place when a correct amount is entered but unfortunately into the wrong person's account. For example Mr. A's account has to be credited GH¢200.00 but mistakenly credited to Mr. B's account. However, the error of omission is said to be committed when a transaction is completely omitted from the books of the institution. This means that the transaction has been done but no recording has been made. An example is purchasing GH¢500.00 worth of foodstuffs from Mensah Food Enterprise but failed to enter them into the accounting books.

On the other hand, the error of principle refers to the situation whereby an item is entered into a wrong type of account. For example, fixed assets such as plants and machinery, land and motor vehicle have been entered into an expense book. Finally the error of original entry is made when the item is entered into both debit and credit entries are incorrect. Last but not the least of sets to be given consideration involve overdraft and double entry rule. An overdraft is a facility granted by a bank to a customer holding a current account to withdraw funds more than what is in his/her account. Interest is charged on daily basis for the amount of the overdraft from that date and the overdraft is repayable at anytime at the request of the bank. The double entry rule is referred to as the Golden Rule of accounts. The rule states that 'For every debit entry, there must be a corresponding credit entry and for every credit entry, there must be a corresponding debit entry.

Human Resource and its Relevance to School Management

Human resource constitutes the ultimate basis for the wealth of nations since it emphasizes on the capacity of individual that enhances or enriches that individual to work. According to Harbison (1973), human resource is said to involve the energies, skills, talents and knowledge of human beings that are potentially applied to the production of goods and rendering of useful services. These goods and services are aimed at the social, political, cultural and economic development of nations. What constitutes human resource; therefore, include knowledge, skills, talent and emotions inherent in any human being.

According to Rebores (2007) human resource involves all of these attributes or any of them in any proportions as may be found in any human being. It is these attributes that constitute the active factors of production. All other factors of production such as land, machines, equipment and tools would be idle and remain unproductive until human resource is available to turn these other factors around. In view of the above, it can be again said that human resource is the active factor around which the other inactive factors revolve to guarantee high productivity for nations, organizations and institutions such as businesses and schools. It is in the light of this that there is the need to look out for persons with the best capabilities, skills or talents to live in order to achieve set targets. As far as this work is concerned, an attempt would be made to look at recruitment process, staff development and finally the importance of human resource in the management of educational institutions.

Recruitment and Types

According to Rebores (2007) recruitment entails discovering potentials applicants for anticipated vacancies. It is a set of activities lined up in an organization to attract job candidates who have the abilities and attitudes needed to help the organization to achieve its objectives. Rebores maintained that recruitment is not to hire just to fill position, but rather to acquire the number and type of people necessary for the present and the future success of the school district. According to Mankoe (2002), to recruit simply means enlisting new members with the requisite, qualification, skill and experience into an organization to provide essential services based on the organization's most vital

needs. It consists of the activities that affect the number and type of people who will be needed and who subsequently apply for employment in the organization for a successful recruitment to be undertaken.

Weeratuangah (2003) outlined two aims which the recruitment process should undergo which according to him must attract and retain the interest of suitable applicants and projection of a positive image of the organization to those who come into contact with it. Recruitment is related directly to a number of other personnel activities. Employment planning determines the number of employees needed and all subsequent activities (such as selection, orientation, development, compensation), cannot be effective unless good employees have been recruited. The recruitment process begins with an attempt to find employees with the attitudes and abilities desired by the organization. The need for recruitment becomes necessary due to the following factors: retirement, transfer, promotion, vacant post, death, teacher-student ratio, resignation of a post holder, long study leave, termination of appointment, introduction of new educational reforms and the need for subject teachers. Many variables influence the extent of recruiting activities.

According to Rebore (2007) the size of the school district, employment condition in the community where the school is located, working conditions salary levels, fringe benefits provided by the school, rapid increase in pupil population and the need for special skills that current employees lack influence recruitment. The size of the school/organization district influences recruitment. A metropolitan or municipal Directorate of education engages in recruiting potential

applicants more often than districts because its human resource needs are more than that of the district. For example, the Keta municipal Directorate which has a total teacher population well over one thousand will engage in recruiting more potential applicant's employment conditions in the community where the school is located affect recruitment. For example, the existence of a university with a college of Education located near the district often ensures sufficient applicants for entry-level teaching positions-similarly the labour pool in a metropolitan area has many skilled carpenters, plumbers etc. Furthermore, the working conditions and fringe benefits provided by a school are variables affecting recruitment.

Working conditions like night allowances, extra classes, free breakfast and lunch incentives, staff development programmes responsibility allowance; free accommodation and health allowance affect employee turnover and therefore the need to engage in recruitment activities. The presence of these conditions encourages candidates to apply to work in an organization than where these are not available. Adentwi (2002) noted that, the major conditions off service, better work environment, night allowance, medical expenses, responsibility allowances, salary advance and study leave with pay are some of the financial incentives supposed to be enjoyed by teachers under various conditions. A teacher from a rural secondary school will transfer to a secondary school in a city because of extra classes and higher staff incentive, access to internet facilities among others. The fourth variable is salary level. This refers to remuneration. Knowledge of salary levels helps candidates to make informed decisions. Teachers like any other employees are attracted to places where salary levels are high to meet their needs.

Employees use places of low salary level as a stepping stone to gain experience while looking round for a higher paid job. This is why some teachers are leaving the public schools to head private schools where they can get more than double their salary or to the international schools like Ghana International School and Takoradi International School. Also districts or schools experiencing a rapid increase in pupil population and hence the need for increased staff, look upon recruitment as a major human resources priority. For example, an increase in pupil enrolment as a result of the school feeding programme in some schools has led to an increase in staff need and this has called for recruitment in the GES.

