UNIVERSITY OF CAPE COAST

SENIOR HIGH SCHOOL ADMINISTRATORS' PERCEPTION OF THE IMPACT OF MANAGEMENT FUNCTIONS ON STUDENTS' ACADEMIC PERFORMANCE

BY

ELEANOR ARABA SAM

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THESIS SUBMITTED TO THE INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION OF THE FACULTY OF EDUCATION IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE IN EDUCATIONAL ADMINISTRATION

DECEMBER, 2007

DECLARATION

Candidate's Declaration

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

Candidate's Signature…......................... Date: 24th FEBRUARY, 2009

Name: ELEANOR ARABA SAM

Supervisors' Declaration

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

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ABSTRACT

The study sought to examine the perceptions of school administrators on the impact of management functions on the academic performance of students. Descriptive survey was used for the study. Twenty schools from seven districts in the Central Region were involved in the study. School administrators were selected because they were at the helm of affairs when it comes to management of schools.

The main instrument used for the study was questionnaire. The return rate for the questionnaires distributed was 75%. Statistical Product and Service Solutions (SPSS) was used to obtain frequencies, percentages, means, standard deviation and independent sample test for the analysis of the data.

The most outstanding finding of the study was that school administrators perceived the management functions operating in the school to have a positive impact on the academic performance of students. No significant differences were found between the perceptions of male and female administrators on the impact of the majority of the components of the management functions on the academic performance of students. However, for a few of the components and their impact on the academic performance of students, significant differences were recorded between the perceptions of male and female administrators. It is recommended that students should be involved in the general management of the school, especially through dialogues, consultations and views seeking.

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DEDICATION

This work is dedicated to my parents Mr. and Mrs. F. M. Sam and my siblings Frederick, Lawrence, Linda and Helbert.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Education is one of the most important tools for national development, therefore, progressive governments all over the world have been making frantic efforts to provide and promote sound educational policies as well as infrastructure that will help its people to acquire knowledge, skills and attitudes that will enable them develop their individual potentials (Ampadu & Aboagye, 2007). The greatest treasure and asset of a nation are its educational institutions. They make or mar the destiny of a nation. The strength of a nation is built on human resources developed by its educational institutions which train brains, provide skills and open a new world of opportunities and possibilities to the nation (Ullah Khan, 2005).

Ghana began to take steps towards education in the last quarter of the 19th century. Before then informal systems of education were the main approaches by which Ghanaian communities prepared their members for citizenship. It is interesting to note that in Ghana, the first "school" was the home, the "teachers" were the parents and the elders in the family, the "curriculum" was life experiences and learning was by observation (McWilliam & Kwamena-Poh, 1975). The first major purpose of such education was to inculcate good character in the young members of the community. The second was to give them adequate knowledge of their history, beliefs and culture, and to enable them participate fully in social-cultural life.

From the foregoing comments it could be deducted that the purpose of non-formal education since the beginning of the Ghanaian society has been for national development. Education is the only foundation of a nation's development and therefore, it is only when our children are given adequate education now, that we can hope for a prosperous Ghana of tomorrow. Formal education preceded colonization. European merchants and missionaries established some schools. During the colonial period, a formal education structure was modelled on the British system. This structure has been through a series of reforms since Ghana gained independence in 1957. In the 1980s, further reforms brought the structure of the education system closer to an American model (http//www.ghanaweb.com).

Ghana, like many other former colonies, inherited a system of education whose curriculum was developed to suit the socio-economic needs of the colonizing power. That is, it was aimed at equipping the citizens with the requisite knowledge and skills the colonialists needed in administration and trade. This system, after independence, proved to have outlived its usefulness. It was realized that it was not equipping the youth with the requisite knowledge and skills needed for the sustainable development of the young nation. A change in curriculum, therefore, became necessary.

Soon after independence, from 1960/61 to 1974/75 as many as nine education committees were appointed to conduct a comprehensive review of the educational system in the country. Each of these committees came out with useful recommendations and suggestions on how education should be related to the socio-economic needs of the country. These education committees were:

    i.   Bostio Committee   - 1960-61

ii.   Amissah Committee   - 1963

iii. Kwapong Committee   - 1966-67

iv.   Cockeroft Committee   - 1966

v.   Busia Commiitee   - 1967

vi.   Russel Committee   - 1969

vii. Dowuona Committee   - 1970

viii. Dzobo Committee   - 1972

ix. Evans Amfom Committee   - 1974-75

Each of these committees came out with useful recommendations and suggestions on how education should be related to the socio-economic needs of the country. The Dzobo Committee (1972) proposed a structure and content of education for Ghana. At that time, the education system was a sort of selection mechanism, which favoured those who were intellectually gifted and so could go through the bottlenecks of the system. To eliminate the bottlenecks, the Dzobo Committee recommended that:

i.   The system be made flexible to make it easier for students to move from one level to the other,

ii. The educational needs of both the gifted child and the slow learner be equally catered for, by the society so that the gifted child would not be placed in a position where he would use up all the educational opportunities that the nation could provide, and

iii. The curriculum of the then existing schools, be diversified to develop in students the right attitude to work and equip them with the right type of skills that can be employed in the society.

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The Dzobo Committee (1972) also sought to rectify the long number of years (17 years) to complete pre-university education as compared to Britain (13 years), America (12 years), Kenya, Uganda, and Tanzania (13 years) by proposing a pre – university education of 13 years. The breakdown of the proposed system was as follows:

i.   Six years of primary education,

ii. Seven years of secondary education as this would enable the students to complete their pre- university education 3 or 4 years earlier,

iii. Additionally, another advantage to be derived from pre- university education was the three years savings of government expenditure on education.

In May 1972, the Ministry of Education issued proposals of pre-university education. The essence of these proposals on pre-university education was to diversify the formal academic courses that were currently offered so as to include practical courses. The aim of this diversification was to make it possible for school leavers, at any level to exit from the system, or acquire some skills that would enable them become employable.

In 1973/74, the government approved a new structure and content of education for the country. This was based mostly on the Dzobo Committee's Report of 1972. The main innovation was the setting up of vocational schools and the introduction of vocational courses into the curriculum. The committee also touched on the establishment of Junior Secondary Schools. The implementation of the new structure and content of education began in 1974/75 on experimental basis. For example in 1976, one Junior Secondary School was established in each of the regional capitals. Then in 1978, one each was established in every district and one each as a demonstration school for three Post

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Secondary Teacher Training Colleges. The implementation of the new structure and content of education was achieved in 1987.

A major issue on the national agenda in the fifth year of the PNDC (Provisional National Democratic Council) was the reform of the educational system. According to Ben-Abdallah (in Atta, Baafi-Frimpong & Agyenim Boateng, 1999), the then PNDC Secretary for Education, the elements of the proposed reforms involved the restructuring of the educational system to provide nine years of 'basic' education – six years of primary followed by three of junior secondary schooling – for all children. Basic education was to be followed by three years of senior secondary education and then three or four years of tertiary education. The new structure, in effect, reduced the duration of pre-university education from 17 to 12 years. Formally, it took 17 years to complete the pre-university education, however, some were allowed to complete it earlier, if they were academically ready (Ata, Baafi-Frimpong & Agyenim Boateng, 1999).

At the end of the nine years of basic education, a system of evaluation based on continuous assessment plus detailed results of individual performance in the Junior Secondary Leaving Certificate Examination, students' interests and aptitude (as different types of secondary schools are recommended, it is considered important that students aptitude be taken into account) and pupils ability (which will be indicated by the performance detailed out on the certificate of basic education) is used to determine which students will terminate their education and which will continue in any of the five types of senior secondary schools - Technical, vocational, general business / commercial, and agricultural. These constitute the terminal points for the pre-university education. (Evans Amfom Committee, 1986). Basic Education Certificate Examination (BECE) is a

requisite requirement into senior secondary school. This is in contrast to the former system where admission into secondary schools was through common entrance examination at the end of the six years primary education or at any point during the four-year middle school education following primary.

Senior secondary schools have since then been established to meet specific objectives. Among these are, to make curricula at all levels of the educational system relevant to the economic needs of the country by exposing students to a diversified curriculum, and by introducing them to pre-agricultural, technical, business and vocational education. This exposure was an essential element because it would help students discover themselves, their interests and talents and stimulate in them the desire to achieve self fulfilment (Evans Amfom Committee, 1986). One other objective was to provide guidance to the student to acquire confidence and familiarity with work through interactions with productive agencies, organisations, and individuals in the society, thus conditioning students for entering into the world of work and succeeding, to reduce the length of pre-university instruction, to improve the quality of teacher education and basically to prepare students for further education (Evans Amfom Committee, 1986).

The number of senior secondary schools increased remarkably in 1950. There were 57 senior secondary schools, two of which were government controlled, 11 assisted and 44 unassisted (Antwi, 1992). In 1990, 143 new senior secondary schools were introduced, bringing the number to 398. Successive governments expanded second cycle education in the country over the years. Today, there are 503 senior secondary schools, 29 vocational institutions and 18 technical institutions (Ministry of Education website, 2006).

The system of education is the principal vehicle for the growth of human resource base for any country. Therefore, there is the need to seek and retain school administrators whose application of management functions will engender the achievement of specific national objectives of education and national development as a whole. To achieve the stated goals of an educational institution, management should be established to plan, organise, lead and control the work of organisational members or personnel and the resources available to the organisation (Stoner et al, in Baafi-Frimpong, Atta & Agyenim Boateng, 1999).

Griffin (1999) attests that the practice of management can be traced back thousands of years. The Egyptians used management functions of planning, organising and controlling in constructing the great pyramids. Alexander the Great employed staff organisation to co-ordinate the activities during his military campaigns. The Roman Empire developed a well defined organisational structure that greatly facilitated communication and control. Also, the ancient Babylonians used management to govern their empire. In fact Socrates discussed management practices and concepts, as early as 400 B.C. In spite of this history however, management per se was not given serious attention for several centuries. The study of management indeed did not begin until the nineteenth century.

Management is to an organization (school establishment, industry or church) what the central nervous system is to the body. It initiates, directs, activates, controls and monitors the functioning of the different organs of the system. Management requires the use of minimum resources to achieve maximum results. Management in an institution is to obtain the results from the resources at the disposal of the institution usually led by a

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head or manager, using time material, equipment and technical know how of the people within the institution efficiently and effectively.

Management is a process, which is a sequence of coordinated activities – planning, organizing, coordinating, controlling and directing in order to use available resources to achieve a desired outcome in the fastest and most efficient way. These activities are referred to as functions of management which must be performed by all persons in managerial positions, whether administrators or departmental heads (Griffin, 1999). In 1916, Fayol published his most influential treatise management. It was outlined the approaches to the systematic study of administration setting out benchmarks. His new and famous elements of planning, organising, commanding, co-ordinating, and controlling were the central themes of the administrative system. Fayol summed them to mean that, to manage is to forecast and plan, organise, command, co-ordinate and to control (Amuzu-Kpeglo, 2005).

The practice of school management in Ghana is as old as the opening of the first schools by the missionaries. Managers of school have since then emerged or been appointed from among the classroom teachers. Such school managers depended purely on their experiences under other traditional managers to be able to administer and supervise the schools (Nwokafor, Ighalo, Ogunsanwo & Nwankwo, 1989). The management of senior secondary schools in Ghana to meet a set of objectives has become necessary because the government recognizes the crucial role of education in nation building. There is the need, therefore, to provide basic steps to the sustenance of senior secondary schools through proper management.

Management of the school does not rest on one person but a responsibility shared by all concerned (Ankomah-Sey, 2003). In managing the schools to meet targets or projections, the Minister of Education, school administrators, teachers, parents, government, non governmental organisations, committees in the school, senior housemasters/mistresses and philanthropists through to the students especially, have a prominent role to play. Hoy and Miskel (1992) argued that students constitute a formidable element of the social climate of the school and therefore should be involved in school management and administration.

A lot of factors constitute a valid basis for managing the schools of today. Factors such as capable teaching force, professional teacher support, and good supervision by school heads among others are necessary for effective school management (Atakpa & Ankomah, 1998). On the other hand schools are becoming both complex and difficult to manage because of the social expectations that society demands from schools, teachers are more in number and more varied in their qualifications, students bring to school a lot of social, cultural, and economic backgrounds that often perplex the "unprepared" managers, the cost of education is soaring, the facilities and services for the school are becoming both complex and difficult to manage (Nwokafor et al., 1989). One can also talk of the proliferation of schools particularly since independence and the rapid expansion of enrolment with accompanying demand for new buildings, equipment and supplies, increased business and financial responsibilities in the school.

This not withstanding, management functions differ from one person to another. A combination of these may suit one school but not another. For example, some heads may decide to involve some teachers in the planning process, some may decide not to

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inform their teachers about any decision until it has been finalized and is in operation. From another angle, some school heads may decide to put some incentive packages in place to motivate teachers to give out their best whilst some other school heads may not show any appreciation to teachers because the monthly salary may be seen to be enough to motivate the teachers to work.

It is an undisputed fact that irrespective of adequate resources, a combination of management functions used by the head of an institution is a key factor in the success or failure of the students of that institution. This statement holds good for the head of institutions to ensure competency in the running of schools. The application of effective management functions creates a condition where successful and appropriate teaching and learning can occur for all students and staff so that school objectives can be achieved.

These days more than ever before various sections of the public have been expressing concerns about downward trends in educational standards. That standards seem to be on the decline tends to suggest that a large section of the student population does not have the desired levels of educational aspirations that can motivate them to study hard. In a democratizing society where education is a single most important determinant of inter- and- intra-generational mobility, a change in students' educational aspirations and its consequent academic achievements naturally become a matter of serious public concern (Opare, 1998).

Presently, the academic performance of students at all levels of education in Ghana is of much concern to all, because of the alleged falling standards of education. Most stakeholders are complaining about the performance of most senior secondary school graduates. To support this, Awuah (2007) insisted with practical examples and

brilliant analysis of the inherent issues, in a presentation that there is a fall in academic standards because secondary school graduates are proving very deficient and do not know basic materials that should have been learnt in primary school. Secondary school graduates pass the SSCE exams and yet have difficulty with basic arithmetic operations such as *8+3*, *-1-6*, *5x1* and *3÷2*. There are instances in which SSCE graduates did not know such basic grammatical constructs such as beginning a sentence with a capital letter and ending with a period, and did not know the difference between commas and period. Awuah also added that this needs immediate attention and steps must be taken to address it now.

According to Eyiah (2007), it would not be far-fetched to summarize education in Ghana today as apparently in crisis – from JSS through the SSS to the tertiary institutions. He retorted that there is so much uncertainty and mismanagement of the educational policies initiated by the PNDC government, which were strongly supported by the World Bank. Eyiah concluded that, though things are not as expected, all is not lost yet and that it is in the light of this crisis that stakeholders in education must be prompted do something about the educational system. Eyiah also suggested that heads and hands must be put together to revamp education in Ghana. In his opinion, education in Ghana has apparently suffered from lack of adequate funding and, inefficient management. According to Eyiah, the problem of poor results could not be put at the doorsteps of the government alone. The waste, try and error, misapplication and mismanagement in the system must be stopped.

The Government spokesperson on social services, Amponsah-Bediako (in Achonga 2007) also buttressed the points raised earlier by saying that, the quality of

educational standards in the country was not the best and that a lot of people have not had the opportunity of higher education because of the numerous challenges faced at the basic and secondary levels, where some did not even have learning materials like textbooks and had to study in poor environments.

There is no gainsaying that management is of great importance especially for institutions. Management serves as the vehicle for moving the institution forward. School administrators such as school heads, assistant school heads, and heads of departments are mostly at the helm of affairs when it comes to management of institutions. School administrators carry out activities such as; forecasting, planning and prioritising school/departmental programmes, clearly defining and assigning responsibilities and tasks to be performed by all employees, ensuring that tasks are carried out in accordance with established rules and regulations and assessing progress of school/ departmental programmes regularly.

Statement of the Problem

Academic standards of senior secondary education have for some time now been a matter of concern and a subject of heated discussion. Opare (1998), Eyiah (2007) and Achonga (2007), have cited evidences to demonstrate the downward trend in the academic performance of students in Ghanaian schools. Falling standards of education have been an issue of concern to all stakeholders in education in Ghana in recent times.

There are a number of factors contributing to the academic performance of students. Among others, they include the method of teaching, availability of teaching and learning resources (e.g. library, charts, and laboratory equipment) as well as the management functions used by school administrators. The falling standards of education

in Ghana are being attributed to issues such as the poor management of educational institutions and inadequate funding (Eyiah, 2007).

The Central Region is considered as the citadel of education in the country with the highest number of senior secondary schools. Undoubtedly therefore, the region will have its share in the perceived downward trend in the academic performance of students. The issues at stake then are, what are the perceptions regarding the management functions of school administrators and their effect on the academic performance of students in the Central Region? What are the constraints that hinder effective management of schools and the academic performance of students in senior secondary schools in the Central Region? In what ways are students involved in the management functions of school administrators in the Central Region? It is very important to conduct an in-depth investigation to provide answers to questions such as these.

Purpose of the Study

The main purpose of the study was to explore the various management functions used by school administrators in running senior secondary schools and the perceptions of school administrators in respect of their management functions and their impact on the academic performance of students. The specific objectives of the study are twofold:

i. To examine the perceptions of school administrators regarding the impact of management functions on the academic performance of students in the Central Region

ii. To identify the major constraints that hinder the effective management of senior secondary schools in the Central Region.

Research Questions

The following questions were formulated to guide the study:

1. What are the major socio-demographic characteristics of school administrators in the Central Region?

2. What are the perceptions of school administrators regarding the impact of management functions on the academic performance of students in senior secondary schools in the Central Region?

3. How do school administrators perceive the impact of other management structures on the academic performance of students?

4. What are the perceived constraints that hinder effective management of school and academic performance of students in senior secondary schools in the Central Region?

5. In what ways can management functions be used to promote the academic performance of students in the Central Region?

Research Hypothesis

The following research hypotheses were formulated to be tested at 0.05 alpha level:

H_0 There are no differences between the perceptions of male and female school administrators on the impact of management functions on the academic performance of students.

H_1 There are differences between the perceptions of male and female school administrators on the impact of management functions on the academic performance of students.

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Significance of the Study

Based on the crucial role information plays in the formulation and implementation of educational policies, results from the study could provide information that will be useful in a number of ways. It will assist government in setting priorities and formulating policies concerning promotion and sustainability of excellent academic standards at all levels of education. The outcome of the study would also serve as a useful guide in training school administrators.

