

UNIVERSITY OF CAPE COAST

CHALLENGES IN THE ADMINISTRATION OF PRIVATE SENIOR HIGH SCHOOLS IN
THE KUMASI METROPOLIS OF THE ASHANTI REGION

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SCHOOLS IN THE KUMASI METROPOLIS OF THE ASHANTI REGION

BY

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Thesis submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast in partial fulfillment of the requirements for the award of Master of Philosophy Degree in Educational Administration.

JULY 2010

DECLARATION

Candidate's Declaration

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

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

Name: Abena Konadu

Supervisors' Declaration

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

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ABSTRACT

In spite of the overwhelming academic performance associated with private schools especially in Ghana, they are faced with series of challenges which affect the administration of these schools.

This study investigated the challenges in the administration of private Senior High Schools (SHS) in the Kumasi District of the Ashanti Region. The study employed the descriptive survey design and drew samples from all the educational circuits of the district.

Questionnaire was the main instrument used to gather data. The main findings that came out of the study were that: parents had high willingness to send their children and wards to the private senior high schools; most students opted for the schools because of the high calibre of staff of the schools; the schools had their students through advertisement and walk-ins; and the schools had adequate teaching and non-teaching staff. The study further revealed that teachers of the school left the schools due to lack of opportunity for development, low remuneration, delay in payment of salaries and lack of payment of social security funds. It was recommended that the association of private schools should embark on vigorous public education to highlight the critical role played by private schools in the delivery of secondary education in Ghana and authorities in the private SHS should adequately provide the essential facilities in their schools to enhance effective teaching and learning.

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DEDICATION

To my husband Paul and children; Jessica, Josephine, Kwabena
and Tiwaah.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The formal education system in Ghana started with the colonial government in the form of castle schools in the then Gold Coast in the early sixteenth century. The colonial schools produced the first generation of English educated Africans, which though was small, had great influence on the development of the country. The castle schools were followed by the mission schools with the arrival of the Wesleyan and Basel missionaries.

According to McWilliams and Kwamena-Poh (1975), the Asante Region began to experience some formal schooling when in 1831, two Asante princes were sent to the Cape Coast Castle school to be educated at the expense of the Governor of Gold Coast. While pupils received religious instruction as part of their basic training in the mission schools, the primary purpose for educating young people by the missionaries was to prepare them for employment in the European commercial enterprises in the castle. Despite the achievements by the missionaries on the coast, efforts to open schools in the Asante territory did not succeed. Even though Rev. Freeman returned the two royal youth to Kumasi in 1841, the Europeans were prevented from opening schools in the territory. Apparently, some of the Kumasi senior chiefs expressed fear that western-style

of education would have negative impact on local values. Wesleyan efforts to conduct schools continued to be limited to the coast throughout the nineteenth century.

McWilliam and Kwamena-Poh (1975) asserted that Guggisberg's administration made a mark in the provision and delivery of education in the country. Soon after assuming office, Guggisberg declared that his government regarded education as the first and foremost step in the progress of the race of the Gold Coast and therefore the most important item in his work. His outfit called for educational reform having realized that the system in operation was inadequate and inefficient in its results. His reform led to educational development all over the country. By 1951, there were a total of over 300,000 students enrolled in existing schools. There were also many primary and middle schools, teacher training colleges, and at least, 60 secondary schools already in place, yet the number was still considered to be grossly inadequate for the needs of the country when it gained its independence in 1957 (Quist, 2003).

Historically, the feature of both private and government partnership in educating citizens is well established. Private education has played an important role in shaping the formal school system of Ghana and continues to be responsible for a considerable share of education delivery at all levels of education.

The private enterprise at the secondary level includes schools offering courses for junior high school graduates to prepare them for the tertiary institutions.

Looking at the pace at which these institutions are catching up with the public ones, one is tempted to think that they have just sprung-up, but the history of private secondary institutions can be traced as far back to the colonial days where individuals and religious groups established schools to provide education to the youth to unearth their talents and skills. Private school system was and indeed continues to be the cradle of formal education in Ghana. Some of the earlier private schools were later assisted or taken over completely by the government, notable amongst them is Accra Academy founded in 1937 in Accra (Boahen, 1996).

Foster (1965) wrote that at the end of the colonial period, 1950-51, there were altogether two government secondary schools, 11 government assisted (mostly church established) institutions and 44 private secondary schools. The first major post-independence Education Law of Ghana, the Education Act of 1961 (Act 87, sections 17, 18 & 19) recognized and institutionalized the contribution of private schools in educational provision. The Act made provision for the establishment of private schools to augment government's effort to ensure that enough schools were provided to cater for the ever-growing demand for quality education. This led to the creation of a private schools unit at the Ministry of Education in August 1973. The Ghana Education Service (GES) was authorised by this act to supervise the above unit among other things. This provision has remained in force till today with occasional revision of the guidelines and regulation of operation. The aim of these revisions is to ensure that the schools provide their services within the framework of the GES

regulation to ensure collective conscience.

Available statistics at the Ashanti Regional Education Office in Kumasi as at August 2009 shows that, Ashanti Region alone has 66 private secondary schools with thirty 30 of them located in Kumasi, the regional capital. Since it is usually the school that serves as the institution for formal training and development of skills, knowledge and competencies of the human resources of a nation, it behoves these institutions to really provide the right form of education for the citizenry.

Statement of the Problem

Secondary education serves as the intermediary between basic education and tertiary education and is very crucial in the development of both individuals and nations (De Castro & Tiezzi, 2003). In view of the numerous benefits that accrue from secondary education vis-a-vis government inability to solely provide this service, private participation in this venture has been encouraged since time immemorial.

In Ghana, most people are of the view that private basic schools deliver quality education as compared to the public basic schools. It is also assumed that private schools, compared with public schools, do not have administrative challenges. To what extent is this assumption true in the context of private schools in Ashanti region? Finding an answer to a question such as this is critical for the understanding of the challenging contexts within which private senior high schools in Ashanti Region operate and the nature of such challenges. However, little research based evidence exists to inform the stakeholders of

education about these issues. It is the desire to bridge the gap between public assumptions about private schools and what really exists in terms of challenges that prompted this study which focused on challenges facing private schools in the Ashanti region.

Purpose of the Study

The purpose of the study was to investigate the administrative challenges of private senior high schools. Specifically, the study sought to find out the challenges administrators of private SHS face with:

- a) Admission of students
- b) Staffing
- c) Sourcing of funds
- d) Provision of infrastructure

Another purpose was to find out how the administrators coped and managed the challenges they faced.

Research Questions

The study was guided by the following research questions:

1. In what ways, do administrators of private senior high schools in the Kumasi metropolis face difficulties in the admission of students?
2. What challenges do administrators of private senior high schools in the Kumasi metropolis face with respect to staffing?
3. What challenges do administrators of private senior high schools in the Kumasi metropolis face in respect of sourcing and managing funds?
4. What challenges do administrators of private senior high schools face in the

provision of infrastructure?

5. What strategies do administrators of private secondary schools in the Kumasi Metropolis adopt to manage these administrative challenges?

Significance of the Study

The study was aimed at identifying challenges and their management in the administration of private senior high schools in the Ashanti Region. The results of the study would provide educational administrators with reliable information about the state of the competencies of administrators in private senior high schools. The study would also be useful to stakeholders of private education in Ghana to help manage the similar challenges they face and solve them where possible.

Also, it would be useful to proprietors of private senior high schools, prospective operators of private schools, and policy makers of the country as to what goes into private senior high school operation in order to accord it the needed attention. Finally, it would provide a platform for other researchers to work on the challenges in the administration of other private second cycle schools.

Delimitations of the Study

The purpose of the study was to investigate management of administrative challenges of private senior high school in the Kumasi metropolis. The study was delimited to only functions like admission of students, sourcing of funds, staffing and provision of infrastructure in the

various private institutions.

Further, the research was delimited to only private senior schools in the Kumasi metropolis where surprisingly there are 30 private senior high schools as against 18 public senior high schools. This therefore triggered of the researcher's interest to delve deeply into the situation. Therefore, the conclusions that are drawn from the research are generalised on only the private senior high schools in the metropolis.

Limitations to the Study

The findings the study were based on the views of a sample of heads, teachers, and students of twenty-seven private senior high schools in the Kumasi metropolis of the Ashanti Region. The findings and recommendations of this study can therefore not be generalised for all private senior high schools in the Ashanti Region, let alone the whole of Ghana.

Some of the respondents failed to answer some of the items on the questionnaires. For example, a few of the respondents failed to answer the open-ended items, which requested them to give reasons why staffs leave their schools. A few of them failed to return the questionnaire altogether to the researcher. All these, to some extent, contributed to the loss of some important information from the respondents, which could have enriched the findings of the study.