Another point is that there may be vacancies that require special skills current employees lack this will call for recruitment even if the school is experiencing decrease in enrolment and reduction in the workforce. A school may have a low enrolment but an English teacher cannot be used to replace a teacher in metal work or building construction in secondary technical school. This situation would attract a teacher with the required skill to apply for employment. Another variable worthy of note as far as recruitment is concerned is the organizational climate, dress code, the attractiveness and the level of prestige. For example the white uniforms worn by the officials of the Ghana Navy can attract a candidate to apply for an employment Neat and decent working environment also attract people to work in an organization. The eye beholds things that are, decent and beautiful. Sometimes the salaries that people earn at such places may be relatively low but because the environment is neat, decent, beautiful and the organization is prestigious, candidates would be attracted to such

organizations/institutions for employment. For example although teachers are paid according to ranks in the GES, a teacher may decide to work at Achimota Senior High school because of the school's prestige and attractiveness . The last variable for recruitment to be considered is job security. Security is paramount to every individual and it attracts job applicants to certain organizations and institutions. Being able to secure a job which will last for a long period of time is everybody's heart desire. Where employee in an organization feels secured the turnover is low, irrespective of the salary but where they feel in secured, the turnover is high. Organizations/institutions with high job security attract more applicants for recruitment than where the security is low. Job security is what has kept most teachers in the classroom.

It is unfortunate that some Heads of institutions or organization easily recruit employees into their organization with the least provocation, the employees are fined. This makes employees insecure because they can be fired anytime or any day. Payment of salaries at the end of the month also becomes a tag-of-war between the employer and the employee. The moment the employee complains about the delay in the payment of salaries or salary arrears he or she is shown the exist. These and other variables affect the decision of an individual to apply for a job in some organizations. As recruitment is just not to hire just to fill a position, but rather to acquire the number and type of people necessary for the present and future success of an organization, it must be well done so that candidates with the requisite qualification, skills and experience would be enlisted and eventually selected.

According to Stoner and Wankel (1988), there are two types of recruitment which are general and specialize recruitment. General recruitment takes place when the organizations' labourers, sales personnel among others are offered employment. Specialize recruitment on the other hand is used mainly for higher level executives or specialists like Director General, Financial Controller of the GES, medical officers, engineers inter alia. Stoner and Wankel again indicated that there are two methods of recruitment from within and outside.

Recruitment from within or Internal Search

Many firms and institutions have a policy of recruiting or promoting from within the organization except in peculiar situations. In the GES or other organizations, recruitment from within is applied when there are vacancies available at the managerial level. For instance the position of the Headmaster or Assistant Headmaster vacancy is posted on the notice boards or new letters or a special publication from the human resource office. In this case, teachers in the school (who qualify may apply; attend an interview before they are appointed to fill the vacant position. This method is known as in-breeding because people are taken from the organization and trained to take up certain positions. Another method of recruitment from within is referrals. Current employees within the organization are the best source of referrals when vacancy occurs. A common practice is for the employee (the recommender) to provide human resource department with names of potential candidates. The human resources department with names of potential candidates can then send letters to the referred

individuals, stating that they have been recommended to become candidates and inviting them to submit an application for the job.

The most significant reason is that the employees will not usually recommend someone unless they believe that the referred person will do a good job, since their reputation as recommenders is at stake. In the GES, certain vacant position may be filled upon recommendation from a person of high office for example an accounts clerks recommended by Director being an accountants, a teacher, to be recommended by a circuit supervisors to become a Head teacher and many others. In the case of recruitment from outside, other-words known as external recruitment. This process of recruitment is carried out when people within the organization /institution do not meet the requisite qualifications and skills needed for the vacant positions. As a result, the employers then advertise the vacancies available to be filled by people who qualify to do so.

Methods of External Recruitment

The main methods of the external recruitment are through employment agencies, universities and colleges, referrals, professional organizations, walk-in applicants' and internet. According to the labour law 2003 (Act 651) section 5(1) "An employer may employ a worker through a centre on a private employment agency". An employment agency is an organization that does not only help people to find jobs but help employers to find qualified workers. There are two types of employment agencies which are labour office in Ghana and the Federal state partnership in the United States of America. They provide the services because the agencies are established by the government.

Private employment agencies charge a fee for their services. This fee may be charged either to the employer or employee or shared by both. The fee arrangement is usually dictated by the supply and demand principle. When applicants are abundant, potential employees are usually required to absorb the fee. When applicants are scarce, the employee pays the fee. Private agencies do not only screen and advertise applicants for the job but also provide a guarantee against unsatisfactory performance for a specific period of time usually six to twelve months. If a particular employee does not work out, the agency will place him elsewhere and find the company another employee without a fee. Colleges and Universities also play a great role in helping employers to get employees that they require. The various faculties and departments keep personal files on students containing references, transcript and other relevant documents of students and this makes it easier to provide information that employers need in order to employ the graduates. Most universities and colleges' placement services also sponsor job seekers. During these fairs, employers brief potential job seekers on information about their organization and what they expect from a potential employee.

Again, professional organisations also play a great role in the recruitment of employees. This is done by way of providing services for their members. Professional organisations are bodies or associations formed by people whose jobs require special training or skills and normally of a higher level of education. The organisations either publish a roster of job vacancies or notify individual members concerning potential jobs. These job vacancies are normally listed in the

classified section of their publications. In Ghana, some of these professional organisations include the Ghana Medical Association, Ghana Bar Association, Institute of Engineers, Surveyors, Planners, Advertising Association of Ghana, Association of chartered Accountants and Association of Banker among others. Within the GES, mention can be made of National Association of Science Teachers (GAST), National Association of English Teachers (GATE), National Association of Geography Teachers, National Association of Graduate Teachers (NAGRAT), Ghana National Association of Teachers (GNAT), and Teachers and Education Workers Union (TEWU). In the Ghanaian education system however, Professional organizations have no direct role in the recruitment of members. Job advertisements are done by the human resource unit of the various levels such as the GES Headquarters and Regional and District offices.