Moreover it would also serve as a guide to stakeholders in education such as parents, NGOs, philanthropists and policy makers who are engaged in the promotion of the academic performance of students. Furthermore, it is intended to contribute to knowledge on the perceptions heads hold about management functions and the academic performance of students and how to it can be enhanced.

Delimitations

The study could have been conducted to take care of perceptions of school administrators on the impact of other factors on the academic performance of students. The study involved the administrators of senior secondary schools in the Central Region of Ghana. The study looked at the perceptions of administrators of senior secondary schools in the Central Region on the impact of management functions on the academic performance of students. It did not investigate the impact directly but how it is so perceived by administrators.

Limitations

The study was not without a few limitations. During the data collection a number of school administrators in some of the senior secondary schools in the Central Region

complained that they have been completing a number of questionnaires for researchers from tertiary institutions and that has not made any impact on the educational system. They also find it tiresome answering questionnaire again and again. This may have adversely affected the kind of responses they provided making them less authentic.

Organisation of Study

In all the study comprise five chapters. Chapter one comprises the introduction, statement of the problem, purpose of the study, research questions, significance of the study, delimitations and limitations.

Chapter two constitutes review of relevant literature related to the study. It touches on areas such as perception as a process, definitions of management, management functions, management theories, leadership and management, and academic performance of students.

Chapter three outlines the methodology and procedures, which were used in conducting the study. It covers areas such as the research design, population, sample and sampling technique, data collection instruments used, pre testing of instruments, data collection procedure and data analysis plan.

On the other hand, Chapter four discusses the result of the study. Finally Chapter five touches on the findings of the study, conclusions drawn from the findings, recommendations for the study and suggested areas for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study, as noted in chapter one, was mainly designed to find out about the perceptions of school administrators on the impact of management functions on the academic performance of students. The underlying consideration of the study had been an outcry of the falling standards of education in Ghana. The perceptions of school administrators on the impact of management functions vis-à-vis student's academic performance were therefore considered. The idea here was to review available literature related to the study. The review was carried out under subheadings as follows: perception as a process, definitions of management, management functions, management theories, leadership and management and academic performance of students.

A little into the 21st century reveals that, challenges and opportunities emerging in the management of schools in all parts of the world are of increasing complexity and diversity. These are taking place because, presently, it is becoming increasingly clear that an experience alone does not constitute a valued basis for managing the schools of today, which are very complex. The teachers are more in number and more varied in their qualifications, the student brings to school a lot of social, cultural, and economic backgrounds that often perplex the "unprepared" managers. The cost of education is soaring, the facilities and services for the schools are becoming both complex and difficult to manage, and the social expectations of the schools are becoming extremely demanding. All these make it necessary for an organized training of managers, especially

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to get such officers equipped with the essential background, principles, theories, techniques and constraints of their roles as managers (Nwokafor et al, 1989).

Perception as a Process

Many scholars have defined perception in different ways. To Van den Ban and Hawkins (1996) perception is the process by which information or stimuli is received from the environment and transformed into psychological awareness. Gamble and Gamble (2002) define perception as a process of selecting, organising, and subjectively interpreting sensory data in order to make sense of the world. Gamble and Gamble (2002) again point out that, perception involves more than the use of the senses alone. They further epitomised perception as the "I" behind the senses, that is, what occurs in the real world may be quite 'poles apart' from what is perceived to occur. In other words, the interpretation of events may differ markedly from the actual events among different people.

General Principles of Perception

There are some general principles that govern perception. These include relativity, selectivity, organisations, direction, and cognitive style (Van den Ban & Hawkins, 1996).

i. **Relativity**: Perceptions are relative, rather than absolute (Van den ban & Hawkins, 1996). Although humans are not able to judge the exact weight of an object, they may be able to tell whether it is heavier, lighter, larger or smaller than other similar objects. Perception of a message again can also be influenced by the surroundings.

ii. **Selectivity**: According to Gamble and Gamble (2002), individuals select only experiences that reaffirm existing attitudes, beliefs and values and ignore or diminish the significance of those experiences that are inconsistent or dissonant with existing attitudes,

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beliefs and values. Past experience and training influence selectivity of perception. Training can then provide an organised and structured set of experiences to influence perception. To Van den Ban and Hawkins (1996) perceptions are very selective. At any moment, an individual's senses receive veritable food of stimuli from the environment. Despite the capacity to process vast amount of information, one's nervous system cannot make sense of all the stimuli available. Hence, individuals pay attention to just a section of a stimulus.

iii. **Organisations**: Individuals tend to structure sensory experiences in a way, which makes sense. Therefore, perceptions are organised. In a fraction of a second, senses sort out visual and aural stimuli into figures, which stand out from the background. Natural scenery attracts attention, so an artist may incorporate it in a specific part of a drawing to put a message across. Another characteristic of perceptual organisation is termed 'closure'. In organising, the perceiver tends to close or complete what he or she perceives to be open or incomplete.

iii. **Direction**: Individuals perceive what is expected or are 'set' to be perceived. Mental set influences what is selected and how information is organised and interpreted. 'Set' is an important perceptual concept, which can be used by the communication designer to reduce the number of alternative interpretations, given to stimulus. Van den Ban and Hawkins (1996) assert that perceptual set might be a major barrier when communicators want their audience to view or interpret a situation in a specific way.

Gamble and Gamble (2002), are also of the view that perceptual set is affected by past experience, age, educational level, and motivation. The authors however, emphasised that age alone does not determine the part played by experience and that even

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among people of the same age, past experiences differ and hence affect the way stimuli are perceived. In the case of education, it is said that, at times it can become a barrier rather than a facilitator or aid communication. It is then concluded that, lessons that one has learnt in life is different from lessons that another has learnt in life. As a result, people can perceive the same stimulus differently.

iv. **Cognitive Style**: According to Van den Ban and Hawkins (1996), an individual's perception will differ markedly from another's in the same situation because of different cognitive styles. An individual's mental process works in distinctly different ways depending on personality factors such as tolerance for ambiguity, degree of open and close mindedness, etc. Clearly, it is impractical to design different messages, which takes into account all combinations of cognitive styles among our audiences. Thus, it is recommended that one should adopt a strategy by which the same idea is presented in a number of ways, which will appeal to most cognitive styles. This is termed by Van den Ban and Hawkins (1996) as message redundancy.

Management Defined

Traditionally, the term "management" refers to the activities (and often a group of people) involved in the four general functions: planning, organizing, leading and controlling/coordinating of resources. It has been noted that the four functions recur throughout the organization and are highly integrated. Emerging trends in management include assertions that leading is different from managing, and that the nature of how the four functions are carried out must change to accommodate a "new paradigm" in management (Carter, 1999). Again management can also be seen as a process hinging on a set of integrating principles.

Management is to an organization (school establishment, industry or church) what the central nervous system is to the body. It initiates, directs, activates, controls and monitors the functioning of the different organs of the system. Management requires the use of minimum resources to achieve maximum results. Management in an institution is to obtain the results from the resources at the disposal of the institution usually led by a head or manager, using time, material, equipment and technical know how of the people within the institution efficiently and effectively (Nwokafor et al, 1989).

Management can also be defined as a set of activities (including planning, decision making, organising, leading, and controlling) directed at an organization's resources (human, financial, physical and information) with the aim of achieving organizational goals in an efficient and effective manner (Griffin, 1999). Management can also be seen as the attainment of organizational goals in an effective and efficient manner through planning, organising, leading and controlling organizational resources (Daft, 2001).

Management also refers to a set of activities, which can be classified as concerned with planning, organizing, directing or controlling. Management can be seen as a process of planning, organizing, and controlling an organization's operations in order to achieve coordination of human and material resources essential in the effective and efficient attainment of objectives. To some others, management is the guidance, leadership and control of the efforts of a group of people towards achieving specific objectives. Management is utilising human resource, material resource, and time effectively to achieve certain objectives or the set goals of the school.

A manager focuses on specific output, utilising engineering and work-study methods for designing and arranging equipment and jobs to perform certain organisational functions. A manager's focus on output implies that there are specific functions to carry out. A manager concerned with managerial process utilises a number of intuitive principles, in performing such processes as planning, organising and staffing in order to respond to many of the day to day problems and ensure that equipment, manpower and materials are available and useful.

All these definitions suggest that management is a process, which is a sequence of coordinated activities – planning, organizing, controlling, leading, staffing, budgeting, reporting, supervising and evaluating etc, in order to use available resources to achieve a desired outcome in the fastest and most efficient way. These activities are referred to as functions of management, which must be performed by all persons in managerial positions whether school heads, assistant school heads or heads of departments.

Educational management, therefore, is concerned with planning and formulating educational policies or programmes with the view of achieving educational goals. In other words, educational management can be defined as the application of the process of planning, organizing, controlling, staffing, reporting, budgeting, directing, and co-ordinating human and material resources in order to achieve stated educational goals or objectives. This then leads us to the next sub heading, which is centred on the various management functions.

Management Functions

There are a number of different methods of school management as no two managers have exactly the same way of doing things (Kolb, Osland and Rubin, 1998).

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Management is a process, which is a sequence of coordinated activities – planning, organizing, coordinating, controlling, directing etc, in order to use available resources to achieve a desired outcome in the fastest and most efficient way. These activities are referred to as functions of management, which must be performed by all persons in managerial positions (Griffin, 1999).

In developing the theory of management, Fayol (1949) identified five central elements: planning (*prévoyance:* meaning anticipation or foresight), organizing (to include selecting and training personnel), command (a rough notion of directing others' efforts, coordination, and control). He summed them to mean, to manage is to forecast and plan, to organize, to command, to co-ordinate and to control. Fayol (1949) identified managerial activities as "concerned with drawing up the broad plan of operations of the business, with assembling personnel, co-ordinating and harmonising effort and activity" (Fayol 1949, pp. 5-6).

Fayol's work of 1916, was translated into identified five major "functions" of management later referred to as POCCC. Management functions are also referred to as administrative functions or administrative processes. When Gulick and Urwick (in Campbell et al, 1977) were asked what work the chief executive like the president of USA does, their answer was the coined word (acronym) POSDCoRB, which stands for Planning, Organizing, Staffing, Directing, Co-ordinating, Reporting, and Budgeting.

Luther Gulick (1937) in (Campbell, Bridges, & Nystrand, 1977) was among those who threw more light on the works of Henri Fayol (1948) to build a foundation for management theory. He viewed management functions as universal. His seven-activity acronym, POSDCoRB, is familiar to all in management practice. Managers, according to

Rue (2000), engage in certain basic functions of management. These functions are planning, organising, leading and controlling.

The functions of management are merely categories for classifying knowledge about management. Management functions overlap, and it is difficult to classify them purely by Fayol's (1948), Rue's (2000), Gulick's (1937) and Urwick's (1943) outlined above. The functions of management are interdependent and inseparable. For example, organising is difficult to do without planning, etc. To identify the management functions, one may ask what specific objective the manager sets to achieve, the activities that will lead to attainment of objectives, who will perform those activities, with what tools, facilities or resources or how well activities can be carried out. In an attempt to answer the questions above several theorists have come up with words they consider as adequate description of management functions (Duodu, 2001).

Most importantly, administrators and managers alike have to supervise and evaluate plans laid out, to find out if plans are on course, to curb unforeseen circumstances and to achieve objectives and targets set for the school. In this line, supervision and evaluation will be considered as part of the management functions, since these are two other important activities carried out by school administrators.

The research will, therefore, be formulated around parameters such as planning, organising, controlling, supervising and evaluating. Detailed discussions are as follows:
i. **Planning** is to foresee and provide means of examining the future and to draw up a plan of action. Planning is an activity that attempts to study or forecast the future and assist in decision making process in the direction of organization. Fayol (1949) emphasized that the most important instrument in planning was the 'plan of operations'

(this contains the object in view, course of action to be followed, various stages on the way, and the means to be used). He maintained that the characteristics of a good plan of operations were unity, flexibility and precision.

Fayol (1949) also observed that "the plan of action is, at one and the same time, the result envisaged, the line of action to be followed, the stages to go through, and the methods to use" (Fayol, 1949, p. 43). Planning includes envisioning what is needed to be done and how it will be done – in brief, determining goals and strategies to accomplish them. "Before taking action, it is necessary to know what is possible and what is wanted" (Fayol, 1949, p. 44). In brief, one has to identify existing capabilities and resources and determine what goals were appropriate.

Nwokafor et al (1989) assert that, planning is deciding now or in advance (forecasting) what is to be done in the future. The purpose of every plan to Nwokafor et al (1989) is to make it possible for stated purposes of an organisation to be accomplished. They further assert that in planning, the school administrator should prepare a comprehensive programme of activities for the school, bearing in mind the objectives of the school and the general goals of education.

Planning may also mean working out in broad outlines the things that need to be done and the methods for doing them, to accomplish the purposes set for the organization. In schools, planning may involve setting objectives and establishing school policies and procedures for implementation that will help realize the goals. In the school situation, it may also involve drawing up a plan for the subjects to be taught, taking into consideration the availability of teachers and instructional materials as well time table drawing (Baafi-Frimpong et al, 1999).

Planning provides a means to actively involve personnel from all areas and levels of the school in management. It provides a multitude of benefits. For example, good suggestions come from all levels, and the overall understanding of the organisation is enhanced. Planning also forces managers to think in a future and contingency oriented manner because of the experience and knowledge gained in plan development (Rue, 2000).

Planning also refers to anticipating the future and planning for it. Planning recognises the objectives and the line of action or means for attaining it. Planning also has to do with developing plans for execution and organisational decision or objective and budgeting resources (human and material) for the efficient attainment of decision already made. Planning can also be seen as procuring and allotting human and material resources in accordance with the plan made (Duodu, 2001).

Commonwealth (1993) indicates that, planning involves the translation of national educational policies into school-based teaching and learning objectives and targets, preparation of syllabus, schemes of work, timetables, schedules for meeting of governing board, parent teacher association, staff and others, planning a long-term acquisition of relevant teaching and learning resources including finances. School administrators must plan well and involve teachers, parents and students to maximize standards of academic performance. To the researcher, planning is drawing out in broad terms activities intended to be carried out and how the activities will be carried out.

ii. **Organising** is the process of creating a structure of relationship within the organisation that will enable employees to interact with one another, interact with managers, carry out management's plans and meet its goals. Organising can also be referred to as the

establishment of the formal structure of authority through which work subdivisions are arranged, defined and coordinated to meet a defined objective (Baafi-Frimpong et al, 1999). In the school situation, it may entail appointing assistant headmaster, senior housemaster, class masters and prefects, establishing a chain of command, assigning responsibilities and providing resources for responsibilities to be carried out.

Organising is also defined as the process of establishing the organization's structure of authority, responsibility, tasks, and building up both human and material resources of the organization. To offset the inherent problem of organization, Fayol (1949) stressed the need to invest time and energy in the selection of employees, to situate them where they could be of most service, and to adopt organizational requirements in the light of available resources. His chief concern was the human organization, and the organizational chart, which is termed today as human resource development, management concept and practice (Amuzu-Kpeglo, 2005).

Organising, according to Commonwealth (1993), is defined as preparation of up to date job descriptions for all employed staff by head, assigning roles, responsibilities, and duties to staff and students. In organising, the school head should arrange for appointment of new staff and students holding positions, define job, communicate objectives, delegate authority and establish relationships with subordinates. Organising is important in a school organisation because it establishes lines of authority, create order within a group to avoid chaotic situations and improves the efficiency and quality of work through synergism where groups work together to produce a whole greater than the sum of the parts (Rue, 2000). Organising can also be defined as establishing formal functions that are required for carrying out the duties outlined.

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iii. **Controlling**

Control was the fifth and last element of managerial work that Fayol discussed. It consists of the use of information to compare performance with what the plan intended to accomplish. To control means to see to it that everything occurs in conformity with established rule and expressed command. Controlling is also a process by which a person consciously monitors performance and takes corrective action.

Controlling according to Rue (2000) simply means, knowing what is actually happening in comparison to preset standards or objectives and then making necessary corrections. Controlling can also be seen as the process of ensuring that everything is done in accordance with established rules and expressed command. In other words, controlling signifies appraisal and examination of results in order to forestall and rectify weakness and errors.

Control involves a more focused form of management control over labour and the process of work (Braverman, 1974). In the school, administrators can apply the function of controlling effectively by communicating programmes regularly and fully, by the most appropriate means to all stakeholders of the school/department, by controlling the implementation of the school/departmental programmes, by controlling the supply and use of teaching and learning resources, by co-ordinating and controlling the activities of the school/department, by ensuring that tasks are carried out in accordance with established rules and regulations and by taking action to correct any deviations, and adjusting standards when necessary.

v. **Supervision** is conceptualised as that process aimed at improving classroom instruction. Stone (1984) defined supervision as, to direct or oversee and to watch as to

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maintain order. On the other hand, Chamberlain and Kindred (1956) saw supervision as quite opposite of the traditional authoritarian approach of general oversight and inspection to determine the efficiency with which the teacher has carried out the supervisors' order, rather it is seen as a service provided by the school for helping teachers to become more effective in leading and guiding the learning activities of their students to achieve high academic standards.

To Rue (2000) supervising means monitoring continuously the organisations progress toward its long range objective and mission. Supervision is concerned with the effort of the school head to guide the day to day operation of the school by stimulating, directing and co-ordinating personnel so that all move collectively toward a more efficient performance of all the functions that lead to goal achievement. Supervision then, creates a good environment where problems and new ideas can be discussed. It also entails holding frequent meetings with subordinates, assessing progress of school by going round and overseeing activities in order to evaluate to get feedback.

Again, supervision of ongoing school programmes improves internal communication, greater sense of cohesion and teamwork and also raises morale and standards of work. Supervision in the school may involve the school head ensuring punctuality and presence of staff and students, regularly taking stock of teaching and learning materials, collecting information on the progress of on-going activities in the school, supervising the work of both teachers and students (e.g. Lesson notes and assignments) and making sure committee members report regularly to the appropriate quarters.

v. **Evaluation** on the other hand involves collecting information at regular intervals about on-going programmes within the school and analysing it. The key sense of the term "evaluation" refers to the process of determining the merit, worth, or value of something, or the product of a process (Scriven, 1991). Evaluation can also be defined as the systematic acquisition and assessment of information to provide useful feedback about some object. It is important to evaluate activities that have been carried out in a school organization because evaluation will measure effects of activities carried out and document outcomes.

Furthermore, evaluation is defined as reviewing the work of the system to see how far the plan executed had led to the attainment of desired goals. Evaluation is the process of examining as carefully, thoroughly, and objectively as possible an individual, group, productivity or programme to ascertain strengths and weaknesses.