Definition of Terms

In the context of this study, the following terms are explained for easy understanding:

Private schools: they are schools that are not owned and administered by central government but by individuals and religious groups

Senior high schools: they are pre-tertiary institutions that offer secondary education

Heads: are the headmasters of private senior high schools.

Acronyms

G.E.S:	Ghana Education Service
S.H.S:	Senior High School
J.H.S:	Junior High School
B.E.C.E:	Basic Education Certificate Examination
C. S.S.P.S:	Computer Schools Selection and Placement System
D F I D:	Department for International Development
JICA:	Japan International Corporation Agency

Organisation of the Study

The study is organized into five main chapters. The first chapter highlights the background to the study, statement of the problem, purpose of the study, research questions, and significance of the study. The chapter also deals with the delimitations of the study, limitations, and definition of terms.

Chapter Two reviews related literature on the topic with the following sub-headings: the nature and value of secondary education, development of secondary school education in Ghana, historical context of private education in Ghana, challenges of private senior high schools in Ghana, the role of private senior secondary education to the socio-economic development of the country, staffing in senior high schools, promoting school community relations, sourcing of funds. The third chapter, describes the method that was adopted for the study. It covers the research design, population, sample and sampling techniques, research instrument, data collection procedure and data analysis plan. Chapter Four delves into the data analysis and interpretation of data collected.

The fifth and final chapter gives summary of the findings, conclusions drawn and the recommendations offered to educational administrators, the government, and other stakeholders interested in the contribution of private schools to improving access and participation in secondary education. It also makes suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Review of related literature provides an important link between existing knowledge and the problem under investigation. It involves all relevant written documents containing information related to the research problem. The documents include periodicals, published articles in journals, abstracts, reviews, books and research reports (Babbie,1990; Best& Kahn1998; Cresswell, 2003).

The review of related literature points out research strategies, specific procedures and instruments that have been used and their outcomes. The literature was reviewed under the following headings:

- i. The nature and value of secondary education
- ii. Development of secondary education in Ghana
- iii. Historical context of private education in Ghana
- iv. The role of private senior secondary education to the socio-economic development of the country
- v. Administration of private senior high school and the challenges
- vi. Admission of students
- vii. Staffing in the senior high school
- viii. Funding of private senior high schools
- ix. Infrastructural development of private senior high schools

The Nature and Value of Secondary Education

Secondary education is the intermediary between basic and tertiary education in every country. This level of education serves as the channel to higher education. Secondary education in Ghana is made up of the 4-year Senior High School, Technical and Vocational Institutes which objectives are:

to reinforce the knowledge and skills acquired during basic education; to provide a diversified curriculum to cater for different aptitudes, ability, interest and skills; to provide an opportunity for further education and training and introduce students to variety of relevant occupational skills necessary for national and human resource development; to understand the environment and the need for its sustainability; to inculcate a sense of discipline and selflessness in students; and to develop an interest for life long learning (Report of the Committee on Review of Education Reforms, 2002).

De Castro and Tiezzi (2003) posited that secondary education is very important in the development of individuals and nations since it enables students to develop the capacity to think logically and critically. Meier (1976) observed that secondary education exposes students to complex issues and skills which are key ingredients for stimulating productivity and greater personal development. Ankomah (1991) contended that although basic education introduces pupils to general and basic skills and predisposes them to

rudimentary practical and vocational skills, it is the secondary education that makes them understand them better.

The Report of the Committee on Review of Education Reforms (2002) asserts that secondary education is very crucial because it is at this stage of education that specialisation starts. It is also at this stage that specialised training colleges and tertiary institutions receive their students. In an apparent support of this view, Quist (2003) opined that secondary education is the “tool” for cultivating the “cream” that secure tertiary education to become lawyers, doctors, academics, engineers and accountants. To Antwi (1992), secondary education does not only train people for entry into the professions to provide middle-level manpower necessary for economic development, but also to prepare those who can proceed to universities and other forms of higher education. This makes it unequivocally clear that the expansion of university education and the development of middle-level manpower are dependent on the quality of secondary education.

Research reveals that when secondary education is available, more children are encouraged to complete their primary schooling. In Uganda, rising primary school enrolment has been accompanied by an increase in children progressing to secondary school. The percentage of basic education students’ enrolment to secondary school increased from 24% in 1998 to 42% in 2001. In Malawi, with more limited opportunities for secondary education, only 22% of primary students stayed to grade 5 as compared with 38% of pupils in 1998, even though tuition fees have been removed (Department for International

Development 2006). Similarly, providing more secondary education, particularly lower-secondary education has a crucial effect on the demand for and completion of primary education by girls (DfID, 2006). The implication of these is that increased participation of the private sector in the provision of secondary education would to a larger extent increase access to secondary education which would invariably motivate more Ghanaian children to pursue post-primary education.

Research has also established that the economic return rate to secondary education is very high. Both social and private returns to secondary education investment are very high in all types of economies (Cohn & Geske, 1990, Psachoropoulos, 1994). World Bank (1994) observes that secondary education has the potential of helping to reduce health problems and that a mother attaining secondary education may contribute to lowering infant mortality by 50% in a given family. Similarly, Quist (2003) noted that there is the need to curtail the gender disparities in education since high education for girls impacts positively on high fertility, population growth rate, and the health of children. Women in sub-Saharan Africa, in exercising their responsibility for the upbringing of their children, are key actors in the process of human development. The importance of secondary education accounts for the attempt made by both government and private individuals in providing it to reach many young individuals in the country.

Development of Secondary School Education in Ghana

The provision of secondary education in the country dates back to the 19th century. The first secondary school, Mfantshipim School, (initially, the Wesleyan Mission High School), a boys' institution, was established at Cape Coast in the Central Region of Ghana in 1876 (McWilliams & Kwamena-Poh, 1975). The school was modelled on English Wesleyan schools (Quist, 2003). By 1930, the Anglican and Catholic Churches in competition with the Methodist Church, had respectively established Adisadel College in 1910 and St. Augustine's Colleges in 1930 both of which were also boys' institutions and also situated at Cape Coast (Quist, 2003). The story is not different from what pertained in Nigeria where the first secondary school was established by the Church Mission Society in 1859 (Alani, 2000).

The colonial state under the governorship of Gordon Guggisberg (1919–1927) realising the importance of secondary education, joined the enterprise initially in 1924 and more fully in 1927 by establishing the Achimota School (initially, Prince of Wales College). This became the first co-educational secondary institution in the country. Achimota College was modelled on the elite English 'Public' schools; namely, Eton and Winchester among others (Armstrong, 1991; Quist, 2003). According to Quist (2003), Achimota College unsuccessfully sought to blend the elite British model with an American one, the Hampton –Tuskegee design which was intended solely for the industrial and manual training of liberated African-Americans in post-civil war United States. Such replication and expected adaptation of metropolitan models from England

and the United States with their inherent tensions and contradictions had cultural, social and educational implications for Ghana's development as a nation (Steiner-Khamsi & Quist, 2000).

The Mfantipim model, most especially but also Achimota, provided the models for secondary education which were invariably adopted by other private schools, notably Accra Academy founded in 1937 in Accra (Boahen, 1996; Quist, 2003), the national capital. All these early schools were founded in southern Ghana. This development placed the south almost half a century ahead of the north. Wesley Girls High School established in 1935 and Holy Child School established in 1946 became very notable and most prestigious female institutions and were also sited at Cape Coast. These female institutions were established ostensibly to enable girls have access to secondary education. "The south of Ghana", took an early lead in the political development of Ghana by producing the first crop of highly educated elite who were mostly professionals in law, medicine, journalism, teaching but also ardent nationalists contesting colonial rule on a regular basis". Notable among these nationalists were two British trained lawyers, John Mensah-Sarbah and Joseph Ephram, Casely-Hayford (Quist, 2003).

The northern sector of Ghana could boast of then Government secondary School now Tamale secondary school as its first secondary school in 1949. Throughout the colonial era, no quota system was instituted for the benefit of educationally neglected areas such as the northern Ghana. Gross gender, class, ethnic and regional imbalances prevailed nation-wide with implications for

national development. It is observed that during the pre- independence era, only few secondary institutions were established for the youth of the colony. At the end of the colonial period, 1950–51, there were altogether only two government secondary schools with an enrolment of 857, 11 government-assisted institutions (mostly church established) with a total enrolment of 1,919, and 44 private secondary schools also with an enrolment of 3,386 (Foster,1965; Ouist, 2003).