Next to be considered is the recruitment through the internet. In this process the recruitment is done by the on-line recruitment. Advertisements for vacancies are displayed on the websites to be accessed by the applicants on-line. According to Rebore (2007) school districts design homepages that provide potential employees access to information about the school district, such as salary and fringe benefits, students-teachers ratio, financial solvency, employees turnover, students discipline and so on". Internet recruitment has several advantages over news paper advertisement. For instance newspaper advertisement may have a life span of perhaps 10 days while that of the internet may keep attracting candidates for about 30 days or more. This makes internet recruitment more cost-effective. When a school district has an unexpected vacancy,

recruitment on the internet could provide a pool of applicants on the shortest period of time (Rebore, 2007, p.108).

One difficulty which prevents some school districts from benefiting from recruiting through the internet service is their inability to publish detailed information about the job. For instance, a job with substandard salaries and fringe benefits will probably not provide such information and this will, in turn, prevent more qualified and experienced job seekers from applying. In Ghana, especially within the GES, recruitment of personnel has not been extended to the internet. Again, recruitment of employees can be done by advertising for prospective applicants to apply for vacant positions. In some adverts, potential applicants are directed to submit a hand-written application letters in their own hand writing containing information about their age, qualification, and experience among others. Some adverts, on the other hand, require applicants to obtain and complete a structured application form which must be returned within a specified period.

In Ghana, especially in the GES, this recruitment method is usually used recruiting people in executive positions such as the Director-General of the GES and his/her Deputies. Other positions like Division/Regional Directors and Heads of Second Cycle Schools and Colleges of Education are advertised internally by sending circulars to the various offices and schools for qualified applicants to apply. Some private school proprietors however use news adverts as a means of recruiting their staff. Companies which run their own schools outside the GES also try to win the most qualified teachers through newspaper adverts and applications.

Furthermore, Social network recruiting is a relatively new approach to recruitment method, people to form a network that supports them in their search for work. The company allows human resource administrators to place job prestige on the network for people to access. Another important one to be discussed is the unsolicited or walk-in applicants. This method is used by applicants who just walk into schools or offices without any invitation to solicit jobs. Sometimes their contacts are given by mail or telephone. Such walk- in applicants are given application forms to complete in anticipation of potential job vacancies. If a vacancy becomes available which fits into an applicant's qualification, he/she is then notified to reactivate his/her application for the job. Within the GES, this is a popular method which is used in recruiting pupil teachers and non-teaching staff. Minority Media resources is perhaps the last method for this discussion. Under this method of recruitment, local radio stations are used to advertise existing vacancies for the benefit of minority population.

Staff Development

Staff development, an important component of human resource management refers to continual learning on the job. Mankoe (2002) view staff development as a systematic process by which an individual's knowledge, skills and personal qualities are broadened, deepened and enlarged for the benefit of the individual, the department in which he operates and the organization that employs him. Simonton (1976) explained staff development as an institutional renewal and defined it as a process by which an institution ascertains its current conditions, identifies the discrepancies between "what is" and" what ought to

be’’ and direct its activities towards the achievement of its defined future goals. In essence therefore, Staff development is a planned continuous process of adaptation and improvement. Also Staff development means any systematic attempt to alter the professional practices, benefits and understanding of school personnel towards an articulated end.

Again, De Cenzo and Robbins (1994) saw staff development as “a learning experience that seek a relatively permanent change in an individual that will improve his or her ability to perform o the job’’ (p.254). In view of the above, it implies that Staff developments are pre-requisite for improved Staff performance and quality work. Rebore (2007) stated emphatically that as an organization each school needs well qualified administrators, teachers, and support personnel to achieve its goals. As time goes by especially in ever changing and technological challenged world, staff development or continuous learning by staff becomes paramount and demands that each school system constantly maintains up to date skilled and knowledgeable staff.

Staff Development for Headmasters

There are numerous challenges for heads of institutions to grapple with because they are usually the first point of call. Some of these challenges are indiscipline in our schools today, ineffective teacher’s time on task, non-payment of school fees among many others. Headmasters seek the improvement of their respective schools and this call for appropriate staff development programmes for all heads. In order that heads perform their administrative and management work up to expectation, various proposed types of staff developmental programmes are

lined up for them as a result of several reforms that have been taking place over the years which reveal the following categories as discussed as follows:

Instructional skills: These programmes equip the headmasters with the ability to assess and monitor the teaching and learning process which involves the provision of curriculum leadership and the acquisition of instructional resources teaching-learning materials (TLMS).

Self-Understanding; this one is intended to develop the Headmasters to have better knowledge of their environment (that is the various sectors of the school) their knowledge with other professionals from other institutions.

Leadership skill; this is intended to bring headmaster together share their knowledge with other professionals from other institutions.

Management skills; this enables the head to set realistic job objectives and assess the needs of his/her subordinates. It also enables the head to identify problems and implement effective solutions. The head is also able to manage the scarce resource of the school.

Political and cultural awareness; in this case awareness is created to the school heads so that he/she can perform a major task known as the school-community relation such as involving them in the school level decision making and to help resolve school-community conflicts. **Human relation abilities;** this one is put in place to facilitate effective communication between students, teachers, parents, and other community members. It also enables the head to involve all the groups stated in decision making process and also encourages staff and students to give of their best.