Evaluation also helps to identify strengths and weaknesses in the activities that have been carried out and provide evidence of success. Again, evaluation provides a greater accountability of the schools' resources and improves the overall moral of all involved. Evaluation in the school setting may involve assessing the progress of school/departmental activities regularly, assessing performance of staff and analysing students' examination results, comparing students' academic performance with set objectives and targets and carrying out self evaluation on how well responsibilities are carried out.

Supervision and evaluation can be achieved through observation, seeking views (suggestion box), discussion, peer evaluation and self valuation. For school administrators to carry out the above mentioned management functions effectively and

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efficiently to maximize academic standards, they need to be versed with the management theories and the new trends in management. Therefore, there is the need to learn much more about management theories.

Management Theories

Theories survive when they rest upon universality of practice and study. Management theories over the past decades have rapidly been evolutioned. Prior to the mid fifties there was no universally developed and taught theory, as attested by many departments of production and personnel management at that time. Ever since Koontz defined the management theory jungle in 1961, a wide array of development has taken place in both concurrent and sequential fashion. In the decade of the 1960's a number of concurrently developing theories came into their own with many tending to be substituted for traditional process theory, and others as mere in depth studies of different management functions.

An overview of management theories today includes the following:

i. Production and Personnel Management Theory

ii. Management Process, Principles and Theory

iii. Human Relations, Organizational Behaviour and Organization Theories

iv. Decisions Theory

v. Quantitative Methods and Systems Theory

vi. Comparative International and Intercultural Theory

vii. General Theory of Administration.

viii. Contingency Management Theory

ix. Future Management Theory

For the purpose of this research the management theories will be restricted to the schools of administrative thought. These are:

     i.   Classical and Neo-classical School of Thought

     ii.   Humans Relations Approach

     iii.   Behavioural Science Approach

     iv.   Contingency Theory

Classical and Neo-classical Schools of Thought

The oldest and most widely accepted school of thought amongst management practitioners is the "classical management movement". This approach to management arose between 1885 and 1940 in an effort to provide a rational and scientific basis for the management of organizations. Its beginning stems from the Industrial Revolution when people were brought together to work in factories. Industrialization created a need for efficient planning, organizing, influencing and controlling of all work activities.

According to Griffin (1999), classical management perspective provides many techniques and approaches to management that are relevant today. For example, thoroughly understanding the nature of work being performed, selecting the right type of people for that work and approaching decisions rationally are all useful ideas. The classical perspective also brings to light that, efficiency and productivity can indeed be measured and controlled in many situations. On the other hand, managers must recognise the limitations of the classical perspective and avoid its narrow focus on efficiency to the exclusion of other important perspectives. The classical and neo-classical schools of thought consist of two separate management perspectives - the scientific management approach and the administrative management approach.

The Scientific Management Approach:

The Scientific Management Approach was developed during Industrial Revolution in the late 19th century to solve two problems of industry. These are to increase the output of the average worker and to improve the efficiency of management. The Scientific Management Approach is generally credited to Frederick Winslow Taylor because he was best known amongst those who examined human work efficiency. Other proponents include Henry Gantt and Louis Brandies. This approach was initiated during the period when there was a search for science of management. Scientific management centres on ways to improve productivity. This approach was postulated because to Frederick Taylor, workers were holding back production.

Taylor (1947) purports that the greatest obstacle to harmonious relations between labour and management lie in management's ignorance as to what really is a proper day's work for a workman. To Taylor workers were truly rational calculators, real economic men who could be programmed to be efficient machines. Taylor's principal concern was to discover the "One best way" to get the most out of workers. Taylor believed that once the best way to do something was ascertained it could be coupled with the selection of the right people and the right tools to provide the most direct path to efficiency and productivity. Some principles which were formulated out of Taylor's experience at all levels of industry are:

a. Time Study Principle: all work should be measured by accurate time study and standard time established.

b. Piece Rate Principle: wages should be proportional to output, in other words, high pay should be tied to successful completion of task.

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c. Standard Conditions: the worker should be given standard conditions and appliances which will enable him to accomplish his task with certainty.

d. Loss in Case of Failure: when the worker fails, he should be sure that sooner or later he will be the loser for it. An individual should suffer for his actions or failure.

e. Experience in Large Organizations: as organizations become increasingly sophisticated, task should be made difficult as to be accomplished only by a first rate worker who should be remunerated according to his capability.

f. Separation of Planning from Performance Principle: states that management should shoulder the responsibility of planning work for the workers.

g. Scientific Methods for Work Principle: management should take over from the workers the responsibility for their methods of work, determine scientifically the best methods and train the workers accordingly.

h. Managerial –Control Principle: manager should be trained and taught to apply scientific principle of management control.

i. Functional Management Principle: the strict military principles should be applied to industries and should be so designed that it best serves the purpose of improving the coordination of activities among various specialists.

In the same vein Morgan (1986, p.30), believes that the practice of Scientific Management rests on the application of five relatively simple principles:

a. Shift all responsibility for the organization of work from the worker to the manager – managers should do all the thinking relating to the planning and design of work, leaving workers with the task of implementation.

b. Use scientific methods, including time-and-motion study to determine the most efficient way of doing work. Design the worker's task accordingly specifying the precise way in which work is to be done.

c. Select the best person to perform the job designed.

d. Train the worker to do the work efficiently.

e. Monitor worker performance to ensure that appropriate work procedures are followed and that appropriate results are achieved. These can be applied in the management of schools without provoking industrial unrest and conflict, higher employee turnover and absenteeism, industrial sabotage, low employee morale, and a host of other managerial problems (Sewell & Wilkinson, 1992).

Four other principles of management formulated by Duodu (2001) are:

a. Management must gather, analyse and codify all existing rule of thumb data relating to business.

b. Workers must be inspired or trained to use scientific methods developed as a means of analysing and codifying rule of thumb data.

c. Workers must be carefully selected and thoroughly studied so that each may be developed to maximum capabilities.

d. Management must organise in such a manner that it can properly manage and carry out its duties.

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Criticisms of Scientific Management Approach

Taylor took a narrow view of management, as he did not consider the impact of forces in the environment on the organization. Some of the criticisms levelled against Taylor's Scientific Management Approach are as follows:

a. Scientific management theory was concerned primarily with problems at the operational level and failed to deal with higher levels of management such as planning, problem solving and decision-making.

b. Taylor's approach reduced men to the status of machine and neglected the human and ethical aspects of labour.

c. He also ignored the socio-psychological aspect of man and overlooked the desire for job satisfaction and other variables.

Merits of the scientific management

Scientific management had something good to offer in spite of the criticisms levelled against it. Some of the merits are as follows

a. This approach demonstrates that jobs could be performed more efficiently through management of jobs.

b. It stimulates others and serves as a basis for further studies in management.

c. It increases productivity of the worker with corresponding decrease in his effort, fatigue etc.

d. Time and motion study has increased worker efficiency.

Administrative Management Theory

When scientific management was developing, another school of management thought, the Administrative management school, developed concurrently in the early 20th century. Administrative management theorists concentrated on the upper level of management and worked downwards on the organizational hierarchy, whilst the scientific management focused on the operative level from the bottom of the organizational hierarchy and ignored the larger top level issues. Attention here was drawn to the chief executive or the type echelon of the organisation. The administrative management theory examines organizations as total entities and focuses on ways to make them more effective and efficient.

The administrative management theories looked for common or universal principles that characterised successful management. The major proponents were Henry Fayol (1949), Luther Gulick (1937) and Urwick Lyndall (1943). Fayol (1949) presented functions of management such as planning, organising, commanding, co-ordinating, and controlling. Gulick and Urwick formulated functions of management around parameters such as planning, organising, staffing, directing, coordinating, reporting, and budgeting

Educational Implications of the Classical School of Thought

Taylor's view on staff selection and training is very useful when properly applied in our educational institutions. Especially with teachers, care should be taken in their assignment to the right type of job. Training could also be used to improve the efficiency of teachers in the classroom. This is an important step to be taken by school administrators, because staff development and retention depends on these administrators.

The way and manner in which school administrators treat teachers directly affects students' performance in the classroom.

Taylor's own idea of providing appropriate tools and materials to the workers is also very relevant to the school. Teachers, pupils and even workers in the educational institutions need to be provided with the necessary up to date equipment in order to promote efficient execution of work. For example, teachers need chalk, pens and teachers guide, whilst pupils may need textbooks, visual aids, laboratories and library.

Also Taylor's piece rate principles stipulate that remuneration should commensurate with output. He believed that economic incentives would be sufficient to satisfy a worker. As a disciplinary measure, teachers can be paid according to their output or the number of hours they spend on the job. Those who arrive persistently late can be sanctioned or dismissed. The time book and card punching machine see to strict monitoring of workers entry and exit each day. The teacher whose output, though under the head, affects student's academic performance stands a better chance of performing well if the task to be performed is well defined. This will facilitate and sustain accountability.

Job planning is one important issue which was of concern to Taylor. Even though workers are involved in the planning of job schedules, management must first set the agenda and put them before workers for discussion. Whenever new technologies are introduced, work patterns do change and management/school administrators must orient the workers on the new methods of production or ensure that both teaching and non teaching staff in the school undergo in service training and refresher courses from time to time.

The managerial-control principle, which means that administration as a process can be learnt, will remain a classic principle. Today schools and colleges offer courses in administration for would-be administrators. Furthermore, it is recognized that administrative knowledge or skill is not necessarily inborn or inherent, hence the need for formal training. Taylor's view that members of the organization should know the aims and objectives of their duties are applicable to education. It is important for school administrators and teachers especially to know the objectives of the school and devise feasible process, plans and programmes to achieve their aims. So that if one of the aims is to work towards an excellent academic performance of students, then all hands is to be put on deck to achieve this.

Finally, the major limitations of the classical management movement are that it assumes that each worker is an economic man and will therefore, work harder in order to make more money. It is most suitable for uncomplicated and relatively stable organizations, whereas most of today's organizations are complex and aggressive. It does not deal with the relationship between an organization and its environment, and most classical theorists regard employees as tools to be used to achieve organizational goals rather than as valuable resources.

The Human Relations Approach

In response to the perceived defects of the Classical and Neo-classical School of Thought which ignored or underestimated the human factor in administration, the Human Relations Movement emerged. Its major proponents were Follett, Mayo, and McGregor. This approach offers a humanistic, dialogical, and negotiable approach to organizational

management. It recognizes and embraces complexity, flexibility, industrial democracy and change (Child, 1969; Drucker, 1995; Graham, 2002).

These theories also remind managers that workers are not machines, thus, one should not focus so much on the technical side of work and ignore behavioural forces and processes in their organisations. Workers and their behaviours represent a powerful force that can enhance or diminish the effectiveness of organisations. Further, although employee morale and satisfaction are indeed important, managers should not stress these and other behavioural forces to the detriment of productivity and operating systems. According to the Human Relations Approach, attention paid to workers and their involvement in activities of the organisation could bring about increased productivity. The practice of the Human Relations Approach rests on the application of the following principles:

a. People are essentially social beings and should be regarded as such.

b. As social beings they are members of a group therefore participate in decision making and determining solutions.

c. There must be a leader and whose ability and sincerity traits must be recognised by the employers.

The major proponents are Mary Parker Follett, Elton Mayo, and McGregor. Mary Parker Follett, a politician, businesswoman, and social philosopher, is the first great proponent of the Human Relations Theory. Her contributions to management lie in the application of physiological insights and findings of social sciences to industry. Follett (1924) wrote on the human side of administration and believed that the fundamental problem of any enterprise, local government, a business organization or an educational

system is the development and maintenance of dynamic social and human relationships among members of a group (Amuzu-Kpeglo, 2005).

Her works on topics such as administrative conflict, motivation, co-operation and authority are considered building blocks for modern organizational development. Particularly Follett thought conflict was not necessarily wasteful but a normal process by which socially valuable differences register themselves for enrichment of all concerned. In the 1920s Follett initiated the idea of contingency or situational approach to management when she spoke of the law of situation. She pointed out that different situations required different kinds of knowledge, and the man who possesses the knowledge demanded by a certain situation tends (all things being equal) to become the leader of the moment. On the contrary, Child (1995) argues that Mayo's approach to Human Relations resonated with the managerial culture of the period, advocating a relatively simple, paternalistic, rational, authority-based approach to Human Relations.

Elton Mayo (industrial psychologist) carried out a systematic and empirical data in support of the era through a number of experiments in human engineering at the Hawthorne Plants of the Western Electric Company at Cireo, near Chicago. The study revealed that neither wage, incentive nor change in physical working conditions (noise, light, amount of space) could explain an amount of production in the organization.

The Hawthorne experiment led Mayo to an understanding of the internal dynamics of informal groups in organizations. It was discovered that the relationships between supervisors, subordinates and peers had a stronger effect on productivity than either economic benefits or the organization′s physical environment. He discovered that the development of social groups like friendship cliques with their own codes of

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behaviour was very important in the functioning of an organization. From the Hawthorne experiment, administration came to be viewed, more as a social process than as a mechanical manipulation of production factors. Prior to that, industry had long assumed that wages and physical conditions were the chief factors in employee motivation.

Douglas McGregor in (Amuzu- Kpeglo, 2005) also belonged to the Human Relations Movement. The current thinking in democratic organisation is the participatory approach to leadership. This approach is firmly grounded in the works of Douglas McGregor. According to McGregor, a person's mode of behaviour when in leadership position will depend essentially on that person's perception of how humans really are, if an employer holds the view that an average human has an inherent dislike for work or is naturally lazy, the employer will treat a subordinate in a monolithic way: by issuing orders and exercising tight control over the subordinate (Amuzu- Kpeglo, 2005).

McGregor outlined two alternative sets of assumption about the nature of humans, and labelled them as Theory X and Theory Y. The first was a negative theory, labelled theory X. Theory X followed the traditional view of management based on direction and control. It suggested that managers were required to coerce, control or threaten employees in order to motivate them. Theory X states that there is no intrinsic satisfaction in work therefore, humans avoid it as much as possible and effort is needed to achieve organisational goals and that workers posses little ambition and originality.

In contrast, the second was a positive theory, labelled theory Y, and was based on new information about behaviour. Theory Y suggested that managers believed that people are capable of being responsible and mature. Theory Y is an approach to

organisational problem that emphasizes human relation and results in organisation characterised as participative.

Educational Implications of the Human Relations Approach

a. The Educational administrator must be responsible for the promotion of relations that are mutually satisfying between organizational members. Harmony and high staff morale should be considered for improved teaching and learning.

b. There is the need to satisfy psycho-socio as well as economic needs of teachers and other employees.

c. It shows that in the school there can be informal groupings based on factors such as age, sex, subjects, religions etc. These groupings need to be recognized and effectively utilized for attainment of goals.

d. There should be an increasing emphasis and support among educational administrators for participative or cooperative decision making to maximize academic standards.

Behavioural Science Approach

In the 1920s and 1930s, many individuals became convinced that scientific management was shortsighted and incomplete. Researchers believed that the human aspects of business organizations had been ignored. The "behavioural management movement" is an approach to management that is primarily concerned with human psychology, motivation and leadership, as differentiated from simple mechanical efficiency.

The behavioural perspective of management puts together the classical and human relations approaches and adds propositions and ideas drawn from sociology, psychology, anthropology, political science, economic etc, therefore it is an interdisciplinary approach

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to administration. These approaches to organizations are often open social systems that interact with and are dependent on the environment. Two foremost proponents of the Behavioural Approach were Chester Barnard and Herbert Simon.

Chester Barnard was a bit of a forerunner for Mayo's Human Relations School, and preached that managers need to know more about human behaviour, in particular, the informal groups of an organization which may contain outsiders. He stressed short, direct lines of communication, vertical communication that was persuasive and overcame differences workers might have with management. He is probably best known for his concept of "Zones of Indifference" which is the idea that good leaders should try to take middle of the road, or neutral positions on issues as much as possible because each person's attitude usually has such a middle-ground area where they will believe or obey without question

Barnard also dealt with the importance of informal organisations within formal organizations and clearly demonstrated the inevitable interaction between them. One of his major contributions was the concept of effectiveness and efficiency. Effectiveness has to do with the accomplishment of organisational goals and striking impression. Efficiency, on the other hand has to do with feelings of satisfaction a worker derives from being a member of organisation and an individuals will to co-operate.

Herbert Simon saw the organization as an exchange system in which rewards (inducements) are exchanged for work. To him, an employee remains in the organization as long as he thinks the inducements are larger than the contributions. He spoke of 'satisfying' rather than maximizing or 'optimizing' in decision making. He advocated a systems approach to administration based on the decision-making process. According to

Simon, individuals who behave rationally do not optimize their situation. Such individuals make decisions based on what their environment dictates that they can or cannot do. They satisfice or search for a decision that is good enough rather than optimal. Simon's organizational decision-making research is considered an important link between the management science and behavioural approaches.

Implications of Behavioural Approach to Educational Administration

a. In the school subsystems such as informal organisations exists. The school a formal organisation has its components as teachers, pupils, non teaching staff, etc. The informal setup comprises peers, cliques, clubs and committees etc. The two work to complement each other.

b. Both Bernard and Simon extensively highlighted on the issue of inducements (motivation or rewards). They contended that workers continue to stay and work for their organization as long as their efforts are amply rewarded. Educational psychologists like Maslow and Skinner have proved abundantly clear that motivation is necessary for the success of the teaching and learning process. The teacher as an employee remains in the organization so long as he thinks or feels that inducements are larger than his contributions. Also the learner will continue to behave positively towards learning if he/she is adequately rewarded.

iv. **Contingency Theory**

Is one of the later developments in administrative theories. The contingency theory is a problem-solving approach which considers all major factors in a situation before making a decision. Many of the early management principles and organizational theories were assumed to be universal. Through the years, research has shown that there

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are situations and conditions which support the need for a more integrated approach. Contingency management stresses the need for appraisal and analysis of the entire managerial environment within the organization. The appraisal and analysis are done in order to determine what work features. Technology, personnel and organizational designs need to be considered as most fitting for particular circumstances.

The contingency theory is based on the premise that situations dictate managerial action. That is, different situations call for different approaches. No single way of solving problems is best for all situations. This type of thinking challenges the concept of 'universality' proposed by Fayol and other classical writers who believed that managerial principles and practices should be applied consistently in all situations.

Contingency theory is integrative, meshing the ideas and concepts of the other schools of management. Drawing from a wide range of disciplines, it applies the concepts as appropriate to individual situations. The theory focuses on identifying and understanding the forces that shape an organization's environment, applying the management known to work best under those conditions (Baafi Frimpong et al, 1999). The contingency approach promotes organizational effectiveness. To summarise, the best management practice is one which examines and fits what and how it is to be done, who is to do it, the impact of what is being done for the organization, and the impact of the organization on what is being done.