A vigorous attempt to expand secondary education by the central government started in the early 1950's. Nkrumah's administration placed great emphasis and attention to secondary education since the government regarded it as the nucleus for educational, human resource and national development (Quist, 2003). A 'national' secondary schools project was consequently implemented through the Ghana Educational Trust (GET), 1957–1964, which aimed to accelerate access to secondary education throughout the country, particularly in rural and deprived areas by creating and increasing access and participation. By 1960, GET had established 19 secondary schools throughout the country (Quist, 2003). For the government's intention of using education as an instrument for national development and modernisation to come to fruition, it extended the GET funding to cover promising private secondary schools and granted them financial assistance for infrastructure development. By 1961, the GET had built, managed and controlled 23 secondary schools and by 1963, it had built 46 secondary schools.

A major change occurred in the inherited colonial secondary education structure under Provisional National Defence Council (PNDC) government from

1981–1991. In 1987, the government of PNDC implemented the Dzobo Committee’s Report and restructured the educational system to provide nine years of basic education, three years of secondary education and four years of tertiary education (Antwi, 1992). The change affected the content of secondary education with the implementation of the Junior Secondary Education Reform. Quist (2003) contends that this structure could be influenced by the United States, Japan and Nigeria systems of secondary education. This structure was a major departure from the British colonial model. The most significant change in the reform was that it made three years secondary education obligatory for all basic school leavers for the first time in Ghana.

Two new examinations: the Basic Education Certificate Examination (BECE) taken at the end of three years of Junior Secondary Education, and the Senior Secondary School Certificate Examination (SSSCE) taken at the end of the Senior Secondary programme were also introduced (Quist, 2003). The curriculum content of the Junior Secondary Schools now included Cultural Studies, Ghanaian Languages, Environmental Studies, Agricultural Science and Life Skills, mostly based on Ghanaian themes. Content, in most subjects at the senior secondary level, was also revised to reflect new standards and expectations. Despite these changes, a radical reform of the system was still absent. The senior secondary programme essentially retained some of the features of the old system such as course designations, preparation and management of the examination and certification processes. Some senior secondary schools still remained highly selective and elitist, especially the Cape

Coast schools and Achimota College (Quist, 2003).

The secondary school system expanded tremendously and by 1990, there were 252 senior secondary schools nation-wide with a total enrolment of 507,168, while the old secondary schools had 169,204 students. By 1993, enrolment at the junior secondary level was approximately 80 percent while that at the senior secondary level was about 40 percent. With the introduction of the 1987 educational reforms, only senior secondary education remained the prized aspect since it guaranteed access to the universities and other tertiary institutions (Quist, 2003).

Following the recommendations of the Committee on Review of Education Reforms (2002) in September 2007, a new phase of secondary education was introduced. The new 4-year secondary education system (Senior High School) makes the students study only the core subjects at the first year. In the second year of the senior high school, the students start learning the elective subjects alongside the core. The secondary schools are providing courses leading to the award of West African Senior Secondary Certificate (WASSCE). Two years after the implementation of the four year SHS programme, the country experienced another change in government policy for secondary school education.

A press release from the Ministry of Education broadcast on the national radio and published in the Daily Graphic of February 2009, indicated that the government would be reverting to the three years duration. Thus, the history of secondary school development in the country has not been a smooth one. Such a

situation has implications for private sector participation in the provision of secondary education since they must comply with directives from the Education Ministry.

The Historical Context of Private Education in Ghana

The very beginning of formal education in Ghana was a private enterprise. The colonial government attempt to provide formal education in the colony came in the mid 1850s more than two hundred years after its introduction into the country. Generally speaking, the development of private education in Ghana can be classified into two main streams; namely, the castle schools, which were the antecedents of the present day one-man proprietary schools, and the mission schools.

The establishment of castle schools was considered as the earliest attempt at introducing formal education in Ghana. The first of these schools was the one established by the Portuguese at the Elmina Castle in the late sixteenth century. The Portuguese school teacher was paid 240 grains of gold for each child taught up to a maximum of fifteen children. That is, when the children exceeded fifteen in the class, he collected no extra payment. However, his salary was duly deducted if a child died or dropped out of school (Graham, 1976; McWilliam & Kwamena-Poh, 1975).

Be that as it may, formal education as we know it today actually began around 1752 when one of the early missionaries of the Society of the Propagation of the Gospel (SPG), Rev. Thomas Thompson, arrived and established a school in Cape Coast (Graham, 1976). Thompson's school was

partly financed from fines imposed on the employees of the Merchant Government who refused to attend church service on Sundays. The Cape Coast Castle administration, the merchants and traders and even some African chiefs might have also contributed to finance the school.

Unfortunately, the school closed down when Thompson left the Gold Coast probably due to ill-health. Philip Quaque, one of the African boys that Thompson sent to England to be educated was appointed the first African schoolmaster by the SPG and arrived at the Castle in 1766 (McWilliams & Kwamena-Poh, 1975). Sooner had Quaque started a private school than the president of the council, Gilbert Petrie, asked him to re-open the castle schools (Graham, 1976). The schools' enrolment varied between sixteen and no student at all.

In fact, Quaque faced a number of challenges. He lacked the co-operation of the castle authorities and his own people ostracised him. Also, during a period of twenty-two years from 1773 to 1795, the SPG, which appointed him, wrote to him only twice and on his death, his salary was well over £ 300 worth of goods in arrears (McWilliams & Kwamena-Poh, 1975). The payment of teachers in goods was a common practice in those days since there was no recognised currency system and teachers were thus encouraged to engage in commerce to the neglect of their regular obligations. One factor that sustained Quaque's endeavours was the support he had from the Torridzonian Society founded in 1787 by a group of employees of the company of merchants including the president of the council himself. They provided funds for teaching,

clothing and feeding the twelve mulatto children who made up the school. By 1792, however, their efforts collapsed due to lack of commitment and interest. In 1829, the colonial school was established and Joseph Smith of Cape Coast was appointed the headmaster. He received support from the then governor, Captain George Maclean, who must credit for the establishment of the school as an educational force. It is worth noting that the castle schools were established by different merchant companies with distinct national backgrounds. While their common aim was to Christianise the Africans as well as to train personnel, specifically clerks and interpreters for their commercial activities, their curricula and educational models varied according to those of their different countries.

The missionaries were the second group of people to provide formal education in the country. Their arrival into the scene brought with it vigour and an apostolic zeal. It must be noted, however, that the purpose and methods of education of the various missions varied accordingly. Just like the castle schools, the mission schools reflected the models of the educational systems from which the various missions came as well as the missions and philosophies of these Christian bodies. For instance, according to Quist (2003), the first Methodist church secondary school, Mfantshipim School was modeled on English Wesleyan schools. Notable among these missions included the Wesleyans, Basel, Bremen, German and Catholic. Each mission made efforts to broaden the scope of their curriculum and train teachers for their schools. For instance, the Basel mission established the first teacher training college at Akropong-Akuapem. A conscious attempt was also made by each of the

missions to procure relevant teaching and learning resources for their schools. In fact, not only were the missions regarded as the right bodies to manage education; they had more money than the government to do so (Eyiah, 2004).

The Colonial government took an active part in the provision and management of education only after 1880 (Graham, 1976). The initial attempt by the government to participate in the provision of education was in the form of the introduction of various education ordinances first to guide the operations of the already existing private schools and later to guide the organisation of its own schools. The first was the Education Ordinance of 1852, which provided that the Gold Coast schools were to be financed by an annual sum of £ 1,000, which was mainly to be derived from the proceeds from the Poll Tax. It also provided for a Board of School Visitors and in 1856, Rev. C. S. Hassels was appointed superintendent and inspector of schools and was charged to oversee the requisite supply of teachers of good quality by his own training (McWilliam & Kwamena-Poh, 1975).

Whereas the government's efforts in the provision of schools declined, the missions progressed steadily in their endeavours. Therefore, after 1874, the government decided to primarily focus on using its money spent on education to help the missions in their efforts in the form of grants. Two different types of schools, therefore, came under this system; government schools and assisted schools. Consequently, the 1882 Education Ordinance established a Board of Education for both the Gold Coast and Lagos to control and supervise the system. The principal of Fourah Bay College in Sierra Leone, Rev. M. Sunter,

was appointed Inspector of Schools who was to report to the board as to whether those managing the assisted schools observed the conditions on which the grants were given. To solve the problems this system posed, in 1890, a Director of Education was appointed for the Gold Coast alone.

The introduction of the Accelerated Development Plan for Education in 1951 brought with it a rapid expansion of primary education. The result of the massive infrastructural development in this period was that over 132,000 children began their primary school in 1952, and more than twice the previous year. By 1957, there were over 450,000 children in the primary schools and they were taught by about 15,000 teachers (McWilliam & Kwamena-Poh, 1975). In order to ensure equal access to education for all Ghanaian children, attempts were also made by the government to monopolise the management of education.