Future Direction for the Heads Staff Development

Many Heads of schools were trained long before the Ministry of Education (MOE) through the GES introduced new programmes and policies in education, for example, community participation in education, ICT, Girl child Education, capitation grants the use of continuous assessment among others. There is therefore the need to prepare Heads to meet these challenges. In fact these changes seem to have rather started looking at the explosion of information and rapid changes in the global village. It is suggested that if staff development for Heads will be effective and efficient, then the GES must ensure that programme are; Systematic, concrete and relevant to the Heads job including not only what the job is but what the job should be.

Summary of Literature Review

For effective teaching and learning to materialize, there is the need for management to put in place the appropriate measures geared towards high academic achievement by students. Among some of these measures include effective school management, prudent financial management, recruitment of qualified staff and efficient management of learning resources as well as cordial rapport between the school and the community. The literature review in so far as this work is concerned took in to consideration the interplay of all the four important areas stated above that collectively bring about a good academic result. An efficient school management can easily be achieved when the activities of the individuals and groups within the school are efficiently harmonized by the management of the school to go about their responsibilities.

In the case of human and learning resources, Farrant (1988) and Downey (1995) put emphasis on their availability in great quantity at any given time and their effective management to enhance good academic performance. Finally, the importance of the community in which the school is located cannot be overemphasised. This is because of good relationship existing between the school and the community determines, to a large extent, the growth of the school. It is because of this reason that the Addendum to Headteachers' Handbook reveals that the chief, Elders and the Town Development Committee (TDC) can be of great help to the school and it is important the school maintains cordial relationship with the community (MOE, 2002).

CHAPTER THREE

METHODOLOGY

The type of procedures used in any field of study counts a lot if any meaningful outcome is to be arrived at. In this chapter, an attempt was made to present the population, the sample and the method of sample selection. Again a vivid description will also be made about the instruments used in the data collection and the pilot testing of research instruments. The procedures that were followed in the administration of the instruments and the data analysis plan was treated under this chapter.

Research Design

The researcher adopted descriptive cross-sectional survey approach. According to Gay (1992) descriptive survey as a process of collecting data is relevant in testing hypothesis or to answer questions based on the status of the subject of the study into consideration, the descriptive survey was found to be the most relevant design that would lead to the drawing of meaningful conclusions from the study. This design was therefore utilised to find out the views of the Headmasters concerning the management of learning and other resources in the selected SHSs in the Keta municipality.

Population

The study involved five community day Seniors High Schools in the Keta municipality. The schools were Anlo Afiadenyigba, Anlo Awomefia, Abor, Atiavi and Tsiamé SHSs which were seemingly grappling with the procurement and maintenance of learning resources. The Headmasters, Assistant Headmasters, Departmental heads and Chairmen of the Board of Governors who totalled 40 constituted the population of respondents.

Sample and Sampling Procedure

According to Amedahe (2004) sampling is the process of selecting a portion of the population to represent the entire population in the study. The purposive sampling technique was used for selecting the participants. Sarantakos (1998) opines that the purposive sampling allows the researcher to choose subjects or respondents who have special information and who in their opinion are relevant to the researcher. The study adopted the purposive sampling because it allows for the selection of subjects who have the requisite knowledge and are more likely to provide the right information for the study. All the 40 respondents were used for the study.

Instrument

The collection of data is an extremely important part of all research endeavours, for the conclusions of the study are based on what the data reveal (Fraenkel & Wallen, 2000). Fraenkel and Wallen asserts that the method(s) of collection to be used and the scoring of the data need to be considered with care. This means that for credible research results, the kind(s) of instruments to be used

must be given the needed attention. In this study, the questionnaire was used to collect data. Questionnaire was developed with the aid of the supervisor which was used to elicit information from the Headmasters and their Assistant, Board Chairmen as the well as the Departmental Heads. As shown in (Appendix A), the questionnaire was made up of four sections which were labeled with the letters 'A' - 'D'.

Section A focused on the biographical data of respondents. It asked questions about the respondents' personal data which could guide the researcher to know whether the respondents are experienced professionals whose opinions could be regarded as well informed. Section B focused on the challenges in the management of learning resources. Section C looked at the challenges in the management of human resources. Section D also looked at the challenges in the management of financial resources and community-school relations. The structure of the questionnaire therefore was based upon "Likert Scales" with close-ended items.

Pilot Testing

The instrument was personally designed. There was the need, therefore, for pilot testing of the instrument in order to establish the validity and reliability of the items. There was also the need to find out if the instructions accompanying the items were clear enough and would be able to help the respondents to complete the questionnaire as accurately as possible. The Headmasters, Assistant Headmasters, Departmental Heads as well as the Board Chairmen of Akatsi S.H.T.S. and Dabala S.H.T.S. respectively from Akatsi and South Tongu Districts

were selected for the pilot testing of the instrument. The schools were selected for the pilot-test because of its proximity and more importantly because of its characteristics to the study area. Spearman-Brown correlation co-efficient was applied to obtain a reliability of 0.81. The trial testing was meant to sharpen the instrument. For example it corrected few ambiguities like clarity of expression and over loaded of questions. The pilot testing made it possible for the researcher to check the data analysis procedure. It again enabled the researcher to identify and correct research questions that were wrongly formulated and could have given some unintended results.