Leadership and Management

The success and failure of any given organisation be it business, religious or otherwise, to a very great extent, is determined by the quality of its leadership. In view of this fact leaders should be adequately prepared for this onerous task (Duodu, 2001).

Leadership is of particular importance to educational administration because of its far reaching effects on the accomplishment of school programmes and the attainment of educational goals.

Leadership is the process of directing the behaviour of others toward the accomplishment of some common objectives. Leadership can also be seen as influencing people to get things done to a standard and quality above their norm and doing it willingly. As an element in social interaction, leadership is a complex activity involving a process of influence, actors who are leaders and followers, a range of possible outcomes - the achievement of goals, but also the commitment of individuals to such goals, the enhancement of group cohesion and the reinforcement of change of organizational culture.

Leadership can be seen as a relationship through which one person influences the behaviour or actions of other people. This means that the process of leadership cannot be separated from the activities of groups and with effective teambuilding. According to Levine (2000) leaders need to focus on moving people and organisations forward by increasing the competency of staff and the co-operation of teams in order to improve the organisation. A leader's job is to constantly challenge bureaucracy that smothers individual enthusiasm and the desire to contribute to an organisation. Leadership is the process of influencing people and providing an environment for them to achieve team or organisational objectives. A great leader therefore, is one who has vision, perseverance and the capacity to inspire others (Duodu, 2001)

Also leadership defined as the process of influencing group activity toward goal achievement (Stogdill, 1950). Again leadership can be defined as the behaviour of an

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individual when he is directing and guiding the activities of the group toward a shared goal. It is an input into an organisation and involves interpersonal influences as one initiative structure and acts that results in a consistent pattern of group interaction aimed at productivity and individual fulfillment. On the other hand management allows achievement of objectives. It is thus an institutional position held by an incumbent given the responsibility for offering leadership to a work grouping in order to achieve pre-determined objectives.

Leadership links closely with the idea of management, some would regard the two as synonymous. If you accept this premise, you can view leadership as being either: centralized or decentralized; broad or focused; decision-oriented or morale-centred, intrinsic or derived from some authority. But another claim states that a reciprocal relationship exists between leadership and management, that is, an effective manager must have leadership skills. Traditionally, a leader can be a disruptor or initiator. A manager should be a stabilizer and maintain the status quo. A leader is more of a change agent than a manager.

Birch (1999) also sees a distinction between leadership and management. To him as a broad generalization, managers concerned themselves with tasks and leaders concerned themselves with people. This is not to say that leaders do not focus on the task. Indeed, one thing that characterises a great leader is that they achieve. The difference is that the leader realises that the achievement of the task comes about through the goodwill and support of others, while the manager may not. This goodwill and support is generated by seeing people as people, not as another resource to be deployed in support of the task. The manager often has the role of organizing resources to get something done. People

from one of these resources and many of the worst managers treat people as just another interchangeable item. A leader has the role of causing others to follow a path he/she has laid or a vision he/she has created in order to achieve a task.

Davis (1976) also shares in the view that leadership is a part of management but not all of it. To Davies (1976), leading is the ability to persuade others to seek defined objectives enthusiastically. It can also be seen as the human factor that binds a group together and motivates them towards a goal. This is what is needed basically in our educational institutions to improve the academic performance of students. Management is usually viewed as getting things done through other people in order to achieve stated organisational objectives. The manager may react to specific situations and be more concerned with solving short term-problems. Management may arguably be viewed more in terms of planning, organising, directing, and controlling the activities of subordinate staff. Leadership, however, is concerned more with attention to communicating with, motivating, encouraging and involving people.

Leadership and management, according to Rue (2000), are not necessarily the same but are not incompatible. Conceptually separating management and leadership helps to show that these terms really are interrelated. While leadership may describe dynamic efforts, such as translating into action a vision for the organisation, creating change, and developing new policies, management emphasizes a supportive status quo to provide people stability and balance in the workplace so they can work in relative comfort. As this quote from Achilles and colleagues (1987) shows, it is faulty to think of leading and managing as dichotomous terms. Both are necessary and are complementary.

These concepts are only separated to demonstrate the essence of each, not to diminish their interrelatedness.

Zaleznik (1977) delineated differences between leadership and management. He saw leaders as inspiring visionaries, concerned about substance while managers, he views as planners who have concerns with process. Bennis (1989) further explicated a dichotomy between managers and leaders. He drew twelve distinctions between the two groups. It is further explicated a dichotomy between managers and leaders. Twelve distinctions are made between the two groups

a. Managers ask how and when, leaders ask what and why

b. Managers focus on systems, leaders focus on people

c. Managers do things right, leaders do the right things

d. Managers maintain, leaders develop

e. Managers rely on control, leaders inspire trust

f. Managers have a short-term perspective, leaders have a longer-term perspective

g. Managers accept the status-quo, leaders challenge the status-quo

h. Managers have an eye on the bottom line, leaders have an eye on the horizon

i. Managers imitate, leaders originate

j. Managers emulate the classic good soldier, leaders are their own person

k. Managers copy, leaders show originalality

l. Managers administer, leaders innovate.

Leadership styles refers to the underlying need structure of the individual that determines his behaviour in various leadership situations that is the consistency of the

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leaders goals or needs as he functions in different situations. On the other hand leadership behaviour refers to particular acts in which a leader engages in his work situation, as he plans, directs, co-ordinates, or controls the work of his group members (Fiedler, 1967).

The emergence of each style or each leader's orientation is determined by a number of forces or factors (Tannenbaum & Schmidt, 1958).

a. The forces are related to the nature of the leader himself.

b. The nature of the group to be lead.

c. The nature of organisational environment.

By choosing a style of leadership the leader usually thinks about the characteristics of his subordinates;

a. Do they have a readiness to assume responsibility and participate in decision-making?

b. Are they generally interested in common problem?

c. Do they identify with the goals of the organisation?

d. Are they competent in terms of skills and knowledge possessed to handle the problems of the organisation?

e. Do they have a high need for independence?

The nature of problems to be solved (simple, complex, varied) also affects the style to be used. Hence different institutional settings tend to foster different leadership styles. A leader's behaviour may change from one situation to the other, but his style will be constant and will be described in terms of the extent to which he seems more inclined towards one style than the other. Numerous studies have described leadership styles with different terms, but most seem to be dichotomous or bi-polar. Lippit and Whyte (1966)

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talk of three leadership styles. These are laizzez-faire leadership style, Democratic leadership style and autocratic leadership style.

Laizzez- Faire which is the non-interference in the affairs of others is another type of leadership style. This French phrase also means "leave it be" and it is used to describe a leader who leaves his or her colleagues to get on with their work. In this style, the leader allows the employees to make the decision, but the leader is still responsible for the decisions that are made. Laizzez -Faire is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything, therefore there is the need to set priorities and delegate certain tasks.

Also in this group, activities of group members proceed with little direction or influence. There is relatively a high degree of freedom in the way and manner members in the group behave (Duodu, 2001). This style of leadership avoids the use of power and management role is limited because it is not bonded to any code of regulations. There is no hierarchy of authority and the leader is merely a symbol.

Merits of this style of leadership are

a. There is freedom and this encourages initiatives and creativity.

b. Decisions are easily accepted

The demerits associated with this kind of leadership style are

a. There is no clear leadership and this normally results in a high rate of competition amongst members.

b. There is no control thus chaos and conflicts arise due to unguided freedom.

Democratic leadership style is another style of leadership. The leader involves one or more employees in the decision making process (determining what to do and how to

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do it). However, the leader maintains the final decision making authority. This not only increases job satisfaction but also helps to develop people's skills. Employees and team members feel in control of their own destiny, such as the promotion they desire, and so are motivated to work hard by more than just a financial reward. The democratic leadership style is normally used when the leader has part of the information, and the employees have other parts. This allows the employees to become part of the team and allows the employer to make better decisions.

There is employee centeredness and group involvement in decision. The group itself determines guidelines for group behaviour. The leader formulates guidelines and agreement is reached by bargaining (Duodu, 2001). Subordinates here are given a substantial amount of freedom and are involved in decision making. Management influences subordinate but does not dominant their thinking. Management offers suggestions and not orders, workers are praised rather than criticised. Some of the advantages associated with this leadership style are

a. There is freedom to exercise responsibilities.

b. Workers exhibit high morale.

c. There is cooperation leading to increase productivity.

On the other hand however, democratic style of leadership has some demerits. Some of these are

a. It takes long to involve workers in decision making

b. Workers became lazy and take things for granted.

Autocratic leadership style is used when the leader tells employees what should be done and how it is to be done, without getting the advice of the followers. The

employer has absolute power over the employees and there is a little opportunity for the employees to make suggestions. It is appropriate to be used when all the information to solve the problem is available, one is short on time, and employees are well motivated.

This type of leadership is task-oriented and there is unilateral decision making by the leader. The leader enforces performance of work assigned and also uses force and paternalism to ensure completion of work (Duodu, 2001). With this style of leadership, power and authority is centralised in management. Management only dictates in order to motivate the workers and do not involve workers in decision making policies. The merits in using the autocratic leadership style are that

a. Decisions are taken more quickly for implementation.

b. The autocratic style of management compels workers to work quickly for high production.

Some demerits that can be mentioned here are

a. The leadership is authoritarian and power is centralised.

b. Work done is structured and does not give room for initiative and creativity.

c. The needs of workers are ignored leading to frustration and low morale.

Studies of Leadership have suggested qualities that people often associate with leadership. They include:

a. Talent and technical/specific skill at some task at hand.

b. Initiative and entrepreneurial drive.

c. Charismatic inspiration - attractiveness to others and the ability to leverage this esteem to motivate others.

d. Preoccupation with a role - a dedication that consumes much of leaders' life (service to a cause).

e. A clear sense of mission - clear goals, focus and commitment

f. Results-orientation - directing every action towards a mission, prioritizing activities to spend time where results most accrue.

g. Optimism - very few pessimists become leaders.

h. Rejection of determinism – belief in one's ability to "make a difference".

i. Ability to encourage and nurture those that report to them - delegate in such a way as people will grow.

j. Role models - leaders may adopt a persona that encapsulates their mission and lead by example.

k. Self-knowledge (in non-bureaucratic structures).

l. Self-awareness - the ability to "lead" (as it were) one's own self prior to leading other similarly.

Also, one can identify some leadership skills as follows:

i.   Visionary

ii.   Entrepreneurial

iii. Innovative

iv.   Charismatic

v.   Mentor

vi.   Functional

vii. Diplomatic

viii.   Agent of change

ix.   Collaborator

x.   Conflict mediator

Educational Implications

An effective leader and for that matter a school administrator, needs to have a more diversified, varied and comprehensive background. One has to think of a unique or unprecedented stance that calls for leadership approaches never thought of by experts. In the school setting, the school head, teachers through to the prefectorial body to the rest of the student body, have a responsibility to lead.

Leaders should be visionaries. Leaders must have the ability to think out or plan the future of the school with great imagination or wisdom. They must also possess some kind of insight or experience to be able to forecast and plan the school programmes in order to achieve the stated objectives. It is advisable for school administrators to stay close to the main goals of the institution. School administrators should be visionaries and set high standards for the performance of work and device strategies to achieve this.

Leaders must endeavour to be entrepreneurial, they must attend to their responsibilities in a business-like manner, and must be people who can start or organize the school as commercial enterprise, especially one involving financial risk. School administrators should create a conducive environment (academic friendly) and must supply all the teaching and learning materials to promote academic performance.

One sure way of retaining staff in an institution is to see to the welfare needs of staff. In a school set-up, school administrators should be able to identify teachers' capabilities and assign roles that develop such capabilities to benefit the school. They

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should also organize in-service training and refresher courses for the staff to sharpen their skills and knowledge for effective performance. They should also encourage their staffs to pursue further training to add value to their status. School administrators are also to ensure that each teacher is given the opportunity to satisfy his leadership aspirations. School administrators should know the needs and cultural aspirations of subordinates and place these variables in their right proportions. This is to be done by delegating duties and responsibilities to staff.

Also in the school, any one who has a responsibility to lead must be innovative. He/she must be able to make changes and introduce new ideas and methods, techniques and ideas. School administrators must not be conservative and should be skilful enough to make changes in school rules, regulations, school policies and code of ethics. School administrators must not adopt only one leadership style in running the institution, but should deal with every situation differently. The teachers can use different methods for teaching different topics. At all levels of the organizational ladder zeal and energy on the part of employees, are augmented by initiative. The initiative of all represents a great source of strength for business. Much tact and some integrity are required to inspire and maintain everyone's initiative within the limits imposed by respect for authority and discipline. Nevertheless a manager who is able to permit the exercise of initiative on the part of subordinates is infinitely superior to one who cannot do so (Fayol, 1949).

The school administrators must have great charm of personnel power that can attract, influence and inspire people (must be charismatic). They should serve as role models in behaviour for subordinates to emulate. This suggests that school administrators must posses a high sense of charisma, and have expert power. In exhibiting leadership,

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school administrators or any one who has been entrusted with a responsibility, should exhibit diplomacy. In that, this person should be able to settle disputes or restore conflicting situations in the school. Communication links should be open and effective. The school administrators should respect the views of staff and create a balance in administration.

School administrators must be mentors and must exhibit certain traits as leaders that would make subordinates trust them. They must be able to offer pieces of advice when the need arises. They should also be sensitive to subordinates personal and work problems that emerge as work goes on and should not hesitate to offer help when the need arises. School administrators must be change agents. They must understand the dynamics of change and the change process as well as the dynamics of resistance.

School administrators must also learn to be functional in running the school, that is, they must love work and be hardworking. They must be able to assign roles to their subordinates according to each other's area of competence and control and must exercise close supervision on roles assigned. A good monitoring system must be put in place to ensure effectiveness and efficiency. Lesson notes and schemes of work should be marked on regular basis. Classrooms must be visited while lesson is going on, and students' exercise books must be inspected to check if enough exercises has been given, marked and marks recorded. This means all the activities in the school should be well coordinated by school administrators so that organizational goals could be realized.

As leaders, school administrators should create avenues for constant interaction for effective flow of information at all levels. They should use dialogue among other techniques to resolve conflicts and also be fair but firm and reprimand when necessary.

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These can be achieved by having regular staff meetings to make both new and obsolete policies known to staff at the right time. Open fora could also be organized with the students to assess their needs and make them aware of new trends in education.

School administrators must be able to collaborate in order to achieve harmony and peace. They must be able to build or coordinate the activities and the various units of the school together in unity to achieve stated objectives. Finally in leading, school administrators must always be on the look out and must device means of obtaining information and use them to achieve the objectives of the school. Effective school administrators may learn the tricks of the trade by contacting nearby colleagues as they go along.

Academic Performance of Students

Academic standard of senior secondary school education in Ghana has for some time been the subject of discussion regarding a downward trend in students' academic performance (Opare, 1998). While some attribute this to factors such as the general state of the economy, others attribute it to the poor infrastructure, inadequate equipment, the disparate locations of some schools and inefficiencies in management of schools. Researchers investigating the nature of academic achievements have long been aware of cognitive and affective variables. Almost no attention has been given, however, to the possibility that the management functions used by school administrators could also have an impact on the academic performance of students.

In Stoll's (1995) presentation at a conference on Educational Research, he highlighted that one of the assumptions underpinning current government thinking on education in the United Kingdom is that the so called failing schools are largely the

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product of poor leadership and teaching, that through the cascading of best practice all schools can be a success as this may be the situation in Ghana. A contrasting view is that good leadership and teaching can only ever have a fairly minimal effect on school performance and that, in trying to locate the source of underperformance, there is the need to focus on factors which are namely beyond the control of schools, namely social inequality, poverty and the management functions used by school administrators in running schools.

Some researchers have been concerned to isolate the determinants of successful schools. Thus emphasize the importance of a cluster of behaviours, a leadership stance which builds on and develops a team approach, a vision of success which includes a view of how the school can improve and which, once it has improved, it is replaced by pride in its achievement. School policies and practices which encourage the planning and setting up of targets are improvement of the physical environment, common expectation about pupil behaviour and success, and an investment in good relations with parents and the community (Mortimore, 1997).

The other approach is to identify the causes of school failure. For instance, Stoll (1995) has drawn attention to lack of vision, unfocused leadership, dysfunctional staff relationships and ineffective classroom practices as mechanisms through which effectiveness of schools can deteriorate (Mortimore, 1997).

Blake (1989) believes that when children are too many, resources such as time, attention, space, material and money for learning are not enough for all of them, thus using the resource dilution model, it was proved that sibling size and as such the economic power is inversely related to academic performance and educational

attainment. When family resources are limited, children are not expected to do well in school. Opare (1981) compared the academic performance of day and boarding students at St Martin's Secondary School in Nsawam and linked students from a higher and lower socio-economic backgrounds. The finding of the study was that most of those who performed better came from homes of higher socio-economic background.

In Foster's (1965) matching theory, Foster assumes that there is a correlation between socio-economic status and attitude towards education. Parents with high education have more positive attitude towards education. Thus children draw inspiration from parents who serve as role models. Foster (1965) asserted that, the children of secondary school and university educated men have 17 and 32 times, respectively, better chances of gaining secondary education than the son of an illiterate man. This indicates that education and occupation of parents, to a great extent, influences secondary school entry and the academic performance of students. Also, Addae-Mensah, Djanmah, and Agbenyega (1973) attests that elite parents set high academic standards for their children at a tender age and also take great pains to draw their childrens' attention to economic success and what goes into it. It is therefore natural for such children to work hard at school and become high achievers.

Adjei (1996) stressed that, parents and students must do the bulk of the work with teachers providing 40% of the effort to raising the image of the child. The teacher only lays the foundation for the student to build on. In recent times parents do not assess the performance of their wards in schools. This is because the quest for affluence robs them of the time needed for this. He, therefore, advised parents to ensure monitoring of their

wards study time, time to retire to bed, what they do during their leisure hours, the type of friends they make, and the type of television programmes and films they watch.

A research conducted by Kowurno (1995) indicates improper use of the English language, results in the poor performance of country's basic schools. He also added that note taking methods are rather boring and not result oriented. Loss of time because of involvement in outdoor activities, rigidity and conservation on the part of educational planners and administrators, low zeal and fervour, use of old methods, absence of teacher development courses for practices and for teachers to upgrade their professional skills, all contribute to the low performance in the academics of students.

Amoako Nuamah (in Ablekpe, 1997) the then Minister of Education at a seminar organised for district directors of education, cited lack of effective supervision in public schools as a major cause of poor performance in public schools. The minister added that absence of training programmes, phenomenal expansion of educational provision in the country, fast growing trend of population-facilities-resources, and teacher absenteeism create a gap between intended curriculum and achieved curriculum.