Consequently, missions were asked to hand over their schools to the Local Authorities. No mission or private individual was to open a new school except otherwise permitted by the Local Authorities. However, missions were later allowed to manage the already existing denominational schools. The scheme also provided for a District Education Officer and Assistant Education Officers were also appointed each of whom was to give advice and guidance to about thirty primary schools.

At independence, a Ministry of Education was set up and was headed by a minister. Local Authorities were to continue providing infrastructure for teaching and learning. Under the Education Act of 1961, the Ministry of Education was empowered to establish Local Education Authorities to (a) build,

equip and maintain all public primary and middle schools in its area; (b) establish all such primary, middle and special schools as are in the opinion of the Minister; and (c) advise the Minister on all matters relating to primary and middle school education in its area (McWilliam & Kwamena-Poh, 1975). Every local authority was to work through an education committee of nine members, at least two of which were to be nominated by the Educational Units, which were the management bodies of the mission schools. It is also important to note that while the central government would pay for teachers where there were schools, the existence of the schools depended completely on the Local Education Authority. Thus, towards the end of colonial rule through to the independence era, government's policies on education gave little attention to private schools and where it did the attempt was not to favour their progress as partners in the provision of education.

This trend started changing from the 1950s. For instance, between 1951 and 1957 and between 1957 and 1966, there was almost 300% increase in the number of public secondary schools. Likewise, enrolment in public secondary schools rose by approximately 300% the same periods (Quist, 2003). Such increases, however, did not affect the private school level where a decline of 200% in the total number of schools between 1951 and 1957 can be discerned. This implies that public secondary education expanded steadily at the expense of the private sector and this was as a result of the then government's "policy of using the private sector to augment the public domain" (Quist, 2003, p.45).

The Role of Private Senior Secondary Schools to the Socio-Economic Development of Ghana

Private schools are schools which not administered by local, state, or national government, which retain the right to select their student body and are funded in whole or in part by charging their students tuition rather than public (state) funds (UNESCO, 2000). In the Ghanaian context, private school refers to any educational institution established and operated by persons or groups of persons other than the central or local governments. Private education in Ghana covers the whole gamut of educational activity ranging from pre-school to tertiary level institutions.

Doubtless to say that secondary education is the back bone for economic growth and employment (DfID, 2006). The contribution of secondary education, both public and private, to the socio-economic development of Ghana is phenomenal. This underscores Quist (2003) assertion that secondary education as provided in Ghana remains crucial to the country's economic growth and national development, sustained literacy as well as the cultivation of a sense of national unity.

The recognition of the invaluable role of secondary education to the forward march of the nation development has motivated private individuals and agencies to provide this level of education to the teaming youth in the country. These education conscious individuals regard it imperative for an increased access to secondary education to meet the accelerated growth in the student population at the junior high level. The limited vacancies in the public senior

high schools can not absorb all the qualified JHS graduates. In the 2009/2010 academic year, there were 178,000 vacancies for the 206,642 candidates who passed the 2009 BECE and qualify to enter senior high school in the country (Appiah, 2009). Apparently, all those candidates who can not get places in the public schools as well as those who were denied access in the previous years due to limited vacancies but are desirous of furthering their education would have no option than to look for vacancies in the private sector. Thus, the private sector helps to expand access of education to those who fail to gain admission into the existing public secondary schools. Private senior high schools broaden the range of secondary education experience and provide access to those who wield the intellectual energy and capacity but do not get the chance to be in the public ones. They provide opportunity for the youth to benefit from high education and consequently higher education.

The private sector's role in developing the human capital for accelerated development of countries is indisputable. Private secondary schools complement the effort of the public sector to develop the skills, knowledge, competencies and talents of the youth. They assist to create equal platform to unearth the potential and capabilities of many junior high school graduates to enable them contribute meaningfully to the development of the nation. This invariably helps to create an elite society, contribute to the development of the society and reduce income inequality.

It is an undeniable fact that the private sector took a key leading role in the provision of secondary education in the country. Powell, Farrar and Cohen

(1985) posited that private schools have environments that are particularly conducive to the improvement of even average students. Sernua (1993) also contends that private schooling provides excellent instruction that guarantee high levels of academic performance. It is noted that most of the prestigious secondary schools in Ghana were established by the private sector especially the missions. Notable among these are Mfantshipim School and Wesley Girls High School (Methodist); St. Augustine's College, Holy Child School, and St. James Secondary School (Catholic); and Adisadel College (Anglican). In the northern Ghana, the Catholic Church has been the most influential agency so far as the provision of secondary education is concerned. Schools such as St. Francis Xavier, Nandom Secondary School, and St. Francis of Assisi Girls School can be mentioned in this category.

The private sector has, therefore, indubitably been partly responsible for creating a pool of qualified people who gain admission into the tertiary institutions to acquire knowledge and skills to contribute significantly to socio-economic development, to be entrepreneurial, to develop science and technology, to deliver basic services, and to be enlightened leaders in future. Its role thus needs not to be downplayed. The increased access to secondary education through the active involvement of private schools reduces the burden of government in fulfilling the aspirations of its citizens. No one agency – government, missions and individuals can adequately provide secondary education to meet the ever-increasing junior high school student-population. It takes a shared effort to enhance students' enrolment and learning opportunities

at the secondary level of education to produce skilled human resources to run the various facets of economic, political, and social life of the country.

Atchoarena and Esquieu (2002) state that, the development of private education is increasingly seen as a means of palliating the deficiencies of public education in terms of access, internal efficiency, curricula and quality of teaching. The growing number of private institutions in African countries reflects not only families' loss of confidence in the public schools systems, but also the inability of governments to meet the growing demand for education. Atchoarena and Esquieu's view is consistent with LaRocque and Jacobsen (2000) as they declare that private education is underpinned by a number of crucial drivers which include the sheer inability of public sector to absorb the increasing numbers of high school graduates.

Lin (1994) also contended that, private schools have a positive impact on a country's economic development in that they try hard to respond to the needs in the economic system. Again, they enlarge access to secondary education and post-secondary education, opening doors to more young people who yearn for education. Supporting the view of Lin, Preprah,(2004) writes that in terms of coverage, quality academic performance, high enrolment and employment creation, private schools are playing a major role in the development of education.

It is in view of the vital role played by the private sector that Mr Michael Ambrose Appiah, the chairman of the Ashanti regional association of private schools, in an inclusive interview with the Daily Graphic called on the

Government to consider private schools in the country in the allocation of resources to schools. He indicated that government should include private schools in the distribution of schools buses, textbooks, etc since parents of students enrolled there are also tax payers (Daily Graphic, March, 3rd, 2009). The proprietress of Eagle International School, Ms Grace Obayaa Daneke, has also requested government to assist the private sector to enable it complement the efforts of government at improving the education sector. She particularly requested the government to help the private schools in building the capacity of their teachers to enable them perform very well (Salia, 2009).

The Nature of School Administration

Administration is an indispensable process of all institutions in organized societies, yet it is often taken for granted in most institutions due to its accompanying challenges. It has become the scapegoat for many social problems. The need for administration has been evident whenever there is a task to be performed by two or more people. Many ancient records of significant events described administrative activities. From the pyramids in Egypt to supervising medieval feudal domains to governing colonies in distant hemispheres all demanded a degree of skill and understanding for the administrative process (Rebore, 1982). In an attempt to get a clearer meaning of the subject, various authors have defined administration in various forms but the key elements are always inevitable.

Knezevich(1986) defines administration as a social process concerned with identifying, maintaining, stimulating, controlling and unifying formally and

informally organized human and material energies with an integrated system designed to accomplish predetermined objectives. This is in line with Owen (1981) who defines administration as working with people and through people to achieve organizational goals. Litchfield (1956) also sees administration as a cycle of activities which begin and end with (i) decision making (ii) programming, (iii) communication (iv) controlling and (v) reporting. Litchfield, sees the cycle as comprising the administrative process that involves the administration not only in making of decisions but in the establishing of arrangements to implement these decisions (programming), to keep the organization informed (communication), to adhere to the plans decided upon (controlling) and to evaluate results (reappraising). Presumably, a new cycle of administrative process will form a reappraisal. The foregoing explains that administration involves getting a task done using human and material resources to achieve the objectives of an organization.

In the school system administration is used to refer to the highest level of management and the functions of establishing the overall aims and formulating policies for the institution as a whole. To achieve the set objectives of any vibrant institution there must be an administrator to steer the affairs of the institution. According to Rebores (1982), the study of administration is a recent phenomenon that has found its most fertile climate in the business world where much study is devoted to the effective execution of managerial leadership. He further states that the need for the formal study of administration in public education grew out of the increased complexity of the urban schools districts.