Data Collection Procedure

According to Fraenkel & Wallen (2000), there are four basic ways to collect data in a survey: by administering the survey instrument “life” to a group; by mail; by telephone; or through face-to-face interviews. With the help of an introduction letter from the Institute of Educational Planning and Administration of the University of Cape coast (shown as APPENDIX B), permission was sought from the Headmasters of the concerned schools. The questionnaire was personally administered to the respondents while the assistant that I trained to help me in the administration of the questionnaire. The assistant was assigned to the retrieval of the completed questionnaire, especially from schools where these could not be retrieved after three visits. The respondents were taken through the rubrics of each item after the distribution of the questionnaires.

Data Analysis

Data analysis is the process of simplifying data in order to make it comprehensible. Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques (Fraenkel & Wallen, 2000). Data were analyzed using the Statistical Package for Social Science (SPSS 16). As regards closed-ended questions, which were used only in the bio-graphic data, responses from respondents were tallied. The tally was translated and categorized. Tables were drawn, in all cases and information converted into percentages and used as basis for discussion.

CHAPTER FOUR

RESULTS AND DISSCUSSION

This chapter focused attention on the analysis and discussion of the data collected. An attempt was also made to discuss the findings of the study. The questionnaire (See Appendix A) was divided into four (4) main parts. The first part dwelt on the background information of the respondents who were Headmasters, Assistant Headmasters, Departmental Heads and Chairmen of Board of Governors. The other parts were concentrated on the challenges the respondents were faced with in terms of the management of learning resources, human resources, financial resources and community – school relationships. It is important to note that all the 40 respondents completed and returned the questionnaire administered to them. This gives 100% return.

Table 1: Sex of Respondents

Sex	No	%
Male	27	67.5
Female	13	32.5
Total	40	100

Source: Field work, 2011

According to Table 1, all the respondents were 40 that filled and returned the questionnaire. Out of the 40 respondents, 27 (67.5%) were male whereas 13

(32.5%) were female. This points to the fact that the male who served as respondents were more than the female.

Table 2: Age Distribution of Respondents

Age	No	%
40 – 45	05	12.5
46 – 50	15	37.5
51 – 55	10	25.0
56 – 60	05	12.5
61 – 65	05	12.5
Total	40	100.0

Source: Field work, 2011

The age distribution of the respondents as indicated in Table 2 revealed that majority of the respondents who were 15 (37.5%) belonged to the 46 – 50 age group. Again, the age group of 61 – 65 years was made up of five (5) respondents representing 12.5%. It could therefore be concluded that the members of the 61 – 65 age group were the Board Chairmen of the schools used for the study since respondents in the active service could not travel beyond 60 years of age in the Ghana Education Service. Furthermore, it could be concluded that the Board Chairmen were responsible citizens who could help the schools in terms of development.

Table 3: Rank Distribution of Respondents

Rank	No	%
Principal Superintendent	05	12.5
Assistant Director II	10	25.0
Assistant Director I	15	37.5
Deputy Director	05	12.5
Non-Teachers	05	12.5
Total	40	100.0

Source: Field work, 2011

Based on Table 3 above, it could be said that the majority of the respondents (15) representing 37.5% were members of the Assistant Director I group. Another 10 (25%) were in the Assistant Director II bracket whereas the rest of the respondents were 5 representing 12.5% in each of the categories of Principal Superintendent, Deputy Director and that of Non-Teachers. It could be concluded therefore that the Non-Teachers were the Chairmen of the Board of Governors who were practicing professions other than teaching but serving as Chairmen for the various Boards.

Table 4: Respondents' Highest Academic / Professional Qualification

Qualification	No	%
Diploma	0	0
Bachelors Degree	25	62.5
Masters Degree	15	37.5
Doctoral Degree (PHD)	00	0
Total	40	100

Source: Field work, 2011

Table 4 shows the qualification of the respondents in terms of their academic and professional achievements. From the table it could be seen that majority of them representing 62.5% (25 respondents) were Bachelor Degree holders and had the requisite qualifications to hold high positions in the G.E.S. Again, 15 respondents (37.5%) were Masters Degree holders which is an added qualification which qualified the respondents in that group to hold higher positions in the G.E.S.

However, there were no Diplomates and Doctoral Degree holders among the respondents. It could therefore be said that the respondents were academicians who could offer good and qualitative services to the schools that they administered. With regard to item 7 which expected the respondents to state the number of years they were serving in their various positions, majority of them (30) (75%) said they were working for more than two years whereas the rest 10 (25%) were serving for more than four years.

This shows that the respondents gained some experience in the discharge of their duties in terms of school management and would be able to manage schools in their possession. In response to question 8 which asked the respondents to state their areas of specialisation in terms of academic qualification, 10 (25%) stated their responses which indicated that they were specialists in Business Studies. Another 10 (25%) specialized in Government and other related social sciences. Another group of respondents totaling 15 (37.5%) stated that they specialized in various types of languages like English, Ewe and French. However the last 5 (12.5%) did not state their areas of specialisations

which indicated that they were serving at various areas as self business people but wanted to help their schools to develop. It could be concluded that different categories of workers were helping in diverse ways in the management of the schools in the area understudy.

Analysis of the Main Data

This aspect of the analysis focused attention on the four major areas of the questionnaire specifically on the challenges in the management of learning resources, human resources, financial resources and school – community relations. These resources were analysed using data generated by the questionnaire and based on the four scales employed in the instrument; Strongly Agreed and Agreed were merged into “Agreed” while Disagreed and Strongly Disagreed were merged into “Disagreed” for the purpose of analysis. Therefore, items were ranked from strongly agreed to strongly disagree.

Research Question One: What are the challenges in the management of learning resources?