Presently in Ghana, there is an alleged fall in academic standards because secondary school graduates are proving very deficient and do not know basic materials that should have been learnt in primary school. Secondary school graduates, pass the SSCE exams, and yet have difficulty with basic arithmetic operations such as 8+3, -1-6, 5x1, and 3÷2. These SSCE graduates do not know such basic grammatical constructs such as beginning a sentence with a capital letter and ending with a period, and who do not know the difference between commas and period. This needs immediate attention and steps must be taken to address it now, Awuah (2007).

Eyiah (2007) it would not be far-fetched to summarise education in Ghana today is apparently in crisis. From JSS through the SSS to the tertiary institutions there is so much uncertainty and mismanagement of the educational policies initiated by the PNDC government, supported by the World Bank. Eyiah points out that though things are not as expected, all is not lost yet. Stakeholders in education must be prompted do something about the education system. He is of the view that, if heads and hands are put together education in Ghana will be revamped.

In his opinion, education in Ghana has apparently suffered from lack of adequate funding and inefficient management. He asserts that, the problem of poor results could not be put at the doorsteps of the government alone. Eyiah (2007), cited that most Ghanaian parents/guardians and students everywhere do not take education seriously too. Whilst it could be argued that poverty has denied some Ghanaian parents the power to adequately support their children in school, many who are financially capable are often seen squandering their money on fashion, drinks, and litigation at the expense of their childrens' education. Eyiah (2007) then suggested that, if Ghana as a country would revisit its pre-independence high standard in education, then the government will have to make education a top priority and commit more resources to ensuring the rejuvenation of the country's education system. The waste, try and error, misapplication and mismanagement in the system must be stopped.

The Government spokesperson on social services, Amponsah-Bediako (in Achonga, 2007) is of the view that, the quality of the educational standards in the country were not the best and that a lot of people had not had the opportunity of higher education because of the numerous challenges they faced at the basic and secondary levels where

some did not even have learning materials like textbooks and had to study in poor environments.

In conclusion one would agree with Nwokafor et al(1989) that in the school setting, the students, parents and staff must participate in decisions regarding school rules and regulations, school activities, discipline, and extra curricular activities. Also students' personnel services in the areas of selection, placement, guidance and counselling, an important part of educational administration must be sustained in schools. Administrators must also ensure that, every student is given adequate opportunity and motivation to learn. The school should encourage extra curricular activities (committees, clubs, games and students councils), ensure adequate school health services and civic orientations, discipline and adequate interpersonal relations.

According to Nwokafor et al. (1989) each student should have a say in the decision of his own programme of study. Therefore, the school administrator must involve each or all segments of the school in making decisions affecting their lives and welfare. One would then say at this point that, committees should be encouraged in schools because for academic excellence to be attained student personnel services should be offered through the utilisation of committees, student councils and staff meetings.

Summary

One of the keys to successful management is the ability to understand and apply modern management principles and techniques effectively. Managers must develop an in-depth knowledge of past and present models, theories and processes in order to manage effectively and intelligently. Fayol asked a central question in a presentation – is there a better way to learn to manage other than by experience? His answer was yes – by

developing a body of knowledge that could be taught. This could occur only if we develop good theory that could be refined through further studies and experimentations. Management is not an innate skill – but could be taught in colleges and universities as the foundation for further experiences. Managers are not born, but could be created (Fayol, 1949).

According to Nwokafor et al (1989), it is only a person who has demonstrated an adequate technical training who is qualified to be a member of the administrative staff. There are workers in the education section who have much to contribute to the development of education but do not have the requisite training or do not attend in service training regularly to upgrade their knowledge. As a result, there are grade A schools with others falling into other categories without the best teachers, the best resources and effective school heads, hence their falling standards in results at all levels (http.www.ghanaweb.com). All these make it necessary for an organized training of managers especially to be equipped with the essential background, principles, theories, functions (planning, organizing, staffing, directing, co-ordinating, reporting and budgeting, etc) and constraints of their role as managers.

CHAPTER THREE

METHODOLOGY

The purpose of the study was to examine the perceptions of school administrators on the impact of management functions on the academic performance of students. This chapter addresses the research design used for the study, the population, sample and sampling technique and research instrument. The chapter also includes pre-testing of instruments, data collection procedure and data analysis plan used, as well as the rational behind choosing these techniques for the study.

Research Design

The descriptive survey design was used in the study. The descriptive survey is recommended for preliminary or exploratory study. It aims to describe social systems, relations or social events, providing background information on the issue in question as well as stimulating explanation (Sarantakos, 1988). According to Neuman (2003), survey designs systematically ask many people the same questions about the situation of a programme or a project. Bennett (1979, p 3) also points out that surveys in programme evaluation or impact studies "generally compare at one point in time the achievements of programme objectives or may compare the effect of a programme between participant and non participants". The design is used to collect data on the perceptions or opinion about the activities or outcomes of a programme or project.

It was expedient to adopt the descriptive survey for this study because data gathered represent field conditions. It was also deemed fit and appropriate to use the

descriptive survey design because, the data collected was based on the actual perception heads hold. A descriptive survey specifies the nature of a given phenomena. It determines and reports the way things are. Descriptive research, thus involves collecting data in order to test hypothesis or answer research questions concerning the current status of the subject of the study. Osuala (1997) argues that descriptive survey is versatile and practical in that it identifies present conditions and points to present needs. It provides information on which to base sound decisions.

Babbie (1990) recommends descriptive survey for generalization from a sample to make inferences about some characteristics, or behaviour of the population. This is important because, the researcher can draw inferences from the sample, make generalisations and add to the body of knowledge.

Population

Polit and Hungler (1995) defined population, as the entire aggregation of cases that meet a designated set of criteria. It must be noted however that the aggregation is the elements in which the researcher is interested.

The Central Region, which has the highest number of senior secondary schools in Ghana, was selected for the study. The Central Region has 13 districts and 50 public senior secondary schools. The target population was all school heads, assistant school heads, and heads of departments in senior secondary schools in the Central Region.

Sample and Sampling Technique

Sampling refers to the process of selecting a portion of the population to represent the entire population. In general, sampling enables the researcher to study a relatively small number of units in place of the target population, and obtain data that are

representative of the whole target population. Sampling is done because in many cases a complete coverage of the population is not possible and samples are thought to offer more detailed information and a high degree of accuracy because they deal with relatively small numbers of units.

Purposive sampling method was used to select 7 deprived districts from a total number of 13 districts in the Central Region of Ghana. The simple random sampling method was then used to select 20 schools out of the 22 in the 7 districts. All school heads, assistant school heads and heads of departments in the 20 schools were used for the study. The respondents, were selected for the study because, the study was centred on management therefore it was imperative to select persons who were at the helm of affairs with respect to management of schools.

Table 1

Population and Sample for the Study

Respondents	Population	Sample
School Heads	50	20
Assistant Heads	77	32
Heads of Departments	239	116
Total	360	168

In all, 168 respondents were used as a sample for the study, out of a population of 360. According to Sarantakos (1988) it is best to select an estimated sample size of 168 from an average population of 360 because this sample is justifiable and representative.

Data Collection Instruments

To collect data for the research the main instruments used were a self developed interview guide which was both structured and semi structured, and questionnaire. The use of multi methods helps in achieving triangulation of the outcomes. Triangulation is important because, it helps the researcher to obtain a variety of information on the same issue, it also helps in achieving a higher degree of validity and reliability and to overcome the deficiencies of single-methods.

The interview guide was administered to school heads because they are at the helm of affairs in terms of management and much information was needed from them. The questionnaire included both open-ended and closed-ended items. The closed-ended questions required that, respondent select from the options given and be specific on response. The open-ended items gave the respondents the opportunity to express their opinion.

The questionnaire was used to gather information from the assistant school heads, and heads of departments in the sampled schools. Kerlinger (1973) observes that the questionnaire is widely used in collecting data in educational research because it is effective for collecting factual information about practices and opinions of respondents. Both the interview guide and the self developed questionnaire covered areas such as:

i. Socio-Demographic characteristics of respondents.

ii. Perceptions of school administrators on the impact of management functions on the academic performance of students.

iii. The perceptions of school administrators on the impact of other management structures on the academic performance of students.

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     a.   Involving students in school management.

     b.   The functioning of various school committees.

   iv. Perceived constraints that hinder effective management and the academic performance of students.

   v. Ways in which management functions can be used to promote students' academic performance.

Part I consisted of items that covered socio demographic characteristics of respondents. The other items included total number of staff and students in the schools.

Part II was on management functions. Respondents were requested to give information on their perceptions regarding the impact of management functions on the academic performance of students.

Part III solicited from respondent's perceptions of school administrators on the impact of other management structures on the academic performance of students?

     a.   Involving students in school management.

     b.   The functioning of various school committees.

Part IV elicited from respondents the perceived constraints encountered in management that hinder students' academic performance.

Part V requested from respondents suggestions on how the management functions can be used to promote students' academic performance.

The reliability of the results may have been affected by the inherent limitations in the use of each of these methods of data gathering. This necessitated the use of more than one means of collecting relevant information and data. Thus the rationale for the use of the structured interview was based on the decision to compensate for the inflexibility

which is inherent within the use of one specific method. This also enabled the researcher generate relevant data which otherwise could have been overlooked. The use of the interview guide, for example, provided a valuable insight into the ways in which school administrators practiced and performed their management functions.

Pre-testing of Instruments

Instruments for the study were pre tested in the Mfantsiman District in the Central Region. This district is a few kilometres away from the other districts selected for the study. This district has similar characteristics in terms of socio-economic levels and language as the other districts which were selected for the main study. Four senior secondary schools were involved in this test: Mfantsiman Girls Secondary School, Mankessim Secondary Technical School, Saltpond Methodist High School, and Anomabo Kwegyir Aggrey Secondary Technical School.

All the four school heads, in addition to their assistants, and heads of department from each of the four schools were involved in the pre-testing. There were a total of 40 respondents. The questionnaire was administered to the assistant school heads and heads of departments. Heads of the various schools were interviewed. The main purpose of pre-testing instruments was to establish the validity and reliability of items in the instruments. This gave a valid and reliable basis for using the instruments for the study. It helped the researcher in finding out whether the items in the instrument were good enough to guide respondents to complete questionnaire accurately. It also ensured that, instruments brought to bear the true picture of the actual study conducted.

Finally the pre-test helped the researcher to put instruments into a better shape for use. To be able to make appropriate decisions about the validity and the reliability of the

items in the instruments, data collected from the pre-test were analyzed using SPSS to generate frequencies and percentages. Part two of the instrument recorded a reliability of 0.928. Part three of the instrument recorded a reliability of 0.821 and 0.928. The overall reliability of the instrument recorded was 0.954. The level of reliability of the instrument indicates a good level of consistency of the items on the instrument.

Data Collection Procedure

An introductory letter from the director of the Institute for Educational Planning and Administration (IEPA) was used to obtain permission personally from the heads of the selected schools, to enable the researcher administer instruments. The researcher did data collection personally. A rapport was established with the respondents and confidentiality was assured. A self-developed questionnaire and interview guide was used because there was no standardized instrument available for a similar study.

The questionnaires were distributed among the respondents and were given seven days within which to answer and return the questionnaires. The questionnaires were administered and collected within a month. Interviews were carried out after appointment had been booked with the heads of schools. The interview was conducted face to face in their respective offices. Each interview lasted for about thirty minutes. In the collection process names and departments of the respondents were checked with the questionnaire given out to ensure that the target respondents were reached.

Data Analysis Plan

Clarity of expression and accuracy for questionnaire and interview schedule were checked. To enhance identification of responses, the responses were grouped according to instruments, the items on the questionnaire were given serial numbers. The various

items were fed into the computer for statistical analysis using Statistical Package for the Social Sciences (SPSS) to obtain frequencies, percentages, independent sample t-test, means and standard deviation. The analytical techniques used to analyse each of the research questions are as follows:

Research question 1 was used to collect information on the socio-demographic data of the respondents. Frequencies and percentages were computed from the responses.

The independent sample t test, means and standard deviation, frequencies and percentages were also computed to analyse the perceptions of school administrators on the impact of management functions on the academic performance of students to answer research question 2.

Research question 3 was intended to bring to light the perceived constraints encountered in management that hinder the academic performance of students. Frequencies and percentages were used to describe the responses as purported in research question 3.

Again, frequencies and percentages were used to describe the perceptions of school administrators on the impact of other management structures on the academic performance of students (Involving students in school management and the functioning of various school committees) as set out in research question 4.

Research question 5 was set to find out, the ways in which management functions can be used to promote the academic performance of students. Frequencies and percentages were used to describe results.

Table 2

Summary of Statistical Analysis

Research Question	Statistical Analysis
1	Frequencies, Percentages
2	Independent samples t test, Frequencies, Percentages, Means and Standard Deviation
3	Frequencies, Percentages
4	Frequencies, Percentages
5	Frequencies, Percentages

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the findings of the research. The main purpose of the study was to explore the perceptions of school administrators on the impact of management functions on the academic performance of students and also to provide basis for further discussion and debate.

For the purpose of systematic presentation and clarity, the analysis was put into various parts according to the research questions. The first part covered the analysis of the socio-demographic characteristics of respondents. Part two, which is part of the main data relates to the perceptions of school administrators on the impact of management functions on the academic performance of students. Part three covered perceptions of school administrators on the impact of other management structures on the academic performance of students (Involving students in school management and the functioning of various school committees). Part four sought to uncover the major constraints encountered in management that hinder the academic performance of students The last and final section brings to light ways in which management functions can be used to promote the academic performance of students.

Two main sets of instruments were used, an interview guide for school heads and a questionnaire for assistant school heads and heads of departments. Furthermore, the interpretation of the questionnaire was carried out concurrently with the interview and the literature review. The aim was to provide a comparative study of the findings.

Part I

Socio-Demographic Characteristics of Respondents

Table 3

Gender of respondents

Gender	No.	%
Male	104	82.5
Female	22	17.5
Total	126	100.0

Table 3 reveals the gender of respondents. Out of 126 respondents, 104 (82.5%) were males. On the other hand 22 (17.5 %) were females. This suggests that majority of the school administrators in the region are males.

Table 4

Age distribution of all of respondents

Age	No.	%
Below 30 years	3	2.4
30-39	43	34.1
40-49	46	36.5
50 and above	34	27.0
Total	126	100.0

Table 4 shows the proportion of the various age groups that responded to the question. From the table, it can be deduced that, three (2.4 %) of the respondents were below 30 years. Also, 43 (34.1 %), 46 (36.5%) and 34 (27.0%) were within the ages 30-39, 40-49, 50 and above respectively. It can be noted from the table that, majority of the respondents were within the ages of 40-49 while the least were below 30 years.

Table 5

Academic qualification of respondents

Academic qualification	No.	%
Diploma	11	8.7
First degree	91	72.2
Postgraduate	24	19.0
Total	126	100.0

Table 5, addresses the academic qualification of respondents and reveals that, diploma holders were 11 (8.7%). Respondents who had earned first degree certificate were 91 (72.2 %), and 24 (19.0%) had postgraduate qualification. The analysis in Table 5 suggests that most of the respondents had at least undertaken a first degree programme at the university level, thus have the requisite requirement to teach in a senior secondary school.

Rank of respondents within the Ghana Education Service (GES)

Presented in Table 6, are the ranks of respondents with GES. Four (3.2%) were superintendents. Senior superintendents were 14 (11.1%). On the other hand, a sizeable number of 74 (58.7%) were principal superintendents whiles 3 (2.4%) were deputy

directors. Table 6, thus reveals that a significantly large majority were principal superintendents with GES.

Table 6

Rank of respondents within the Ghana Education Service (GES)

Rank	No.	%
Superintendent	4	3.2
Senior Superintendent	14	11.1
Principal Superintendent	74	58.7
Assistant Director	31	24.6
Deputy Director	3	2.4
Total	126	100.0

Table 7

Length of service of respondents

Length of service (years)	No.	%
Below 5 years	6	4.8
5-9 years	26	20.6
10-19 years	62	49.2
20 years and above	32	25.4
Total	126	100.0

Table 7 indicates the length of service of respondents within the GES. Six (4.8%) had served below five years. Also, 26 (20.6%), 62 (49.2%) and 32 (25.4%) have served for 5-9 years, 10-19 years, 20 years and above respectively. The analysis portrays that majority of the respondents have been working with GES for about 10-19 years and therefore could have adequate knowledge about expectations of GES on management and students academic performance.

Table 8

Position held in school

Position held in school	No.	%
Headmaster/mistress	14	11.1
Assistant Head	19	15.1
Head of Department	93	73.8
Total	126	100.0

Table 8 shows the job title of respondents. From the table, 14 (11.1%) were headmaster/mistresses. Assistant heads were 19 (15.1%). On the other hand, 93 (73.8%) were heads of departments. In a random interview conducted as a follow up to this question most of the respondents on the average had served in their capacities for about seven months to three years.

Formal training in school management

Table 9 indicates that 39 (31.0%) of the respondents had undertaken at least a course in management of schools. The majority of 87 (69.0%) had not undertaken any

course in management of schools. This shows that, majority of the respondents have not undertaken any course in management of schools and yet are in management positions.

Table 9

Response on formal training in school management

Received formal training	No.	%
Yes	39	31.0
No	87	69.0
Total	126	100.0

The result from the table is contrary to the finding of Nwokafor et al (1989). According to Nwokafor et al (1989), it is only a person who has demonstrated an adequate technical training who is qualified to be a member of the administrative staff.

Fayol (1949) is of the view that management can be taught in institutions, thus one should not depend on experience alone. That is why he asked a question in a presentation – is there a better way to learn to manage other than by experience? His answer was yes – by developing a body of knowledge that could be taught. This could occur only if we develop good theory that could be refined through further study and experimentation. Management is not an innate skill – but could be taught in colleges and universities as the foundation for further experiences. Managers are not born, but could be created (Fayol, 1949).

Therefore it necessary for school administrators to be trained, especially to be equipped with the essential background, principles, theories, styles (planning, organizing,

staffing, directing, co-ordinating, reporting and budgeting) and constraints of their role as managers.

Courses on school management undertaken by respondents

Table 10 shows that, one of the respondents representing (2.6%) had undertaken an M.Phil Educational Administration programme. Again, one (2.6%) had undertaken a course in M Sc. Educational Management and Administration. However, 14 (35.9%), 6 (15.4%) and 17 (43.6) % had undertaken M.Ed Educational Administration, Postgraduate Diploma in Education and Bachelor of Education course in school management and administration respectively.