According to Musaazi (1982), administration is an integral part of my organization. It is crucial for maintaining and expanding the relevance, effectiveness and productivity of complex institutions such as government departments. The survival, for instance, of all organizations like schools and colleges is dependent largely on the quality of administrative services available. Administration, therefore, influences the results to be achieved, the direction to be pursued and priorities to be recognized with the organization. The administrator uses a body of knowledge as a basis for deriving answers or approaches to specific situations. He also seeks principles capable of guiding the application of general ideas.

Owen (1981) writes that, it is common to witness administrators verbalizing their commitment to values that support improving the quality of work life in educational organizations while engaging in actions that are perceived by role referents to be antithetical to such improvement. Hoy and Miskel (1982) identified six main traits that an administrator must possess. They are capacity, achievement, responsibility, participation, humour and status. They also stated many sub-traits such as intelligence, initiative, judgement and physical capacity. Piotrowski and Rock (1963) also identified some characteristics of successful executives that could be applied to effective educational leadership. Some of the qualities are;

- i. Ability to work at a “mad pace”
- ii. Ability to meet all people from all walks of life,
- iii. Interest in events in the personal lives of people

- iv. Capacity to deal with both concrete and abstract problems
- v. Assistance in decision-making and humility in advice

These traits are very essential if any administrator is to perform credibly well in executing his/her duties. The method and strategies he/she adopts is very crucial for an effective administration. Karl (1983) makes it clear that, instead of the close hierarchical causes-and-effect linkages that classical theory assumed to be present in organizations, the instructional activities of schools are characteristically loosely coupled. This loose coupling not only calls traditional assumptions about management methods into question, but opens new visions as to how schools can be managed so as to reduce the rigidity and ineffectiveness of frequently observed in them.

Among other issues discussed in Ghana's five year development plan from 1976 to 1980 was the statement that; any improvement in equality of education must necessarily take account of the tools required for the purpose. Among these may be mentioned availability of qualified teachers with a sense of responsibility and the right attitude to work, opportunities for further training and supervisory services as well as the available of text books and other school materials including audio aids, buildings and equipment (p. 309).

Taylor's (1947) scientific management approach, assumed that the prime function of administration was to maximize production profit at minimum cost. It is imperative for administrative agents of education to aim at achieving their own goals. If the administrator's role is well defined, he/she stands a better

chance of performing well. He/she will be accountable to his/her role; therefore, there is the need for administrators to be properly trained.

Administrative function does not exist in abstract and, indeed, no administration is an end in itself, it exists to administrate something. Hence, it needs to be studied within specific context or some activity organization or type of organization. In the case of the educational systems, for example, planning is not an abstract function but rather the process of anticipating requirements and determining concretely what the educational goals and objectives should be, what activities will make it possible to reach them and what resources will be required so that those activities may occur. The administrator has to determine precisely what resources must be available to him/her at every moment and the corresponding activities that are to be carried out to achieve set objectives that fit into the overall plan of the educational systems. This requires techniques, which are similar to plans required in other sectors of the nations economy.

Fayol (1916), looked at administrative behavior as comprising of forecasting (planning), organizing, directing, coordinating and controlling. This observation by Fayol, highlights the functions of the administrator at a position where he/she has to develop formal structures which facilitate allocation of responsibility and communication flow. It is appropriate for organizations to have control mechanisms that are relatively flexible. The selection and training of staff is, therefore, useful in an educational enterprise. We need well-trained personnel and science resource centre Coordinators to meet the objectives of the project. Fayol (1916), believes that a trained administrative groups is essential to

providing the operations of organizations, which were becoming increasingly complex. He also agreed that administrative ability can and should be acquired in the same way as technical ability first in the school, later in the workshop.

An important recommendation made at National Education Forum in Accra in November 1999 states that, “staff of secondary schools should be provided with management and administrative training to prepare them for leadership of schools” p. 2. This statement should not be seen as narrowed down to Headship of school, but other units within the school set up that are geared towards achieving a national goal.

Adesina (1990), stressed the importance of an organization and mobilization of all the human and material resources in a particular system for the achievement of identified objectives in the system. In the school system, Adesina identified human resources as “all the men and women from the principal to the gate-man”. Material resources, he said were monetary and non-monetary including the physical assets example, land, equipment and building. It is, therefore, appropriate for Heads of educational institutions to ensure that these resources are utilize effectively to achieve the institutions’ desired goals.

Hallack (1970) observes that the cause of most difficulties, complication and disappointments in educational management stems from unsuitable or inadequately prepared personnel. The re-orientation of education personnel to their wider and more urgent responsibility of national and universal nature has yet to receive due consideration. The short duration of training as given to staff

of the institutions is inadequate for their efficiency and effectiveness in the management of the Schools.

Sisk (1973) stated that whenever and wherever a group was formed with stated objectives, management was to direct and coordinate the efforts of the organization. Leadership, together with management and administration constituted very intriguing concepts in organizational behavior. The role that each play to achieve organizational success seems to be intertwined with the roles of others.

Though there are differences between management of institutions in the private and public sector. Price (2004) outlines these differences from particular features of public sector organizations, such as;

1. The aims are concerned with providing a service for, and for the well-being of, the community rather than with just a commercial nature;
2. The scale, variety and complexity of their operations;
3. The tendency for them to be subjects more to press reports on their activities;
4. The political environment in which they operate, and in the case of local government, for example, the relationship between elected members and permanent officers;
5. The generally high level of trade union involvement;

6. The difficulties in measuring standards of performance of services provided compared with profitability;
7. The demand for uniformity of treatment and public accountability for their operations; and
8. The tendency for more rigid personnel policies, for example specific limitations on levels of authority and responsibility, fixed salary grading based on general pay scales, long-term career structures and set promotion procedures.

A number of these features combine to result in increased bureaucracy within public sector organizations. Both private enterprise and public sector organizations, however, face the same general problems of administration. They are concerned with, for example, the efficiency and effectiveness of their operations, the clarification of aims and objectives, the design of a suitable structure, and carrying out essential administrative functions. Basic principles of management apply in any series of activities in any organization. The common activities of management apply to a greater or lesser extent in both private enterprise and public sector organizations.

Although Price is concerned about business organizations, these principles are crucial in the delivery of education in the educational sector. It is a truism that the public sector administrator faces a very different set of challenges from that of his or her private sector counterpart but there exist some recognition of the similarities, rather than the differences, between the public and private

sector. Management tools familiar to the public sector are now seen as equally relevant in the private sector.

Though the functions of administration include planning, organizing, leading, coordinating and controlling, Owen (1981) maintains that there are conflicting ways to approach administrative practice and therefore indicated that except for those administrators who chose to pursue a mindless eclectic course in their professional work, the administrator must choose between competing systems of the analysis in deciding how to go about his or her professional work. The choice that the administrator chooses to embrace, rests largely on the assumptions about the nature or organizational and the people in them.

Administration of Private Senior High Schools and the Challenges

In spite of the phenomenal role that the private sector is playing to complement the efforts of government to ensure equitable secondary education in the country, the private senior high schools encounter many challenges. These challenges centre on admission of students, staffing, financing, infrastructure development, among others. Quist (2003) identified two main challenges of the development of secondary education in Ghana; namely, the issue of inadequate funding and “questions and problems surrounding reform with particular emphasis on the curriculum”. Though Quist made particular reference to public schools, indubitably these problems also invariably affect private secondary schools. Lack of qualified teachers, equipment, teaching and learning materials, workshops, library, and laboratories hamper effective implementation of school

programme. To Alani (2000), lack of these basic necessary facilities has caused the high failure rate in the secondary school certificate examinations.

Admission of Students

Progression from basic education to secondary education in general involves some sort of selection. Both private and public secondary schools admit successful basic school graduates into their folds. Prior to the implementation of the new educational reform in September 1987, pupils in the then middle schools took common entrance and late entrance examinations before gaining admissions into secondary schools. Admission to secondary school in the public system was based on selective examination organised on behalf of the Ministry of Education by WAEC (Antwi, 1992). The same body, WAEC, conducted entrance examination for middle school leavers to secondary schools in Nigeria (Olorundare, 1999). Those who were successful were admitted into the public secondary schools. The private secondary schools in the system however, used to conduct their own interviews and gave successful candidates admissions into their schools.