The respondents indicated the challenge they face in managing learning resource. Their views are shown in Table 5. With regards to Table 5 based on the challenges in the management of learning resources, 16 (40%) disagreed with the statement that there was the availability of workshops; laboratories, libraries and ICT laboratories. Twenty-four (60%) also strongly disagreed with the same statement. It could therefore be discerned that learning resources like libraries, laboratories, and workshops among others were not sufficient in the Schools under consideration.

Table 5: Challenges in the Management of Learning Resources

Learning Resources	SA	A	D	SD
	N (%)	N (%)	N (%)	N (%)
Availability of Workshops, Laboratories, Libraries, ICT Laboratories	0(0)	0(0)	16(40)	24(60)
Sufficient maintenance of learning resource	0(0)	0(0)	24(60)	16(40)
Adequacy of classroom facilities	0(0)	0(0)	0(0)	40(100)
Availability of stationary and textbooks	0(0)	0(0)	8(20)	32(80)

Source: Field work, 2011

Note: 'strongly agree' (SA), 'agree' [A], 'disagree' [D], 'strongly disagree' [SD],

Again, on the same table, majority of respondents 24 (60%) disagreed with the statement that there was sufficient maintenance of learning resources whereas 16 (40%) strongly disagreed with the statement. Cogan (1972) stress that sufficient maintenance of learning resources / materials facilitate the interest of the pupils and help them to understand more clearly and thus assist learning. When asked to state their intentions on the statement that classroom facilities were provided regularly, all the 40 (100%) strongly disagreed with the statement.

This shows that the classroom facilities in the schools under consideration were inadequate and poor. Finally on Table 5, majority (80%) of the respondents (32) strongly disagreed that there was a regular availability of stationery and textbooks in the schools and 8 respondents (20%) also disagreed with the statement showing that the schools were not enjoying regular supply of stationery and textbooks. The failure to supply regularly textbooks, stationery among others throws overboard the importance of learning materials which Sekyere (1994)

stated that resources as aids “form a focal point and attract attention, arouse the interest, invoke co-operation, challenge within the units of learner’s ability, supplement description and help to explain words, give an accurate impression of the concept, illustrate relationships, promote retention and memory, stimulate imagination, consolidate what has been learned and save teaching time.

Research Question Two: What are the challenges in the management of human resources?

The respondents indicated the challenges they face in managing Human Resources. Their views are shown in Table 6.

Table 6: Challenges in the management of Human Resources

Challenges	SA N (%)	A N (%)	D N (%)	SD N (%)
Adequacy of teaching and non-teaching staff	0(0)	0(0)	24(60)	16(40)
Accommodation for staff	0(0)	0(0)	0(0)	40(100)
Salaries paid regularly to staff	0(0)	0(0)	16(40)	24(60)

Source: Field work, 2011

Note: ‘strongly agree’ (SA), ‘agree’ [A], ‘disagree’ [D], ‘strongly disagree’ [SD],

Based on Table 6, respondents were expected to respond to statements based on the management of human resources in the schools within the municipality. When asked to state their responses on whether was adequacy of teaching and non – teaching staff, 24 respondents (60%) disagreed and explained that such workers were adequate. Sixteen (40%) strongly disagreed with the statement showing that human resources expected to render services to the

schools were either not available or insufficient to render their services to the schools.

Again, on the issue of accommodation for the workers, all the 40 (100%) of the respondents (100%) said accommodation was a great challenge for the workers of the schools. Concerning the payment of salaries, 16 respondents (40%) disagreed that their salaries were regularly paid whereas 24(60%) strongly disagreed. This information revealed that salaries were not regularly paid to the workers. It could therefore be concluded that for human resources to effectively help in the management of the schools within the Keta Municipality, there must be a positive treatment given them with regard to motivation in terms of salaries, accommodation among many others. The issue of inadequate or non – existence of social amenities like accommodation and others was noted by Adentwi (2000) as he claimed qualified teachers generally are lacking in rural schools than in the urban schools because many teachers refuse to accept postings to the rural areas because of the general neglect of rural areas in the provision of social amenities like electricity and pipe – borne water and residential accommodation for the teachers.

It can therefore be discerned that in the community schools staff bungalows, free meals enjoyed during week days and other means of motivation are virtually lacking. Perhaps the only motivation enjoyed by the workers of such schools presently might be the GH¢10.00 that has been approved by the GES to pay per student, the aggregation of which is shared among all the staff members especially the hardworking ones. Thus lack of sufficient motivation for workers

in the community schools serves as a disincentive to most Workers who normally refuse transfer / postings to those schools.

Research Question Three: What are the challenges in the management of financial resources?

The respondents indicated the challenges they face in managing financial resources. Their views are shown in Table 7

Table 7: Challenges in the management of Financial Resources

Challenges in Financial Resources	SA	A	D	SD
	N (%)	N (%)	N (%)	N (%)
Collection of fees	0(0)	0(0)	16(40)	24(60)
Release of Government funds	0(0)	0(0)	24(60)	16(40)
Internally Generated Funds	0(0)	0(0)	20(50)	20(50)
Keeping of books of Accounts	16(40)	24(60)	0(0)	0(0)
Disbursement of funds according to laid down regulations	24(60)	16(40)	0(0)	0(0)

Source: Field work, 2011

Note: 'strongly agree' (SA), 'agree' [A], 'disagree' [D], 'strongly disagree' [SD],

Concerning the management challenges in the case of financial resources, many respondents complained about various challenges faced in how financial resources were managed in their schools. When asked to respond to the statement whether or not school fees were regularly collected by school management, 16 respondents (40%) stated their disagreement with the statement. The rest of the respondents who were 24 (60%) strongly disagreed with the statement that fees were regularly collected. It can therefore be stated that fees collection was a great

challenge to the management of the schools on which the work was carried out and this situation would not auger well for effective financial management of the schools.