Table 10

Courses taken purposely for school management

Course	No.	%
M.Phil Educational Administration.	1	2.6
M Sc. Educational Management and Administration.	1	2.6
M.Ed Educational Administration.	14	35.9
Postgraduate Diploma in Education.	6	15.4
Bachelor of Education Course in School Management and Administration.	17	43.6
Total	39	100.0

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Table 11

Responses to refresher programmes undertaken

Undergone refresher programmes	No.	%
Yes	62	49.2
No	64	50.8
Total	126	100.0

Table 11 shows the proportion of respondents who had undergone refresher programmes and those who had not attended any yet. From the table, it can be seen that 62 (49.2%) had attended refresher programme. Majority of the respondents, 64 (50.8%) had not attended any refresher programme yet. It can then be deduced from the above that majority of the respondents had not gone for any refresher programme to upgrade their knowledge in management of schools and on the new trends in educational management. The findings confirms the case of many workers in the education section who have much to contribute to the development of education but do not have the requisite training or do not attend in service training/refresher courses regularly to upgrade their knowledge. As a result, there are grade A schools with the others falling into other categories without the best teachers, the best resources and effective school heads, hence their falling standards in results at all levels of the education system (http.www.ghanaweb.com).

Table 12

Responses to how often respondents go for refresher programmes

Responses	No.	%
Once in a year	48	77.4
Twice in a year	12	19.4
Once in a while	2	3.2
Total	62	100.0

Illustrated in this table are the responses to how often respondents go for refresher programmes. Table 12, indicates that out of the total number who responded to the previous question in the affirmative, 48 (77.4%) said they go for refresher programmes once in a year. On the other hand, 12 (19.4%) stated that they go for refresher programmes twice in a year. Two (3.2%) said, they attend refresher programmes once in a while. The table suggests that the respondents do not go for refresher programmes very often to upgrade their knowledge in school management. This means the schools are still being managed with old ideas and old trends in school management.

Number of both teaching and non-teaching staff in the school

Table 13, brings to light the number of staff in the various schools. Three (15.0%) schools had about 31-40 staff in the school. A sizeable number of 20 (15.9%) had 41-50 staff in the school. A majority of 30 (23.8%) had 51-60 staff in the school. In the same vein, 9 (7.1%), 13(10.3%), 16 (12.7%), 1 (11.9%) had 61-70, 71-80, 81-90, 91-100, 101 and above staff in their respective schools. It can be stated from the table that, majority of the respondents had about 51-60 staff in their schools.

Table 13

Number of teaching staff in the school

Number of staff in the school	No. of schools	%
31-40	3	15.0
41-50	4	20.0
51-60	3	15.0
61-70	2	15.0
71-80	2	10.0
81- 90	2	10.0
91-100	1	5.0
101 and above	3	15.0
Total	20	100.0

Total number of students in the school

Reported in Table 14 is the student population in the various schools Table 14 shows three (15.0%) schools had a student population of about 201-400. About six (30.0%) said there were 401-600 students in the school. About 3 (15.0%) responded that the student strength was about 601-800. However, two (10.0%) asserted that the total enrolment of students in their school was about 801-1000. In a related development one (10.0%), one (10.0%), four (20.0%) said there were about 1001-1200, 1201-1400, 1401 and above students in their respective schools. This clearly shows that a majority of the schools have student strength of about 401-600.

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Table 14

Total number of students in school

Total number of students	No. of schools	%
201-400	3	15
401-600	6	30
601-800	3	15
801-1000	2	10
1001-1200	1	5
1201-1400	1	5
1401 and above	4	20
Total	20	100.0

Part II

Perceptions on the impact of management functions on students' performance

Perceptions school heads on the impact of management functions on performance

Table 15 indicates that, eight (57.1%) school heads perceived planning to have an impact on the academic performance of students to a very large extent. Seven (50.0%), 10 (71.4%), 12 (85.7%), and 11 (78.6%) also perceived that organising, controlling, supervising and evaluating respectively to a very large extent had impact on the academic performance of students.

Table 15

Perceptions of school heads on impact of management functions on academic performance

Management Functions	To a very large extent		To some extent		To a little extent		Not at all	
	No.	%	No.	%	No.	%	No.	%
Planning	8	57.1	6	42.9	-	-	-	-
Organising	7	50.0	7	50.0	-	-	-	-
Controlling	10	71.4	4	28.6	-	-	-	-
Supervising	12	85.7	2	14.3	-	-	-	-
Evaluating	11	78.6	3	21.4	-	-	-	-

Also six (42.9%), seven (50.0%), four (28.6%), two (14.3%), three (21.4 %) perceived that planning, organising, controlling, supervising, and evaluating respectively, had impact on the academic performance of students to some extent. All the school heads agreed that the management functions had impact on the academic performance of students. Among the school heads supervising was named as the most important of all the functions, followed by evaluating, controlling, planning and organising in order of magnitude.

Perceptions of assistant school heads and heads of departments on the impact of planning on the academic performance of students

From Table 16 it can be noted that, an average of 106 (94.7%) of the respondents agreed that planning had an impact on the academic performance of students, whilst six (5.3%) of the respondents disagreed that planning had impact on academic performance

of students. Still on the issue of planning majority of the respondents 110 (98.3%) said forecasting, planning and prioritising school/departmental activities was the most important of the work behaviours listed under planning, because it is one work behaviour perceived to have had a vast impact on the academic the performance of students. On a more general note, planning was also mentioned as the fourth most important of all the functions.

The table reports that forecasting planning and prioritising school/departmental activities was the most important work behaviours. This is in line with one major issue pointed out in the definition of Nwokafor et al. (1989). Nwokafor et al. (1989), planning basically is deciding now or in advance (forecasting) what is to be done in the future. He also asserted that in planning most importantly, the school administrator should prepare a comprehensive programme of activities for the school, bearing in mind the objectives of the school and the general goals of education. If this is carried out effectively by looking ahead (forecasting) for example, making provision for teaching learning materials on time, students get the opportunity to learn better and academic performance is maximized.

From the analysis, the Mean (M), Standard Deviation (SD) together with the *t* analysis and the *p* values were derived from the responses given by the male and female assistant school heads and heads of departments. A majority of the various components of planning revealed that there were no significant differences between the perceptions of male and female administrators on the impact of planning on students' academic performance. This is reflected in the analysis of the overall t for planning *t* = -1.531.

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Table 16
Perception of respondents on the impact of planning on the academic performance of students

PLANNING	Agree		Disagree		t test for male and female respondent					
					M		SD			
	No.	%	No.	%	Male	Female	Male	Female	p	t
Forecasting, planning and prioritising school/dept. activities.	110	98.3	2	1.8	3.5	3.5	0.5	0.5	0.74	0.34
Involving teachers, students and parents in identifying and planning programmes for the school/department.	101	90.2	11	9.8	3.2	3.7	0.7	0.5	0.00	-3.64
Including in school/department plans, measures in the acquisition of teaching and learning materials.	108	96.5	4	3.6	3.4	3.4	0.6	0.5	0.88	-0.15
Planning on how to manage the resources, to achieve school objectives.	107	95.6	5	4.4	3.5	3.6	0.7	0.5	0.49	-0.70
Deciding on the appropriate strategy to improve students' academic performance.	109	97.3	3	2.7	3.6	3.7	0.6	0.5	0.50	-0.68
Preparing budget for the school/department and also planning on how to source for funds to support school programmes.	101	90.1	11	9.8	3.4	3.6	0.8	0.6	0.43	-0.80
Average	106	94.7	6	5.3	3.4	3.6	0.6	0.5		-1.531

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For instance, the result showed that there was no significant difference between the perceptions of school administrators on the impact of forecasting, planning and prioritising school/departmental activities on the academic performance of students, t (29.0) = 0.34, p= 0.74. There was no significant difference between the perceptions of male and female respondents on the impact of including in school/departmental plans, measures in the acquisition of teaching and learning materials on the academic performance of students, t (32.3) = -0.15, p = 0.88. Again, there was no significant difference between the perception of male and female respondents on the impact of deciding on the appropriate strategy at the planning level to improve the academic performance of students, t (30.8) = -0.68, p = 0.50.

On the other hand, a significant difference was found between the perceptions of male and female administrators on the impact of involving teachers, parents and students in identifying and planning programmes for the school/department at the planning level on the academic performance of students. The difference is statistically significant, t (37.5) = -3.64, p = 0.00. The Mean and Standard Deviation values were (M = 3.2; S.D = 0.7) and (M = 3.7 ; S. D =0.5) for males and females respectively. It can be deduced from the standard deviation values that the perceptions of the respondents are different because the values disperse about 0.2 from each other. This means male and female respondents have different perceptions when it comes to the issue of involving teachers, parents and students in identifying and planning programmes for the school/department at the planning level.

Perceptions of assistant school heads and heads of departments on the impact of organising on the academic performance of students

Table 17 depicts that, an average of 103 (91.8%) respondents perceived that organising had an impact on the academic performance of students. On the other hand nine (8.2%) of the respondents disagreed that organising had impact on the academic performance of students. Amongst the assistant school heads and heads of departments, organising was rated as the least important of the management functions.

Clearly defining and assigning tasks to be performed by all employees and prioritising the use of available resources was mentioned as the most important of the work behaviours listed under organising. This confirms the statement in Commonwealth Secretariat (1993) which stresses organising as the preparation of up to date job descriptions for all employed staff by head, assigning roles, responsibilities, and duties to staff and students. So that if work is clearly defined and each knows the specific task to be performed at a specific time, all hands are put on deck to ensure that aims and objectives are met and this surely is perceived to have impact on the academic performance of students.

A sizeable number of the various components of organising indicated that there were no significant differences between the perceptions of male and female administrators on the impact of organising on academic performance of students. This is shown in the overall t value for organising, overall $t = -2.129$. For example, there was no significant difference between the perception of male and female respondents on the impact of clearly defining and assigning responsibilities and tasks to

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Table 17

Perception of respondents on the impact of organising on the academic performance of students.

ORGANISING	Agree		Disagree		t test for male and female respondents					
					M		SD			
	No.	%	No.	%	Male	Female	Male	Female	p	t
Clearly defining and assigning responsibilities and tasks to be performed by all employees.	105	93.7	7	6.3	3.5	3.7	0.6	0.6	0.39	0.88
Delegating authority and tasks to others without interference.	98	87.5	14	12.5	3.3	3.4	0.8	0.6	0.38	-0.90
Involving students in school/departmental management.	96	85.7	16	14.3	3.0	3.4	0.7	0.5	0.02	-2.44
Scheduling teaching and learning activities.	111	98.2	1	1.8	3.4	3.7	0.6	0.1	0.03	-2.22
Prioritising the use of available resources.	105	93.7	7	6.3	3.4	3.5	0.7	0.5	0.38	-0.89
Average	103	91.8	9	8.2	3.3	3.5	0.7	0.5		-2,129

be performed by all employees on the academic performance of students, t (29.0) = -0.88, p = 0.39. There was also no significant difference between the perceptions of male and female respondents on the impact of delegating authority and tasks to others without interference on the academic performance of students, t (34.0) = -0.90, p = 0.38.

However, it was evident that, there was a significant difference between the perceptions of male and female respondents on the impact of involving students in school/departmental activities on the academic performance of students, t (37.3) = -2.44, p = 0.02. There was also a significant difference between the perceptions of male and female administrators on the impact of scheduling teaching and learning activities on the academic performance of students, t (31.0) = -2.22, p = 0.03. The M and SD values for both components are (M = 3.4; SD = 0.6) and (M = 3.7; SD = 0.1) respectively. It can also be deduced from the difference of 0.5 in the standard deviation values that the male and female respondents have different perceptions when it come to the impact of scheduling teaching and learning activities on the academic performance of teachers.

Perceptions of assistant school heads and heads of departments on the impact of controlling on the academic performance of students.

According to Table 18, an average of 107 (95.4%) respondents perceived that controlling had impact on the academic performance of students. Five (4.5%) disagreed that controlling had an impact on the academic performance of students.

Ensuring that tasks are carried out in accordance with established rules and regulations and taking action to correct any deviations, and adjusting standards when necessary were rated as the two most important work behaviours listed under controlling.

This in agreement with what (Fayol, 1949) stated. Fayol (1949) purported that to control is to see to it that everything occurs in conformity with established rules and expressed command and to consciously monitor performance and take corrective action (Fayol, 1949). In the school situation, administrators must put measures in place to ensure that rules and regulations for the school are obeyed. On the whole, controlling was rated as the third, in descending order of importance.

All the various components of controlling showed that there were no significant differences between the perceptions of male and female administrators on the impact of controlling on the academic performance of students, this is indicated by the value of the overall t which is -0,866. For example, there was no significant difference between the perceptions of male and female respondents on the impact of communicating programmes regularly and fully, by the most appropriate means to all stakeholders of the school/department, on the academic performance of students, t (35.8) = -0.45, p = 0.65. Also, there was no difference between the perceptions of male and female respondents on the impact of controlling the implementation of the school/departmental programmes on the academic performance of students, t (32.3) = -1.07, p = 0.29. Still on the issue of controlling, there was no significant difference between the perceptions of male and female administrators on the impact of controlling the supply and use of teaching and learning resources on the academic performance of students, t (34.6) = -1.47, p = 0.15.

Table 18

Perception of respondents on the impact of controlling on the academic performance of students.

CONTROLLING	Agree		Disagree		t test for male and female respondents					
					M		S D			
	No.	%	No.	%	Male	Female	Male	Female	p	t
Communicating programmes regularly and fully by the most appropriate means to all stakeholders of the school/department.	104	92.8	8	7.2	3.5	3.6	0.7	0.5	0.65	-0.45
Controlling the implementation of school /departmental programmes.	105	93.7	7	6.3	3.4	3.5	0.6	0.5	0.29	-1.07
Controlling the supply of teaching and learning resources.	104	92.8	8	7.2	3.2	3.4	0.7	0.5	0.15	-1.47
Co-ordinating and controlling activities of school/department	108	96.5	4	3.6	3.5	3.6	0.6	0.5	0.86	-0.17
Ensuring that tasks are carried out in accordance with established rules and regulations.	110	98.2	2	1.8	3.6	3.5	0.5	0.5	0.61	0.51
Taking action to correct any deviations and adjusting standards when necessary.	110	98.2	2	1.8	3.5	3.7	0.6	0.5	0.40	-0.85
Average	107	95.4	5	4.5	3.4	3.5	0.6	0.5		-0.866

Perceptions of assistant school heads and heads of departments on the impact of supervising on the academic performance of students

Table 19 indicates that an average of 108 (96.0%) of the respondents perceived that supervising had impact on the academic performance of students. Whilst four (4%) disagreed that supervising influences the academic performance of students. Ensuring punctuality and presence of staff and students was named as the most important of the work behaviours listed under supervision. This is stressed in Stone's definition of supervision. Stone (1984) defined supervision as, to direct or oversee and to watch as to maintain order, and this can be done first by ensuring the punctuality and presence of staff and students. On the whole supervising, was rated as the second most important the management functions.

Again, all the various components of supervising revealed that there were no significant differences between the perceptions of male and female administrators on the impact of supervising on the academic performance of students, the overall $t = -0.094$. For instance, there was no difference between the perceptions of male and female respondents on the impact of ensuring punctuality and presence of staff and students, t $(32.4) = -1.30$, $p = 0.20$.

There was no significant difference between the perceptions of male and female administrators on the impact of regularly taking stock of the teaching and learning materials on the academic performance of students, t $(32.5) = -0.91$, $p = 0.37$. Also, there was no significant difference between the perceptions of male and female respondents on the impact of making sure committee members report regularly to the appropriate quarters on the academic performance of students, t $(35.1) = 0.10$, $p = 0.92$.

Table 19
Perception of respondents on the impact of supervising on the academic performance of students.

SUPERVISING	Agree		Disagree		t test for male and female respondents					
					M		S D			
	No.	%	No.	%	Male	Female	Male	Female	p	t
Ensuring punctuality and presence of staff and students.	111	99.1	1	0.9	3.7	3.8	0.5	0.4	0.20	-1.30
Regularly taking stock teaching and learning materials.	107	95.5	5	4.5	3.4	3.5	0.6	0.5	0.37	-0.91
Collecting information in the progress of ongoing activities in the school/department.	106	94.6	6	5.4	3.4	3.4	0.6	0.5	0.51	0.67
Supervising the work of both teachers and students.	109	97.3	3	2.7	3.5	3.5	0.6	0.5	0.93	-0.08
Making sure committee members report regularly to the appropriate quarters.	105	93.7	7	6.3	3.4	3.4	0.7	0.5	0.92	0.10
Average	108	96.0	4	4.0	3.5	3.5	0.6	0.5		-0.094

Perceptions of assistant school heads and heads of departments on the impact of evaluating on academic performance of students

From Table 20, it can be noted that, on the average 110 (98.0%) of the respondents perceived that evaluating had an impact on the academic performance of students. On the other hand, two (2.0%) of the respondents disagreed that evaluating had an impact on the academic performance of students. Assessing the progress of school/ departmental activities regularly and assessing the performance of staffs were named as the most important of all the work behaviours listed under evaluation. From the respondents evaluating was rated as the most important of the management functions

Table 20, shows all the various components of evaluating showed that there were no significant differences between the perceptions of male and female administrators on the impact of evaluating on the academic performance of students, the value for the overall t analysis is -1.021. For example, there was no significant difference between the perceptions of male and female respondents on the impact of assessing the progress of school/departmental activities regularly on the academic performance of students, t (28.6) = -0.45, p = 0.65.

Also, there was no significant difference between the perceptions of male and female respondents on the impact of assessing the performance of staff and students examination results, because the t (30.8) is = -1.06, p = 0.30. There was no significance difference between the perceptions of male and female administrators on the impact of comparing students' academic performance with set objectives and targets, t (29.8) = 0.12, p = 0.91. Again, there was no significant difference between the perception of male and female respondents on the impact of carrying out self evaluation on how well

Table 20

Perception of respondents on the impact of evaluating on the academic performance of students.

EVALUATING	Agree		Disagree		M		S D			
	No.	%	No.	%	Male	Female	Male	Female	sig.	t
Assessing progress of school/departmental activities regularly.	111	99.1	1	0.9	3.5	3.6	0.5	0.5	0.65	-0.45
Assessing the performance of staff.	111	99.1	1	0.9	3.6	3.8	0.5	0.4	0.30	-1.06
Analysing students' examination results and comparing students' academic performance to set objectives and targets.	109	97.3	3	2.7	3.6	3.6	0.6	0.5	0.91	0.12
Carrying out self evaluation on how well responsibilities are carried out.	110	98.	2	1.8	3.6	3.6	0.5	0.5	0.78	-0.28
Average	110	98.0	2	2.0	3.6	3.6	0.5	0.5		-1.021

The header spanning "t test for male and female respondents" covers the M, S D, sig. and t columns.

of the school their academic performance improves. This is because they partake in decision-making and they are aware of the standard that has been set. Three (21.4%) answered that if students are aware of the objectives and goals, they are motivated and this keeps them focused, increasing learning.