When the Junior Secondary School (JSS) concept came to being, secondary schools admitted students based on the BECE results. Those who obtained good grades were admitted through a selection system done at a central point by all the headmasters of public secondary schools. With this system, heads of the public schools met at the regional capitals to make their selections. The headmasters picked candidates who made good grades and chose their

schools. This probably seems to underpin Quist (2003) assertion that the new reforms did not eliminate the competitive and highly selective examination process typical of the old system. The Senior Secondary School (SSS) remained highly selective, meritocratic and elitist especially the admission system. The heads of the private secondary schools, however, had to advertise their schools to attract candidates who were probably not selected by the public secondary schools. This system of selecting students into the public senior secondary schools was characterised with hew and cry due to the perceived corruption of some heads of schools.

Consequently, GES introduced a new system of admission into secondary school in 2005/2006 academic year, Computer School Selection and Placement System (CSSPS), to perfect the admission system. This system is seen to be a more democratic method of selection which takes into account only merit, talent and ability of the students. This system allows JHS graduates to choose three schools that they want to be placed. With this system, however, some few private senior high schools are included in the list of schools that the pupils are supposed to choose. Thus, the system still excludes majority of the private senior high schools from the list of schools that JHS students choose their preferred schools leaving them to rely on those who are not placed in any of the public schools.

A study on district performance report indicates that children, especially those from rural areas, perform below standard compelling parents to look for places in private schools (Appiah, 2009). This development tends to suggest that

the private schools do not enrol qualified students since the good ones are taken on by the public schools. This confirms Foondun(2002), studies in Cambodia that revealed that private schools may be attended by pupils who are weak and have not obtained a place in the public system.

In the view of Varghese (2006), the academic profile of the participants of private education may be lower as compared to their counterparts in the public institutions. This and other related factors pose a lot of challenges to the private senior high schools and their operators in attracting and retaining qualified students. This seems to be a great challenge to private senior high authorities since they have to prepare the supposedly academically weak students for the same final examinations that they public school students write. When the private schools' candidates flop in the final examinations, the schools' image would be dented and would not be in a position to receive more clientele. Moreover, failure to attract and retain more candidates would lead to the collapse of their institutions.

Staffing the Senior High School

It is generally believed that effective senior secondary education depends upon the quality and calibre of instruction given in the secondary schools. Teachers are indispensable human resource and indeed, the single most important element in the school system. Hallak (1977) opines that the quality of educational system depends on the quality of teaching staff. They are responsible for helping students to acquire relevant knowledge and development

of abilities and skills. They also use available resources to achieve school's goals. The human relations, interactive and psycho-social skills of teachers go a long way to maintain and retain students in schools.

Adequate number and quality of teachers are necessary for guaranteeing quality of education in the schools. It is a truism that the process of recruitment and selection of senior secondary school tutors, their placement and induction services conducted for them invariably determine the quality of instruction given in the institution. Anthony, Perrewe, and Kacmar (1999) explain that, every organisation needs to recruit in order to grow and to replace those who leave. This will enhance continuity of roles. Alan (2004) explains that recruitment of employees is a routine but force in the qualities and quantities required, there can be no achievement of the institution's objectives. Bathy suggests that there should be a strict control over the engagement of personnel.

Stoner and Freeman (1989) indicated that recruitment is concerned with developing a pool of job candidates in line with the organization's human resource plan. They observed that the candidates are usually located through newspapers and professional journals, advertisements, employment agencies, word of mouth and visit to colleges and university campuses. They explain that the purpose is to provide a group of candidates large enough for the organization to select the qualified employees it needs. Private senior high schools in Ghana, unlike their public counterparts which get their staff posted straight from the GES, follow this procedure to attract teachers to work with. The private schools advertise vacancies in their respective schools in the media and other means to

attract prospective teachers. When prospective teachers apply, they are taken through a selection process for the qualified ones to be taken on.

It is also observed that most private senior high schools rely on part timers in view of the fact that salaries form dominant part of expenditure of secondary schools. They are usually teachers teaching in the neighbouring public senior high schools. Interestingly, most private tertiary educational institutions also rely on popular public universities' lecturers. Such institutions tend to have very few permanent staff and thus rely on a large number of part time teachers (Varghese, 2006). This may be an indication that private providers of education rely mostly on the public sector of education for teachers at all levels. Depending on teachers from the famous schools in the vicinity is a credible way to ensure quality in teaching and savings in expenditure. They tend to employ these part time teachers probably because the private schools cannot pay for their full services. Certain expenses that are made on full time teachers would not be made on part timers. It may also be due to the fact that enough qualified teachers are not available in the system. The country may not have a pool of trained and qualified human resources to handle both public and private senior high schools. This makes the private schools most often operate with limited numbers of staff. This situation leads people to argue that most of the teachers in private schools are not qualified since the private schools would rely on teachers who have not received higher education.

The situation is not peculiar with only teaching staff but also non-teaching staff such as professional accountants, librarians, and many others who

are to offer supporting services for the schools. Employing these professional would cost the private schools a lot. With regard to not having qualified accountants, for instance, most private schools remain fundamentally weak in their financial capacity. They have minimal financial experts and weak information system. This is as a result of the employment of people with little or no knowledge in accounting and financial management which usually causes the institutions dearly. There is the absolutely need for private schools to have well trained, qualified, efficient and committed accounting and financial staff to prudently manage school funds.

It is an administrative practice for every organisation to develop the competencies of their staff to acquire current knowledge about their job. Training and development greatly contribute to organisational effectiveness and efficiency. Staff development is therefore a necessary ingredient for excellent job performance and that every organisation should provide both human and financial resources to improve their workers' skills, competencies and knowledge. It is not possible for any employee to be on a job or enter a profession and remain in it for several years with his or her skills basically unchanged (Rebore, 1982). Private schools are therefore to design professional development supporting schemes for teachers in order to propel them for their job. Lassibille, et al (2000) are of the view that private providers of secondary education need to organize initial lengthy training for their teachers. They continue that where these training are expensive, alternative methods will have to be considered. This may include shortening initial training, making more use

of in-service and mixed mode training, and agreeing appropriate levels of qualification for new secondary teachers that may be different from the past.

It is in view of this that Odedeyi and Onifade (1998) urge heads of institutions to give administrative support to their staff members to enhance their professional development. They suggest that staff should be encouraged to attend professional in-service training courses, seminars and workshops. Subject teachers' associations are an effective viable means for sharpening the pedagogical skills of teachers in their various subject areas.

The private sector ought to make progress in enhancing the quality of teachers in their schools through various training programmes. In the public sector, the state awards scholarship and study leave with or without pay for teachers to pursue academic courses leading to the award of higher qualifications. The private actors can not but should provide opportunities to deserving teachers to advance their knowledge and skills since the tutors in the private schools are equally important in the provision of quality education as their colleagues in the public ones. They also need to be trained and developed in their areas of specialisation. Teachers could also be encouraged to attend refresher courses, in-service training, conferences, workshops, and seminars. These schemes would enable the staff to update their knowledge and teaching skills. Most of those who would undergo such exercises would acquire skills and competencies that they would apply in teaching for effectiveness. These staff supporting schemes could be provided for all categories of staff to enhance their professional know-how.

Workers tend to stay on the job for very long time when they realise that their career progression and professional development are fully assured. Ayiorwoth (2008) writes that adequate and regular recognition of teachers' achievements, provision of training and development opportunities and adequate provision of fringe benefits raise the retention rates in private secondary schools. On the other hand, attrition rate tends to be high when workers realise that they had limited opportunities for career and professional development. Varghese (2006) observes that facilities for staff development and research opportunities are rather limited in private educational institutions.

Most private schools encounter high attrition rate due to myriad of reasons. To Kuhanga(2006), private institutions usually do not have attractive conditions of service as compared to those in public institutions. Similarly Foondun (2002) asserts that teachers in most private educational institutions in developing countries are badly paid. As enshrined in the United Nations Declaration on Human Right, it is the right of everyone who works to have a just and favourable remuneration that will ensure him and his family's existence (The United Nations, 1998). It is in few cases that we do have the private institutions paying better salaries to their employees than public institutions do. In this sector, payment of the meagre salary delays which at times causes apprehension between the staff and the authority. Inability to attract and retain highly qualified and full time teachers in the private senior high schools is a challenge that impacts negatively on the schools.

Lin (1994), indicates that, private schools have difficulty in hiring young teachers and retaining capable ones due to lack of standard for promotion and recognition on their work. He further states that private providers of education have a great difficulty in providing housing and adequate health benefit for teachers. Students will be unwilling to opt for schools that lack competent teachers since it would debar them from achieving the very purpose for which they would wish to be in the schools. Students choose schools they want to attend when they have positive perception of the schools in terms of having qualified and regular teachers who would be able to help them pass their examinations very well.