The next statement on financial management of the schools was meant to find out whether Government funds were released regularly to aid the financial management of the schools. In the quest of the respondents to answer this question, 24 (60%) respondents were of the view that the statement was not true. Again, 16 (40%) respondents strongly disagreed with the statement. The next statement in respect of challenges in the management of financial resources was made on internally generated funds. The statement was to find out from the respondents whether there was any internally generated funds in their schools, 20 (50%) respondents and another 20 (50%) disagreed and strongly disagreed respectively with the statement showing that nothing was being done to generate funds internally perhaps apart from the school fees collected sometimes. Internally generated funds are monies that accrue from different types of economic ventures carried out by various Government Departments including educational institutions.

According to article 176 of the 1992 constitution of Ghana, revenue or other moneys raised by Government Departments become internally generated funds that can be retained by the department or agency of the Government that received it for the purpose of defraying the expenses of that department. It therefore follows that internally generated funds in educational institutions can

even be used to see to some needs of staff workers which may go a long way to motivate them.

The educational institutions that involve themselves in internally generated economic ventures like poultry farming, fish farming, piggery, gottery among many others get sufficient funds to supply certain important needs of the schools which motivate the teachers to work. An example is the construction of bungalows for staff and even helping workers who are in need of financial help.

It can therefore be said that schools with sufficient moneys generated from economic activities do not suffer as compared to others without such ventures.

The next two statements were on the collection, keeping and disbursement of school funds. On these two statements, 16 (40%) respondents stated and agreed strongly that school funds were properly kept. Another 24 (60%) respondents representing also agreed with the statement. This means that the managements of the schools were doing well on keeping of school funds.

On the disbursements of the funds collected 24 (60%) strongly agreed that the schools were disbursing the funds properly whereas another 16 (40%) respondents agreed that funds were properly disbursed. This is a pointer to the fact that the management of all the schools were adhering to the rules and regulations concerning the collection and disbursement of public funds which according to article 176 of the 1992 constitution that monies collected on behalf of the Government should be retained by the schools and used for defraying the expenses of the departments concerned.

Research Question 4: What are the challenges in the management of school – community relations?

The respondents indicated the challenges they face in managing school community relations. Their views are shown in Table 8.

Table 8: Challenges in the management of School – community relations

Challenges	SA	A	D	SD
	N (%)	N (%)	N (%)	N (%)
Strong functional PTA	0(0)	20(50)	20(50)	0(0)
Community involvement in special programmes eg. Speech Days	30(75)	0(0)	10(25)	0(0)
Regular visit by parents	0(0)	20(50)	20(50)	0(0)
Contributing by the Town Development Committees towards school development	24(60)	16(40)	0(0)	0(0)
Sufficient accommodation for staff	0(0)	0(0)	24(60)	16(40)

Source: Field work, 2011

Note: 'strongly agree' (SA), 'agree' [A], 'disagree' [D], 'strongly disagree' [SD],

This part of the work which was based on the relationship between the school and the community was considered using five statements for the respondents to respond as captured on table 8 in order to indicate their stand on the relationship between the school and the community. When the respondents were asked to state their stand on the statement concerning the strength of the PTA that they had, 20 (50%) respondents were of the view that their schools had strong PTAs. Another 20 (50%) respondents responded in the negative stating that their PTAs were not strong.

On the involvement of the communities in special school programmes like speech and prize giving days, 30 (75%) strongly agreed that their communities were involving themselves in special school programmes whereas 10 (25%) said they were not being helped during such programmes. Concerning regular visits by parents, 20 (50%) agreed that parents were visiting them but another 20 (50%) disagreed that parents were not regularly visiting the schools.

With regard to the statement in respect of contributions by the Town Development Committees towards school development, 24 (60%) respondents strongly agreed that Town Development Committees were of help to the schools whereas another 16 (40%) said they agreed with the statement. This shows that the various Town Development Committees were offering their support towards the development of the schools since it is not only the Central Government that should shoulder such responsibilities. In the case of accommodation for staff, majority 24 (60%) disagreed that there was sufficient staff accommodation. Again another 16 (40%) respondents strongly disagreed that there was sufficient accommodation for staff.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This chapter presents the summary of the study, conclusions drawn from it, findings, recommendations made to assist in dealing with supervision effectively and suggestions for further research.

The study was a descriptive one which examined the challenges that Headmasters, their Assistants, Departmental heads and their Board Chairmen face in managing community SHSs in the Keta Municipality. The study drew information from both the primary and secondary sources/data. Literatures related to the topic were collected from books and the internet which helped in arriving at the secondary data. The target population for the study included Headmasters, Departmental Heads, Board Chairmen and Assistant Headmasters from Abor SHS, Atiavi SHS and Tsiamé SHS. Anlo Afiadenyigba SHS and Anyako SHS. The respondents which formed the target population were chosen mainly due to the various roles played towards effective education delivery within the Municipality. A sample size of five (40) Headmasters, Assistant Headmasters, Departmental Heads and Board Chairmen. A set of 24 items were designed on the questionnaire for 40 respondents including Headmasters, their assistants,

Departmental Heads and Chairmen of the Board of Governors. Questionnaire was used for the purpose of collecting information from the target group.