Two (14.3%) mentioned that, the management functions makes staff duty conscious because they become aware of what is expected of them and the prize that comes with it. This suggests that majority of the school heads perceive that if management is geared toward ensuring discipline, a conducive environment for teaching and learning will be created which will in turn maximize academic performance.

Part III

Perceptions on the impact of other management structures on the academic performance of students

Two key areas of management structures were considered in the analysis. They are the involvement of students in management functions and the functioning of committees.

Students' involvement in management functions

Table 22 indicates that majority 125 (99.2%) of the respondents perceive that involving students in the supervision and monitoring of morning duties had impact on their academic performance. A substantial number of 123 (97.7%) mentioned that involving students in the process of selecting of prefects had impact on the academic performance of students. About 120 (95.2%) revealed that maintenance of class discipline which is also some form of supervision was mostly carried out by the students and this was perceived to have had impact on the academic performance of students.

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Table 22

Involving students in management functions

Management functions	Agree		Disagree		Not functional	
	No.	%	No.	%	No.	%
Time table preparation and adjustment.	64	50.8	62	49.2	-	-
Analysis of examination results.	86	68.3	40	31.7	-	-
Conduct of examination.	75	59.5	51	40.5	-	-
Control and disbursement of SRC finances.	102	81.0	24	19.0	-	-
Maintenance of class discipline.	120	95.2	6	4.8	-	-
Planning of excursions.	114	90.4	12	9.6	-	-
Assessment of teachers.	107	85.0	19	15.0	-	-
Supervision and monitoring of morning duties.	125	99.2	1	0.8	-	-
Supervision at prep	114	90.5	6	4.8	6	4.8
Punishment of minor Offences.	96	76.2	30	23.8	-	-
Keeping order in dorm and dinning hall	119	94.4	2	1.6	5	4.0
Selection of prefects	123	97.7	3	2.4	-	-

To mention but a few on the minority side, 86 (68.3%) said their students were

involved in the analysis of examination results and this was also perceived to have had

impact on the academic performance of students. Still on the issue of involving students

in management functions 75 (59.5%) perceived that involving students in the conduct of examination had impact on their academic performance of students and 64 (50.8%) perceived that students in their schools were involved in time table preparation and adjustment so that students could conveniently fix or choose times that will suit them to give them opportunity to learn maximizing academic performance.

The finding suggests that majority of school administrators involve students in the management functions operating in the school because it is perceived as having impact on the academic performance of students. This is basically a good practice and in the right direction and confirms the findings of Hoy and Miskel (1992) as stated in the introduction which point out that, students constitute a formidable element of the social climate of the school and therefore should be involved in school management and administration.

This is also in line with the ideas of Nwokafor et al, (1989) that in the school setting, the students, parents and staff must participate in decisions regarding school rules and regulations, school activities, discipline, and extra curricular activities. Nwokafor et al (1989) asserts that, each student should have a say in the decision of his own programme of study. Therefore, the school administrator must involve each or all other segments in making decisions that affect their lives and welfare.

Committees' functioning to promote students' academic performance

Table 23 outlines the results of the findings on committees functioning to promote the academic performance of students. The majority of 120 (95.2%) of the respondents perceived the students representative council as the committee working most to promote

academic performance, followed by 119 (94.4%), parents teacher association and 118 (93.6), board of governors.

Table 23

Functioning of committees' in schools to promote academic performance of students

…… ……………….…Committees	Agree. No.	%	Disagree No.	%	Not functional… No.	%
Studies and Library Committee	96	76.2	25	19.9	5	4.0
Staff welfare committee	103	81.7	23	18.3	-	-
Disciplinary committee	115	91.2	11	8.8	-	-
Guidance and counselling Committee	113	89.6	11	8.7	2	1.6
Protocol and entertainment Committee	108	85.7	16	12.6	2	1.6
Committee of House masters/mistresses	109	86.5	17	13.5	-	-
Parent/ Teacher Association	119	94.4	7	5.6	-	-
Board of Governors	118	93.6	8	6.4	-	-
Students Representative Council	120	95.2	6	4.8	-	-
Health and Sanitation Committee	98	77.8	22	17.5	6	4.8
Procurement Committee	90	71.5	31	24.6	5	4.0
Environmental and Beautification committee	94	74.6	28	22.2	4	3.2

On the minority side 90 (71.5) mentioned the procurement committee, 94(74.6%) talked about the environmental and beautification committee, whilst 96 (76.2%) perceived that the functioning of the studies and library committee had impact on the academic performance of students.

It can be deduced that, most school administrators perceived that the functioning of committees had impact on the academic performance of students. Therefore committees should be empowered to promote academic excellence. Even the committees which were said to be working the least had more than 50% of the respondents agreeing that to some extent, they are functioning. One would then say at this point that, committees should be encouraged in schools, for academic excellence to be attained, student personnel services should be offered through the utilisation of committees, student councils and staff meetings.

The findings in the table above, is in line with what Nwokafor et al (1989) said (as stated under students academic performance in the literature review) that the school should encourage extra curricular activities (committees, clubs, games and students councils) and ensure adequate school health services and civic orientations, discipline and adequate interpersonal relations which will enable students exercise, relax their brains and develop a healthy mind for studies to maximise learning and academic performance.

Part IV

Constraints encountered in management that hinder academic

performance of students

Table 24 brings to bear perceived constraints encountered in management that hinders the academic performance of students. Twenty five (19.8%) mentioned lack of

educational facilities and amenities as the major constraint encountered in management. On this particular issue, majority of the respondents said they lack classrooms, well furnished laboratories, teaching and learning materials and workshops just to mention but a few.

Table 24

Perceived constraints encountered in management that hinder the academic performance of students

Problems encountered in management	No.	%
Lack of educational facilities and amenities.	25	19.8
Unavailability of qualified, skilled and competent personnel.	20	15.9
Lack of commitment on the part of teaching and non teaching Staffs to school policies.	17	13.5
Lack of information flow.	11	8.7
Lack of team spirit on the part of staff.	10	8.0
Low level of government financial support & non payment of fees.	9	7.1
Centralisation of authority which makes workload cumbersome.	8	6.3
Leadership styles of some heads which creates poor human relations.	8	6.3
No response	6	4.8
Lack of transparency in the holistic running of the school.	5	4.0
Lack of resources for the organisation of refresher programs.	4	3.2
Problems associated with schools situated in communities.	3	2.4
Average	120	100.0

Twenty (15.9%) talked about the unavailability of qualified, skilled and competent personnel as another problem. Seventeen (13.5) brought to bear another problem which is the lack of commitment on the part of both teaching and non teaching staff. Eleven (8.7%) said the lack of information flow which is another constraint encountered in management creates a gap in the channel of communication. If programmes are not communicated effectively and to all concerned one may not know what to do at a point in time and objectives set for the school may be left unaccomplished. Ten (8.0%) mentioned lack of team spirit on the part of staff as another problem management encountered. Nine (7.9%) talked about the low level of government support and the non payment of fees as a threat to effective management.

Eight (6.3%) revealed that, the leadership style used by some school heads creates poor human relationships. To buttress this point, another eight (6.3%) wrote that authority is centralised making workload cumbersome, leaving most plans unaccomplished. Six 6(4.8%) did not respond to the question. Five (4.0%), 4(3.2%), and 3(2.4%), perceived that lack of transparency in the holistic running of the school, lack of resources to organise refresher programmes, and the difficulties that comes with schools located in communities are some other constraints encountered in management, respectively

Part V

How management functions can be used to promote academic performance

As shown in Table 25, Twenty four (19.0%) said supervision and evaluation of teachers and students must be done effectively and on regular basis. Twenty one (16.7%) teachers, students and parents must be involved in decision making especially at the

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Table 25

Ways in which management functions can be used to promote academic performance

Responses	No.	%
Supervision and evaluation of teachers and students must be effectively done and on regular basis.	24	19.0
Involving teachers, parents & students in decision making especially at the planning level.	21	16.7
Management functions must be systematically networked and co-ordinated.	16	12.7
Plans must be made ahead on time, must be practical and be implemented.	9	7.1
Functions should be geared towards discipline.	7	5.6
Authority must be delegated and decentralised. to reduced workload.	7	5.6
No Response	7	5.6
SRC must be involved in the day to day administration of the school.	6	4.8
Committees must be empowered to work effectively.	6	4.8
Plans must be geared towards the timely provision of teaching and learning materials	5	4.0
Plans (objectives) must be known and understood by all.	5	4.0
Roles must be clearly defined.	5	4.0
Reports from committees must be analysed and addressed.	4	3.2
Budgeting and motivation must go hand in hand.	4	3.2
Average	126	100.0

Five (4.0%), five (4.0%) and another five (4.0%) of the respondents said plans (objectives) must be known and understood by all, roles must be clearly defined and suggested that plans must be geared toward the timely provision of teaching and learning materials respectively. Also, Four (3.2%) and another four (3.2%) mentioned that reports from committees must be analysed and addressed and budgeting and motivation must go hand in hand respectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the study

The academic performance of students has been a dominant issue of concern for all stakeholders in education in Ghana and Africa as a whole. There are however eyebrows being raised because of the alleged falling standards of education in Ghana. It is against this background that the perceptions of school administrators regarding the impact of management functions on the academic performance of students were looked at. Perceptions of school administrators on the impact of other management structures on the academic performance of students were also looked at. The study further sought to ascertain the perceived constraints encountered in management that hinder the academic performance of students. Finally some ways in which management functions can be used to promote the academic performance of students were uncovered.

The literature review was centred on perception as a process, definitions of management, management functions, management theories, leadership and management and research work carried out on academic performance of students particularly, the standards of education in Ghana. Pre testing of instruments was carried out in the Mfantsiman District in the Central Region. The main study was conducted in seven other districts in the Central Region of Ghana.

Descriptive survey was used to ascertain the situation on the ground. Two sets of instruments were used for the study. These were the interview guide for the school heads and the questionnaire for the assistant heads and heads of department. The questionnaire entailed closed and open ended questions. In all, 14 school heads, 19 assistant school

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heads and 93 heads of department responded. Instrument administration and collection were completed within a month. Data were analysed using the Statistical Package for Social Sciences (SPSS) to obtain frequencies, percentages, independent sample t test, means and standard deviation.

Summary of Major Findings

A number of findings were drawn from the study. They include the following:

1. Most school administrators have not had formal education in administration and management of schools to gain sound knowledge and skills to man the schools.

2. Most school administrators do not attend in-service training/refresher courses in and out of school on regular basis to upgrade their knowledge on the new trends in education.

3. Most school administrators either perceived to a very large extent or agreed that management functions had impact on the academic performance of students. Supervision and evaluation were rated as the two most important functions of management.

4. The result of the hypothesis revealed that majority of the various components of the management functions indicated no significant differences between the perceptions of male and female respondents on the impact of management functions on the academic performance of students.

5. On the perception of school administrators on the impact of other management structures on the academic performance of students, it was found out that the majority of school administrators perceived that involving students in the management functions had impact on the academic performance of students. A majority of school administrators perceived that committees in schools are functioning to promote academic performance of students. However, some school administrators do not involve students in the

management functions operating in the schools. It was also conspicuous that, in some of the schools committees had not been structured to work to promote academic performance. That is in some schools, committees are on paper, but in practice they are not functioning because some school administrators have not delegated authority and empowered the committees to work.

6. It also came to light that, there were perceived constraints associated with the general management of senior secondary schools that hinder the academic performance of students. The major problem was the lack of educational facilities and amenities

7. On how management functions can be used to promote the academic performance of students, the school administrators pointed out that, supervision and evaluation are of most importance and need to be carried out effectively and on regular basis.

Conclusions

On the basis of the findings of the study, a number of conclusions can be drawn. School administrators generally perceived that management functions had impact on the academic performance of students, of which supervision and evaluation were noted as the two most important functions. It can thus be concluded that the respondents share in the perception that academic performance of students depends to some extent on the management functions used by school administrators in running the schools. Thus there is some level of relationship between management functions used by school administrators and the academic performance of students.

To a greater extent, there were no significant differences between the perceptions of male and female school administrators on the impact of management functions on the academic performance of students. It can be concluded from this finding that both male

and female school administrators generally have similar perceptions. Therefore they are equally objective in looking at issues concerning management and academic performance.

Most school administrators perceived that involving students in management had impact on academic performance thus to some level were involved in school management functions. This is in line with the findings of Nwokafor et al. (1989) that students should have a say in the decisions that has direct impact on their lives and welfare. To Hoy and Miskel (1992) students constitute a formidable element of the social climate of the school and therefore should be involved in school management and administration. This promotes a healthy climate where academic work can go on. Students get to know the objectives and standards set for the term and are motivated to work towards achieving excellent academic performance.

Though most school heads perceived that committees were working to promote students academic performance, yet some school administrators have not empowered the committees to work. This is in contrast with the findings of Nwokafor et al (1989) which states that the school should encourage extra curricular activities (committees, clubs, games and students councils) and also ensure adequate school health services and civic orientations, discipline and adequate interpersonal relations. The workload on administrators can become cumbersome, making it difficult for tasks to be carried out effectively and on time, eventually at the end of the term objectives set will not have been met. Also students would not have had the chance of effectively participating in extra curricular and social activities to exercise, relax their brains and learn new things.

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The major constraint perceived to hinder academic performance of students and effective management of senior secondary schools is the lack of educational facilities and amenities. With the educational facilities and amenities, most of the respondents referred to inadequate classroom blocks, the lack of teaching learning materials, lack of workshops and laboratories, and lack of computers among others. These are the basic resources needed for management and learning to go on, hence if these are not there management cannot be carried out effectively, teaching and learning cannot go on well and academic performance of students is likely to be adversely affected.

Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations are being made for consideration to effectively use management functions to promote academic performance of students.

1. Most school administrators have not had formal education in administration and management of schools to gain sound knowledge and skills to man the schools. School administrators therefore need to go through formal education in administration and management of schools, to gain sound knowledge and skills to man the schools.

2. School administrators do not attend in-service training /refresher courses on regular basis to upgrade their knowledge on new trends in education. It is necessary to ensure that school administrators attend in-service training and undertake refresher courses in and out of the school on regular basis to upgrade their knowledge on new trends in education.

3. Some school administrators do not involve students in the management functions operating in the schools. There is the need for school administrators to involve students in

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the general management of the school, especially through dialogues, consultations and views seeking. This will give students an idea of the school objectives, so they can contribute meaningfully in raising academic standards.

4. It was conspicuous that in some of the schools, committees had not been structured to work to promote academic performance. In some schools, committees are only on paper, but in practice they are not functioning because some school administrators have not delegated authority and empowered the committees to work. The committee system is one effective way of ensuring that all are contributing to the general well being of the school. Committees in the various schools must be empowered by school heads to enable them work more effectively.

5. As much as possible, the functions of management must be utilised. The application of effective management functions creates a condition where successful and appropriate teaching and learning can occur for all students and staff so that school objectives can be achieved and academic performance maximized.

Suggested Areas for further research

The academic performance of students has for some time been a matter of concern to all stakeholders in education. It was imperative to look at the perceptions of school administrators on the impact of management functions on the academic performance of students. The following areas are being suggested for further research based on the conclusions drawn from the study.

1. The study does not cover all the regions in Ghana. A replication of the study in other regions will enable the findings to be generalised in the country.

2. The outcome of the study indicated that there is some level of relationship between management functions used by administrators and academic performance of students. Therefore, further research can be conducted to establish the level of relationship between the management functions of school administrators and academic performance of students.

3. The study revealed that some school heads do not involve students in school management. Research can also be carried out on the perceptions of school heads on the involvement of students in school management.

4. The study does not cover the perceptions of teachers or students on the impact of management function on the academic performance of students. Research on the perceptions of teachers or students on the impact of management functions on academic performance of students can also be looked at.

5. A Model framework for the management of schools could also be developed for school heads through a research.

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UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

PERCEPTIONS OF SCHOOL ADMINISTRATORS ON THE IMPACT OF MANAGEMENT FUNCTIONS ON THE ACADEMIC PERFORMANCE OF STUDENTS

QUESTIONNAIRE FOR ASSISTANT SCHOOL HEADS AND HEADS OF DEPARTMENTS

Management Functions of school administrators has been identified as an important factor that promotes the academic performance of students.

The questionnaire is designed purposely to draw information that will enable the researcher carry out a study on the perceptions of school administrators on the impact of management functions on the academic performance of students in selected senior secondary schools in the Central Region of Ghana.

Please respond to the following questions. You are assured that the purpose is purely academic. Confidentiality and anonymity are therefore assured. Please be candid in expressing your opinions and suggestions as much as possible.

PART I

Socio demographic data

Please tick [ ] or fill in as appropriate.

1. Gender: 1. Male   [   ]

                2. Female   [   ]

2. Age: 1. Below 30 years [   ]

                2. 30-39   [   ]

                3. 40-49   [   ]

                4. 50 and above [   ]

3. Academic /professional Qualification:

                1. Diploma   [   ]

                2. First degree [   ]

                3. Postgraduate [   ]

                4. Any other, Please specify…………...

4. Present Status:

                1. Superintendent   [   ]

                2. Senior superintendent [   ]

                3. Principal Superintendent [   ]

                4. Assistant Director   [   ]

                5. Any other, please specify……………

5. Length of Service in G.E.S

                1. Below 5 years   [   ]

                2. 5-9 years   [   ]

3. 10 years   [   ]

4. 20 years and above [   ]

6. Position held in school:

    1. Headmaster/Headmistress   [   ]

    2. Assistant Head   [   ]

    3. Head of Department   [   ]

7. Have you undertaken any course in school management?

    1. Yes [ ]

    2. No [ ]

If 'yes' specify the course ……………………………...

8. Do you undergo in service training/refresher courses from time to time?

    1. Yes [ ]

    2. No [ ]

If yes how often do you go for the refresher programmes in a year?

    1. Once [ ]

    2. Twice [ ]

    3. None [ ]

    4. Others (please specify)…………………………..

9. How many members of staff do you have in the school/department…………………

10. What is the total enrolment of students in the school? ……………………………..

PART II

About management functions

The items below describe some management functions perceived as having impact on the academic performance of students. What is the level to which you agree or disagree on the impact of the following work behaviours on the academic performance of students?