Funding of Private Senior High Schools

Private actors have been in the forefront of providing quality and accessible secondary education since time immemorial with little or no government assistance. Despite the prospects of private schools, they are confronted with a myriad of funding problems. Due to their needs to attract students whose tuition the school must rely on for survival, some schools have lower admission standards.

The role of funds in running educational institutions can not be over-emphasised. Enough funds are needed to establish and run private senior high schools. Asiedu-Akrofi (1978) posits that although money is not everything, it cannot be denied that it is ninety-nine percent an important factor that can promise excellence in educational pursuit. School authorities need all resources

to ensure that their students perform creditably well in their final examinations. Good performance by students and their schools enhances their funding, reorganisation and patronage by stakeholders of education (Olorundare, 1999).

In Ghana, the private senior high schools seem to have limited sources of funds unlike their public counterparts. It is observed that the central government does not financially help privately-owned secondary institutions. The funding and provision of teaching and learning resources for private institutions remain the sole responsibility of the proprietors and parents. The owners of private schools provide the large chunk of the money the institutions need for effective implementation of their programmes. This makes the schools resource constraint and thus find it very difficult to procure teaching and learning materials including textbooks and better infrastructure which are pre-requisite for provision of quality education. It also renders them incapable of attracting and retaining qualified teachers in their schools.

A cursory observation reveals that almost all private senior high schools in the country are grossly underfunded thus making teaching and learning ineffective. Inability of school authorities to acquire ample funds to run their schools results in abysmally poor teaching and learning (Adeoti, 1986, Onifade, 1989). Inadequate funding of schools exacerbates the poor conditions of schools. The sources of funds available to private senior high schools include:

Tuition Fees

According to Atchoarena and Esquieu (2002), tuition fees are very important to the way an institution functions. Varghese 2006 adds that school fees form the main source of income for many private schools. Tuition fees are therefore paid by parents for the education of their wards and children. Students are therefore required to pay for the teaching they receive in the school (Aseidu Akrofi ,1978).

In countries where there is a free system of education, tuition fees are paid by the government. These monies from the government come in the form of grants based on certain conditions. The first attempt by the colonial administration in Ghana to extend financial assistance to the missions that met the government's requirements to develop their schools was in 1874. The government extended \$ 425 to the Wesleyan, Basel and Bremen missions in the early 1880's to supplement what the home missions gave (Graham, 1976). In the 1960's, the government of the day extended the GET funding to private secondary schools that were doing well in the country (Quist, 2003). The schools were assisted due to their academic excellence and this made them benefit so much from the government as their public counterparts did.

Tuition fees may differ from school to school depending on the resources and facilities available. For instance, in schools and colleges where there are boarding facilities, fees are levied on parents and guardians to take care of the expenditure that is incidental to the running of the boarding and lodging section. This covers the salaries of cooks, foodstuffs, light, water and fuel.

On the other hand, schools that do not provide these services to their students charge a little lower tuition fees than those that provide the above services. When the amount is set by the authorities of private educational institutions, tuition can be an internal means of controlling the nature of the clientele; very often, a trade –off can be effected between the number of pupils enrolled and the level of tuition fees. Low fees are often set in order to increase enrolment, but this may detract from the quality of instruction if classes are overcrowded Atchoarena and Esquieu (2002).

Conversely, high tuition fees usually mean that the institution is targeting a particular social category, a strategy that entails wealth –based selectiveness and small class size. This is particularly true if the private institution is positioned on a niche market where demand is low. However, institutions that charge high tuition fees generally have a good reputation, which keeps demand relatively high.

Atchoarena and Esquieu (2002), write that in sub-Saharan Africa, as elsewhere, the tuition fees charged by private institutions vary widely. They are determined by a number of factors, some endogenous to the institution and some exogenous. The former have to do with operating cost and the founder’s policy concerning the teaching staff, enrolments and subjects taught. Exogenous factors relate rather to the school’s clientele and location; for example, tuition fees tend to be higher in urban than rural areas.

In sum, the level of tuition fees may have various effects on demand for schooling, and it would be worth while to analyze the relationship between this

factor and the quality and reputation of the institution. It may be expected that, in the long run expensive institutions cannot survive unless they provide quality training ('value for money effect'). However, some institutions charging very little fees may also be able to offer high standards due to their access to other sources of income.

Internally Generated Funds

Most secondary schools find other means of getting money to supplement tuition fees to provide quality education to students. Education institutions consider the possibility of diversifying sources of funding. Karikari-Ababio (1999) identifies internally generated fund as one of the major sources of secondary schools' budget in Ghana. Nathan (1984) supports schools generating funds internally and charges them to be responsible to their needs and new financing. Nathan is of the view that school authorities can find innovative ways of raising ample funds for their institutions. It is against this background that the report of the Committee for Review of Education Reforms (2002) charges boards of secondary schools to find innovative ways of securing funds to support their schools.

Adesina (1990) cited a study that found that in Lagos some schools generate funds from the sale of school uniforms and stationery, staging school plays, and sale of raffles and handicrafts. Forojalla (1993) also confirms the idea of Adesina (1990) that some schools find innovative ways of generating income to supplement what they get from other sources. The Commonwealth

Secretariat (1993) identifies variety of ways of mobilising financial resources, which are commonly employed in some schools. They include the following: (i) Fundraising functions-these may involve activities like raffles, concerts, charity walks, collecting various items and auctioning them, cash donations, (ii) Contributions or donations by private companies, (iii) Sales of school products, (iv) Borrowing from financial institutions after they have provided security or guarantee. Others include: (v) Hiring school facilities to the community, for example, halls, vehicles, playgrounds, (vi) Engaging in money generating projects such activities as agriculture- keeping poultry, pigs, cattle, and making crafts.

The success of heads obtaining extra funds depends on their foresight, sense of integrity, business acumen and the development of sound relationships between them and staff, students, board members, PTA members and the local community. Also, to ensure continuous financial support from these parties to the schools, the school authorities ought to ensure and maintain sound accountability of funds and other resources already provided (Owusu, 1998).

Parent-Teacher Association (PTA) Contributions

The common practice nowadays is that aside school fees paid by parents, PTA helps in other ways for the schools to deliver quality education for their wards and children. Parents contribute to the development of schools that their wards attend. They provide financial support for the schools to acquire facilities and materials to improve learning situation in the schools. According to the

Commonwealth Secretariat (1993), parents contribute money for the provision of more resources such as transport, building, computers and pay for educational visits. Their contributions usually include: i) paying official tuition fees, ii) paying PTA dues, iii) paying a specific fee for building projects, iv) paying teachers for additional lessons and coaching, special duties, general welfare, and v) paying for resources such as textbooks, exercise books, school uniforms, desks, chairs, writing materials, library and sports.

In furtherance to this Owusu (1998) asserts that, the contributions of PTA have become a common practice in many developing countries. He indicates that PTA provides school resources, pay for sports and games, provide building projects and many others to the schools. Perhaps, parents do these with the view to ensuring that their children obtain the best education which would put them in the front queue for better jobs.

Contributions from Communities

In recent times, community financing is gaining much currency in education provision and delivery in many developing countries. Some communities and their members invariably contribute to schools situated in their environments to enable the schools provide quality school service. This sort of community's support comes both in cash and in kind. It is observed that in Ghana, some communities and philanthropists raise funds for their schools and at times offer communal labour at the schools. Owusu (1998) observes that chiefs and people of some communities in which the schools are situated have

made and continue to make significant financial contributions either directly or indirectly to the schools. According to Owusu, communities' contributions cover provision of land for school buildings, providing communal labour to carry out school development projects, carry out fund-raising activities to raise funds for school development among others.

Sallis(2002) writes that some private educational institution are able to generate income through the setting of committee such as fundraising, building and marketing. This assistance help to meet the cost of improving teaching and learning and also positioning the schools to enable them offer quality school service to their worthy citizens. In Tanzania, community financing occurs through monetary contributions and/or through non-monetary support in the form of land, labour, materials and social marketing benefits of education (Donostia-San, 1999).

Loans

Some educational institutions especially the private ones solicit assistance from financial institutions and pay at a later date with interest. The schools borrow funds from the lending agencies to execute their programmes especially in the beginning of the school term when most of the students have not paid their fees. This enables the schools to purchase their educational materials to ensure smooth commencement of the term and successful execution of the institutions' programmes. When the schools accrue enough funds in the course of the term, they repay the loans with or without interest.

There is, however, the problem of these lending agencies feeling reluctant to grant educational institutions financial assistance (Akangbou, 1987). The financial institutions are usually unwilling to give loans and other credit facilities to schools due to long periods of repayment, high administrative costs and low recovery rate. Those that grant loans to the schools do not give enough to enhance and modernise their projects. Besides, in the event of students failing to pay fees, the schools are plunged into huge debt which can lead to a fold up of the institutions. For fear of debt and its consequent problems, many owners of schools refuse to access loans from financial institutions. The implications of this situation on the schools are far-fetched.