Key Findings

On the background of the respondents, the study revealed that 27(67.5%) were males whereas the rest 13(32.5%) were females. It was further revealed that as far as the respondents' ranks in the GES were concerned, 5(12%) were Principal Superintendents, 10(25%) and 15(37.5%) were Assistant Director II and Assistant Director I respectively. However, 5(12.5%) of the respondents were Deputy Directors but the last 5(12.5%) were non-teachers. With regard to the respondents' highest academic / professional qualification, 25(62.5%) were first degree holders whereas 15(37.5%) had second degree. On the question of the availability of learning materials like Workshops, Laboratories, Libraries among others, 16(40%) and 24(60%) disagreed and strongly disagreed respectively that such resources were available in their schools.

The study further revealed that the maintenance of learning resources was regularly done hence 24(60%) and 16(40%) of the respondents disagreed and strongly disagreed with the statement that "learning resources were sufficiently maintained". Again, it was revealed that not sufficient Teaching and Non-Teaching Staff were posted to the schools as 24(60%) disagreed that sufficient staff was posted to the schools whereas 16(40%) strongly disagreed with the statement concerning the sufficiency of teaching and non-teaching personnel. With regard to prompt payment of salaries to staff, 16(40%) and 24(60%)

disagreed and strongly disagreed respectively with the statement that salaries were regularly paid to staff members in the various schools.

It was deduced from the study that the collection of school fees was a great challenge to the schools as 16(40%) disagreed that school fees collection was smooth and another 24(60%) strongly disagreed with the statement. Concerning the release of Government funds promptly, 24(60%) disagreed that funds were regularly released whereas another 16(40%) strongly disagreed with the statement. With regard to the disbursement of Government funds, 24(60%) agreed strongly that proper steps were taken for the purpose of disbursement and another 16(40%) agreed with the statement. The study further revealed that PTAs were functional at schools and others were dormant as 20(50%) agreed that there was functional P.T.A.'s but another 20(50%) disagreed. Again, on regular visits by parents the schools 20(50%) agreed that parents were regularly visiting the schools whereas another 20(50%) stated their views in the negative.

Conclusions

From the data collected, analyzed and the findings made, the researchers held the following conclusion. It can be conclude from the research findings that school heads are confronted with numerous challenges which impede their efforts towards the achievement of the educational objectives. In spite of all these challenges, heads however, perform their duties effectively. The schools are confronted with non availability of learning materials like workshops, laboratories, libraries among others and inadequacy of teaching and non-teaching personnel in the community schools. Additionally, the few learning resources are

insufficiently maintained. The school fees collection did not pose much of a challenge whereas there were delays in the release of funds from the Central Government.

Recommendations

Based on the findings and conclusion drawn from the study, the researcher came out with the following recommendations.

1. To begin with, the requisite learning resources meant for effective teaching and learning should be adequately provided frequently by the Government through the GES to supplement what the PTAs and other stakeholders' supply for the school. Next, funds in the form of grants should be frequently made available to enhance effective running of the schools.
2. Parents should also be educated to pay their ward's school fees promptly to help in the management of the school. Again, workshops and courses should be frequently organised by the GES on the financial administration so that the financial management of funds can be easily done by the Headmasters.
3. Auditors both internal and external should frequently visit schools in order to find out how public funds are disbursed. It is further suggested that the GES should recruit qualified staff to teach the various programmes enshrined in the curricula of schools not in the country.

4. The accountants of the schools should have ample knowledge in accounting in order to do exactly what is expected of them. Furthermore, the GES and school administrators should do well to put measures in place to sufficiently motivate hardworking staff members so that the best can be achieved in terms of examination and other results.
5. The supply of staff accommodation, free breakfast and lunch could be some of the means through which staff can be efficiently motivated.
6. Finally it is recommended that there should be cordial and harmonious relationship between the schools and the communities for effective formal education to materialise.

Suggestions for Further Research

The researcher has suggested the following for further research

1. The rapport between the headmasters and the communities
2. The effectiveness of headmasters in the community schools

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR RESPONDENTS

You will be of immense help to the success of this work if you answer the following questions as frankly as possible. Please your answers to the following questions would be held confidential. Thank you.

Please tick (√) the appropriate box or write when possible.

Section A

- 1. Sex M Female
- 2. Age: 40 – 45 years 46 – 50 years 51 – 55 years 56 – 60 years 61 – 16 years
- 3. Rank: Principal Superintendent Assistant Director I Assistant Director II Deputy Director Non – Teacher
- 4. Which of the following is applicable to your highest academic/ professional qualification?
Diploma First Degree Third degree

For the following part of the questionnaire, tick (√) the column which approximates to your knowledge and feeling on each of the following statements on following table

- 5. What is your area of specialization?.....
- 6. How many years have you been serving in your present position?
2 – 5 years 5 – 10 years

Section B

STATEMENTS		% RESPONSES	
		STRONGLY AGREE	DISAGREE
STRONGLY	AGREE		DISAGREE
Availability of Workshops,			
Science laboratories,			
Libraries, ICT laboratories			
Sufficient maintenance of			
learning resources			
Classroom facilities provided			
regularly			
Regular availability of			
stationary and textbooks			
Teaching and Non-teaching			
staff are regularly posted to			
the school			
Free accommodation for			
staff works			

Section C

% RESPONSES

STATEMENT		STRONGLY AGREE	DISAGREE
STRONGLY	AGREE		DISAGREE
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Salaries are paid regularly to staff members			
Regular collection of school fees Government of Ghana funds are regularly released			
Internally Generated funds are always available			
Proper keeping of school funds Disbursement of funds according to laid down rules and regulations			

Section D

% RESPONSES

STATEMENT	STRONGLY	AGREE
DISAGREE		STRONGLYAGREE
DISAGREE		
A strong functional PTA		
Community involvement in special programmes eg. Speech Days		
Regular visit by parents		
Contributions by the Town		
Development committees towards school development		
Sufficient accommodation for staff		