Circle the appropriate response

4   Strongly Agree

3   Agree

2   Disagree

1   Strongly Disagree

PLANNING	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
1. Forecasting, planning and prioritising school/departmental activities.	4	3	2	1
2. Involving teachers, and students in identifying and planning programmes for the school/dept.	4	3	2	1
3. Including in school/departmental plans, measures in the acquisition of teaching and learning materials.	4	3	2	1
4. Planning on how to manage the resources, to achieve school objectives.	4	3	2	1

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5. Deciding on the appropriate strategy to improve students' academic performance.	4	3	2	1
6. Preparing budget for the school/dept and also planning on how to source for funds to support school programmes.	4	3	2	1
ORGANISING				
7.Clearly defining and assigning responsibilities and tasks to be performed by all employees.	4	3	2	1
8. Delegating authority and tasks to others without interference.	4	3	2	1
9. Involving students in school/department management.	4	3	2	1
10. Scheduling teaching and learning activities.	4	3	2	1
11. Prioritising use of available resources.	4	3	2	1
CONTROLLING				
12. Communicating programmes regularly and fully, by the most appropriate means to all stakeholders of the school /department.	4	3	2	1
13.Controlling the implementation of the	4	3	2	1

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school/department programme.				
14.Controlling the supply and use of teaching and learning resources.	4	3	2	1
15.Co-ordinating and controlling the activities of the school/department.	4	3	2	1
16. Ensuring that tasks are carried out in accordance with established rules and regulations.	4	3	2	1
17. Taking action to correct any deviations, and adjusting standards when necessary.	4	3	2	1
SUPERVISING				
18. Ensuring punctuality and presence of staff and students.	4	3	2	1
19. Regularly taking stock of teaching and learning material	4	3	2	1
20. Collecting information on the progress of on-going activities in the school/dept	4	3	2	1
21.Supervising the work of both teacher and students (lesson notes, assignments, etc)	4	3	2	1
22.Making sure committee members report regularly to the appropriate quarters.	4	3	2	1

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EVALUATING				
23. Assessing progress of school/dept activities regularly.	4	3	2	1
24. Assessing the performance of staff.	4	3	2	1
25. Analysing students' examination results and comparing students' academic performance to set objectives and targets.	4	3	2	1
26. Carrying out self evaluation on how well responsibilities are carried out.	4	3	2	1

PART III

The perceived impact of other management structures on the academic

performance of students.

a. Students Involvement in Management Functions

The following are some ways in which students are involved in management functions and this is perceived to have impact on the academic performance of students. Indicate the level to which you would agree or disagree to the impact of the following on academic performance.

ACTIVITY	Strongly Agree	Agree	Disagree	Strongly Disagree
27.Time table preparation and adjustment	4	3	2	1
28.Analysis of examination results	4	3	2	1

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29.Conduct of examination	4	3	2	1
30.Control and disbursement of SRC finances	4	3	2	1
31.Maintenance of class discipline	4	3	2	1
32.Planning of excursions	4	3	2	1
33.Assessment of teachers	4	3	2	1
34.Supervision and monitoring of morning duties	4	3	2	1
35.Supervision at prep	4	3	2	1
36.Punishment of minor offences	4	3	2	1
37Keeping order in dorm and dinning hall	4	3	2	1
38.Selection of prefects	4	3	2	1

b. Committees Operating in Schools

The following are some committees perceived to be promoting academic performance of students. Indicate the level to which you would agree or disagree that these management committees are functioning in the school to promote students academic performance? Put an * beside committees which are not operating in the school.

Committee	S.A	Agree	Disagree	S. Dis
39.Studies and Library committee	4	3	2	1
40.Staff welfare committee	4	3	2	1
41.Disciplinary committee	4	3	2	1
42.Guidance and counselling committee	4	3	2	1

43.Protocol and entertainment committee	4	3	2	1
44.Committee of Housemasters/mistresses	4	3	2	1
45.Parent/ Teacher Association	4	3	2	1
46. Board of Governors	4	3	2	1
47.Students Representative Council	4	3	2	1
48.Health and Sanitation Committee	4	3	2	1
49.Procurement Committee	4	3	2	1
50.Environmental and Beautification committee	4	3	2	1

PART IV
Perceived constraints encountered in management that hinder academic

performance

51. a. What are the major constraints encountered in management that hinder the academic performance of students?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………………

PART V
52. How can management functions be used to improve students' academic performance?

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....

....

Thank You

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INTERVIEW GUIDE FOR SCHOOL HEADS

i).a. What is the extent to which these management functions operating in the school

impact on the academic performance of students?

Management Function	To a very large extent	To some extent	To a little extent	Not at all
Planning	4	3	2	1
Organising	4	3	2	1
Controlling	4	3	2	1
Supervising	4	3	2	1
Evaluating	4	3	2	1

b. How do the management functions impact on the academic performance of

students?

Impact of other management structures on the academic performance of students.

ii). a. Students involvement in management functions

The items below describe some management functions perceived as having

impact on the academic performance of students. What is the level to which you agree or

disagree on the impact of the following work behaviours on the academic performance of

students?

ACTIVITY	Strongly Agree	Agree	Disagree	Strongly Disagree
1.Time table preparation and adjustment	4	3	2	1
2.Analysis of examination results	4	3	2	1

3.Conduct of examination	4	3	2	1
4.Control and disbursement of SRC finances	4	3	2	1
5.Maintenance of class discipline	4	3	2	1
6.Planning of excursions	4	3	2	1
7.Assessment of teachers	4	3	2	1
8.Supervision and monitoring of morning duties	4	3	2	1
9.Supervision at prep	4	3	2	1
10.Punishment of minor offences	4	3	2	1
11.Keeping order in dorm and dinning hall	4	3	2	1
12.Selection of prefects	4	3	2	1

b. Committees operating in schools

The following are some management committees operating in schools to promote students academic performance. Indicate the level to which you would agree or disagree that these management committees are functioning in the school to promote students academic performance?

Committee	S.A	Agree	Disagree	S. Dis
13.School management committee	4	3	2	1
14.Studies and Library committee	4	3	2	1
15.Staff welfare committee	4	3	2	1

16.Disciplinary committee	4	3	2	1
17.Guidance and counselling committee	4	3	2	1
18.Protocol and entertainment committee	4	3	2	1
19.Committee of Housemasters/mistresses	4	3	2	1
20.Parent/ Teacher Association	4	3	2	1
21. Board of Governors	4	3	2	1
22.Students Representative Council	4	3	2	1
23.Health and Sanitation Committee	4	3	2	1
24. Procurement Committee	4	3	2	1
25.Environmental and Beautification committee	4	3	2	1

iii). What are the perceived constraints encountered in management that hinder effective

management of school and students academic performances?

iv). In what ways can the management functions be used to improve academic

performance students?

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UNIVERSITY OF CAPE COAST
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February 26, 2007

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LETTER OF INTRODUCTION

The bearer of this letter, Ms. Eleanor Araba Sam is an M.Phil student of the Institute for Educational Planning and Administration of the University of Cape Coast. She requires some information from your outfit for the purpose of writing a thesis.

I should be grateful if you would kindly allow her to collect the information from your outfit. Kindly give the necessary assistance that Ms. Sam requires to collect the information.

While anticipating your cooperation, I thank you for any help that you may be able to give.

Dr. A.L. Dare
Director

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C.

List of Schools

1. Odoben Secondary School

2. Breman Asikuma Secondary School

3. Bisease Secondary School

4. Enyan Denkyira Secondary School

5. Potsin T.I.Ahmadyia Secondary School

6. Gomoa Secondary Technical School

7. Mozano Secondary Technical School

8. Apam Secondary School

9. Twifo Praso Secondary School

10. Jukwa Secondary School

11. Edinaman Secondary School

12. Komenda Secondary School

13. Eguafo Abrem Secondary School

14. Assin Nsuta Agricultural Secondary School

15. Assin Manso Secondary School

16. Adankwaman Secondary School

17. Nyankomase Ahenkro Secondary School

18. Abakrampa Secondary School

19. Twifo Hemang Secondary School

20. Mando Secondary School

D. Group Statistics

	Gender	N	Mean	Std. Deviation	Std.Error Mean
Forecasting, planning and prioritising School/department activities.	male	92	3.5435	.54295	.05661
	female	20	3.5000	.51299	.11471
Involving teachers and students in identifying and planning programmes for the school/dept.	male	92	3.1739	.68914	.07185
	female	20	3.6500	.48936	.10942
Including in school/departmental plans measures in the acquisition of teaching and learning materials.	male	92	3.3804	.60841	.06343
	female	20	3.4000	.50262	.11239
Planning on how to manage the resources, to achieve school objectives.	male	92	3.4565	.66980	.06983
	female	20	3.5500	.51042	.11413
Deciding on the appropriate strategy to improve students' academic Performance.	male	92	3.5652	.56070	.05846
	female	20	3.6500	.48936	.10942
Preparing budget for the school/dept and also planning on how to source for funds to support school	male	92	3.4239	.77366	.08066
	female	20	3.5500	.60481	.13524

programmes.					
Clearly defining and assigning responsibilities and tasks to be performed by all employees.	male	92	3.5217	.61979	.06462
	female	20	3.6500	.58714	.13129
Delegating authority and tasks to others without interference.	male	92	3.2609	.75403	.07861
	female	20	3.4000	.59824	.13377
Involving students' in school/department management.	male	92	3.0326	.68662	.07159
	female	20	3.3500	.48936	.10942
Scheduling teaching and learning activities.	male	92	3.4348	.54074	.05638
	female	20	3.7000	.47016	.10513
Prioritising the use of available resources.	Male	92	3.3804	.66038	.06885
	female	20	3.5000	.51299	.11471
Communicating programmes regularly and fully, by most appropriate means to all stakeholders of the school/dept.	male	92	3.4891	.68732	.07166
	female	20	3.5500	.51042	.11413
Controlling the implementation of the school/department programmes	Male	92	3.3587	.62162	.06481
	female	20	3.5000	.51299	.11471
Controlling the supply and use of teaching and learning resources	male	92	3.2065	.65529	.06832
	female	20	3.4000	.50262	.11239
Co-ordinating and controlling the activities of the school/department	male	91	3.5275	.60260	.06317
	female	20	3.5500	.51042	.11413
Ensuring that tasks are carried out in	male	92	3.5652	.54074	.05638

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accordance with established rules and regulation.	female	20	3.5000	.51299	.11471
Taking action to correct any deviations, and adjusting standards when necessary.	male	92	3.5435	.58202	.06068
	female	20	3.6500	.48936	.10942
Ensuring punctuality and presence of staff and students.	male	92	3.6630	.49785	.05190
	female	20	3.8000	.41039	.09177
Regularly taking stock of the teaching and learning material.	male	92	3.3804	.62621	.06529
	female	20	3.5000	.51299	.11471
Collecting information on the progress of on-going activities in the sch/dept.	male	92	3.4348	.61670	.06430
	female	20	3.3500	.48936	.10942
Supervising the work of both teachers & students(lesson notes, assignments)	male	92	3.4891	.56441	.05884
	female	20	3.5000	.51299	.11471
Making sure committee members report regularly to the appropriate quarters.	male	92	3.4130	.66551	.06938
	female	20	3.4000	.50262	.11239
Assessing the progress of school/departmental activities regularly	male	92	3.5435	.52232	.05446
	female	20	3.6000	.50262	.11239

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Assessing the performance of staff	male	92	3.6304	.50747	.05291
	female	20	3.7500	.44426	.09934
Analysing students examination results&comparing students' academic performance with set objectives and targets	male	92	3.5652	.56070	.05846
	female	20	3.5500	.51042	.11413
Carrying out self evaluation on how well responsibilities are carried out	male	92	3.5652	.54074	.05638
	female	20	3.6000	.50262	.11239

T TEST OF INDEPENDENT MEANS FOR PERCEPTION OF MALE AND FEMALE ASSISTANT SCHOOL HEADS AND

HEADS OF DEPARTMENTS

IMPACT OF MANAGEMENT FUNCTIONS ON ACADEMIC PERFORMANCE OF STUDNETS

E. Independent Samples Test

		Levene's Test for Equality Varinces							95%Confidence Interval of the Difference	
		F	Sig	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Forecasting, planning and prioritising school/department activities	Equal variances assumed	.201	.655	.328	110	.744	.0435	.13271	-.21952	.30647
	Equal variances not assumed			.340	29.021	.736	.0435	.12791	-.21813	.30508
Involving teachers and students in identifying and planning programmes for the school/department	Equal variances assumed	.419	.519	-2.928	110	.004	-.4761	.16258	-.79828	-.15389
	Equal variances not assumed			-3.637	37.460	.001	-.4761	.13090	-.74121	-.21096

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Including in school/departmental plans, measures in the acquisition of teaching and learning materials	Equal variances assumed	.870	.353	-.134	110	.894	-.0196	.14593	-.30877	.26964
	Equal variances not assumed			-.152	32.347	.880	-.0196	.12905	-.28233	.24320
Planning on how to manage the resources, to achieve school objectives	Equal variances assumed	1.267	.263	-.587	110	.558	-.0935	.15916	-.40889	.22193
	Equal variances not assumed			-.699	34.868	489	-.0935	.13380	-.36515	.17819
Deciding on the appropriate strategy to improve students' academic performance	Equal variances assumed	1.829	.179	-.626	110	.533	-.0848	.13546	-.35323	.18366
	Equal variances not assumed			-.683	30.867	.499	-.0848	.12406	-.33785	.16828
Preparing budget for the school/department and also planning on how to source for funds to support school programmes	Equal variances assumed	1.349	.248	-.684	110	.495	-.1261	.18435	-.49143	.23926
	Equal variances not assumed			-.801	34.023	.429	-.1261	.15747	-.44609	.19391
Clearly defining and assigning responsibilities and tasks to be performed by all employees.	Equal variances assumed	1.197	.276	-.846	110	.399	-.1283	.15155	-.42860	.17208
	Equal variances not assumed			-.877	28.965	.388	-.1283	.14633	-.42755	.17103
Delegating authority and tasks to others without interferance	Equal variances assumed	.818	.368	-.773	110	.441	-.1391	.17998	-.49581	.21755
	Equal variances not assumed			-.897	33.554	.376	-.1391	.15516	-.45461	.17635

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Involving students' in school/department management	Equal variances assumed	.013	.910	-1.959	110	.053	-.3174	.16204	-.63852	.00374
	Equal variances not assumed			-2.427	37.316	.020	-.3174	.13076	-.58226	-.05252
Scheduling teaching and learning activities	Equal variances assumed	6.002	.016	-2.031	110	.045	-.2652	.13057	-.52397	-.00646
	Equal variances not assumed			-2.223	30.964	.034	-.2652	.11929	-.50853	-.02191
Prioritising the use of available resources	Equal variances assumed	1.283	.260	-.760	110	.449	-.1196	.15725	-.43119	.19206
	Equal variances not assumed			-.894	34.228	.378	-.1196	.13378	-.39138	.15225
Communicating programmes regularly and fully, by most approriate approrite means to all stakeholders of the school/department	Equal variances assumed	1.992	.161	-.374	110	.709	-.0609	.16287	-.38365	.26191
	Equal variances not assumed			-.452	35.771	.654	-.0609	.13476	-.33424	.21250
Controlling the implementation of the school/department programmes	Equal variances assumed	.917	.340	-.948	110	.345	-.1413	.14908	-.43674	.15414
	Equal variances not assumed			-1.073	32.377	.291	-.1413	.13175	-.40955	.12694
Controlling the supply and use of teaching and learning resources	Equal variances assumed	.046	.831	-1.242	110	.217	-.1935	.15582	-.50227	.11532
	Equal variances not assumed			-1.471	34.648	.150	-.1935	.13153	-.46059	.07363
Co-ordinating and controlling the	Equal variances assumed	.585	.446	-.155	109	.877	-.0225	.14511	-.31012	.26507

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		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std Error Difference	Lower	Upper
activities of the school/department	Equal variances not assumed			-.173	31.794	.864	-.0225	.13045	-.28831	.24325
Ensuring tasks carried out in accordance with established rules& regulations	Equal variances assumed	.074	.786	.493	110	.623	.0652	.13225	-.19688	.32731
	Equal variances not assumed			.510	28.935	.614	.0652	.12781	-.19622	.32665
Taking action to correct any deviations, and adjusting standards when necessary	Equal variances assumed	1.575	.212	-.761	110	.448	-.1065	.13991	-.38380	.17075
	Equal variances not assumed			-.851	31.853	.401	-.1065	.12512	-.36143	.14839
Ensuring punctuality and presence of staff and students	Equal variances assumed	6.876	.010	-1.147	110	.254	-.1370	.11938	-.37354	.09963
	Equal variances not assumed			-1.299	32.409	.203	-.1370	.10543	-.35160	.07769
Regularly taking stock of the teaching and learning material	Equal variances assumed	.646	.423	-.797	110	.427	-.1196	.15004	-.41692	.17779
	Equal variances not assumed			-.906	32.590	.372	-.1196	.13199	-.38822	.14909
Collecting information on the progress of on-going activities in the school/dept	Equal variances assumed	3.901	.051	.576	110	.566	.0848	.14720	-.20694	.37651
	Equal variances not assumed			.668	33.549	.509	.0848	.12692	-.17327	.34283
Supervising the work of both teachers and students(leson notes,	Equal variances assumed	.695	.406	-.079	110	.937	-.0109	.13714	-.28265	.26092
				-.084	29.884	.933	-.0109	.12892	-.27420	.25246

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		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
assignments, etc)	Equal variances not assumed									
Making sure committee members report regulary to the approrite quarters	Equal variances assumed Equal variances not assumed	2.349	.128	.083 .099	110 35.176	.934 .922	.0130 .0130	.15798 .13208	-.30004 -.25505	.32613 .28114
Assessing the progress of school/departmental activities regularly	Equal variances assumed Equal variances not assumed	.852	.358	-.441 -.453	110 28.638	.660 .654	-.0565 -.0565	.12804 .12489	-.31026 -.31209	.19722 .19904
Assessing the performance of staff	Equal variances assumed Equal variances not assumed	4.786	.031	-.975 -1.062	110 30.790	.332 .296	-.1196 -.1196	.12265 .11255	-.36263 -.34918	-.36263 .34918
Analysing students examination results and comparing students' academic performance with set objectives and targets	Equal variances assumed Equal variances not assumed	.294	.589	.112 .119	110 29.847	.911 .906	.0152 .0152	.13627 .12823	-.25484 -.24672	.28528 .27716
Carrying out self evaluation on how well responsibilities are carried out	Equal variances assumed Equal variances not assumed	.589	.444	-.264 -.277	110 29.376	.792 .784	-.0348 -.0348	.13183 .12574	-.29605 -.29180	.22648 .22224