Donations and Educational Endowment Funds

Educational institutions do receive donations both in cash and in kind. These public-spirited bodies perceive education as a viable vehicle for accelerated social, economic, political and occupational mobility. As a result, they continue to contribute significantly to ensure quality and high standards of education. These donations usually come from individuals, agencies, non-governmental organizations (NGOs) and other countries that are desirous of contributing to the upliftment of education in the country.

Old students of secondary schools individually and/or collectively undertake development projects in their alma mater. The products of educational institutions contribute their quota as a way of showing their appreciation for the great benefits they reaped from the institutions. Asiedu-Akrofi (1978) contends

that some schools which have built long traditions receive donations from their rich old boys and girls. Other lucky ones too receive endowments from link benefactors.

In Ghana, development partners and NGO's such as JICA, DANIDA, and DfID have been helping schools to implement their programmes. Their help usually come in the form of grants, building materials, stationery, teaching learning materials and technical support. As at 1999, there were 55 NGO's in the country out of which 40 were providing services to educational institutions. They were providing services such as renovation and construction of classrooms, teachers' quarters, educational materials and in-service training (USAID/MOE, 1996). These assistance mainly go to publicly owned educational institutions.

However, the attention has just started to move toward the private schools as well with an initiative by Sinapi Aba Trust and IDP Foundation, an international NGO of United States. This is a micro-school project dubbed "IDP Rising School" which is aimed at helping develop the potentials of needy private schools in Ghana. The project has started in 30 private basic schools in the Ashanti and Brong Ahafo regions by granting credit facilities to improve infrastructure, run other activities in the schools, provide business training programmes for school heads and support teachers upgrade themselves. This attempt if extended to the second cycle, more private senior high schools would be positioned well to augment the role they are playing towards the development of education in the country (Asare, 2009).

Recently, endowment funds are established by communities and individuals to assist educational establishments especially second cycle schools in executing their development plans. These funds enhance greater accessibility and participation at all levels of education. The Otumfuo Education Fund, for instance, has helped many schools and individuals including some outside the Asante Kingdom in their educational pursuit. The fund has given scholarships to 17,000 brilliant but needy students to pursue secondary education in the country (GTV-What Do You know Programme, 2005).

Furthermore, some institutions and organisations give scholarships and sponsorship packages to educational institutions to help meet their administrative demands. Scholarships secretariats, firms, foreign governments and different boards in the country, for example, the Cocoa Marketing Board grant assistance to schools and students to enhance quality delivery of education. In 1999, the national education forum called for the establishment of national education trust to service all levels of education. This step gave birth to the establishment of the Ghana Education Trust Fund (GETfund). Two-half percent of value added tax (VAT) is paid into the fund to boost its financial base. The proceeds from the fund are invested in all levels of education in the country: it builds educational infrastructure, provides transportation, awards scholarship to some students and advances grants to beneficiary institutions.

For instance, the Daily Graphic (September 9, 2009) reports that GETFund had released 17,000 Ghana Cedis for the expansion of educational facilities at Amarhia JHS in the Adenta municipality. The money is to be used to construct classroom blocks, a staff common room and a library. The GETFund is yet to assist private senior high schools whose students have parents who also pay tax in the country. Probably, this group of parents pay greater tax than those whose wards are in the public school since in Ghana it is believed that it is the worthy parents who send their wards to private schools.

Girdwood (1999) advocates scholarships for those who cannot enrol due to financial difficulty. This may be in support of the education loans given to people who do not have their own funds for getting education in the United States. The loans usually cover education cost such as tuition, uniforms, accommodation, transportation, books, and even personal computers.

Infrastructural Development of Private Senior High Schools

Educational institutions require huge invest in terms of infrastructure and equipment. It is an indisputable fact that every educational institution thrives on adequate and well furnished buildings and other infrastructural facilities. Schools need resources that promote teaching and learning in the institutions. They need classrooms with adequate and good tables, chairs and cupboards. They also require libraries stocked with assorted books including supplementary readings to support academic programmes of the schools. Schools that offer science and its related courses require well resourced laboratories to ensure

efficient handling of those courses. These facilities are pre-requisite for running educational institutions in this our post-modern world. These facilities do not only fascinate clientele for schools but also enhance effective teaching and learning. Schools urgently need materials, physical facilities, and tools for effective teaching and learning and to improve the productivity of teachers.

The modern trend of education demands an up-to-date facilities and equipment to enhance teaching and learning and that physical facilities must match the enrolment of schools if the quality of education can be achieved and maintained. When these all-important facilities are provided, they have to be maintained to ensure their continuous usage.

Ukeje (1992) found out in his studies that the educational programme influenced to a large extent, the kind of school buildings available. This calls for greater attention to the planning, reconstructing school buildings. He further states that in constructing school buildings, certain educational specifications ought to be considered in the plan. These include the educational philosophy, nature of various activities to be provided, class size, aims and method of teaching and learning envisaged, how broad and how valid the curriculum will be, learning laboratories and libraries needed, the possibility of using the school for other community purposes.

Pratt(1990) also posits that flexibility of physical facilities is an important criterion in modern school design. Ideally, schools need to be designed so that they can subjectively be extended upwards or outwards and also that the interior spaces can be altered without major rebuilding. He concludes

that almost any teaching environment can be modified with respect to five main elements, each of which is significant for learning. These are personal space, spatial organization, noise, illumination and aesthetic quality.

In most developing countries, both private and public schools experience grossly inadequate educational facilities. Omidiren (1990), Ayodabo (1986) and Onifadi (1989) diagnosed Nigerian schools and concluded that most schools did not have what could be regarded as the minimum standard of facilities and equipment. In Ghana, most schools also have inadequate facilities such as libraries, hostels, accommodation for teachers, classrooms and teaching and learning materials (Duncun-Adanusa, 2006). Most schools lacking basic necessities like administrative blocks, science laboratories, classrooms, basic tables and chairs is a big challenge to the authorities since they have to carry out the functions of the schools under this circumstance.

In most private schools, libraries are inadequately stocked with the required books to support the academic programme. Those that have libraries do not have adequate qualified librarians to man them and also these libraries are stocked with outmoded reading materials. The same is true of computer and science laboratories. This one way or the other negatively affects quality delivery of education service in those schools.

Nsiah- Peprah(2004) carried out a research in the Kumasi metropolis to assess the role of private schools in the development of education in Ghana .The findings revealed that most of the private schools in the metropolis had poor infrastructure in terms of school buildings, libraries workshops and others.

Proprietors of private senior high schools have the challenge of finding means to construct school blocks and science laboratories, to provide school furniture, libraries and other equipment all by themselves. They are poor in the acquisition of reading books, magazines, leaflets and the likes. When they are not able to get these resources and materials, their schools would not be able to efficiently and effectively carry out their core activities. This would consequently lead to the collapse of the schools

Summary

In this chapter attempt has been made to review literature on the challenges in the administration of private senior high schools. It was observed that secondary education exposes students to complex issues and skills which are key ingredients for stimulating productivity and greater personal development. Thus commenting on the importance of secondary education Ankamah (1991), contends that although basic education introduces pupils to general and basic skills, it is the secondary education that makes them understand them better. This implies that the provision of secondary education by both private and public organisations is crucial for the development of the human capital base of every nation.

It was again observed that the private sector's role in developing human capital for accelerated development of countries is indisputable. Thus private secondary schools complement the effort of the public ones to develop the skills,

knowledge, competences and talents of the youth. Sernua (1993), asserts that private schooling provides excellent instruction that guarantee high levels of academic performance. It is noted that most of the prestigious secondary schools in Ghana were established by the private sector especially by the missions.

It was also observed that private SHS battle with the challenge of providing adequate infrastructure, employing enough permanent staff and good number of qualified JHS graduates. In the view of Varghese (2006), the academic profile of the participants of private education may be lower as compared to their counterparts in the public institutions.

It is felt that information on the challenges in the administration of private SHS in the Kumasi Metropolis could have important implications for the future development of the institutions, since these institutions are to plan to accommodate the ever increasing JHS graduates who do not get placement in the public secondary schools.

CHAPTER THREE

METHODOLOGY

This chapter concentrates on the method used to conduct empirical investigation into the challenges private Senior High School in the Kumasi metropolis face. The chapter describes the research design, the population, sample and sampling techniques, the study instrument used, pre-testing of the instrument and how the data was collected and analysed.

Research Design

Descriptive survey was used to access information on the challenges in the administration of private SHS in the Ashanti region of Ghana. Descriptive studies seek to determine the nature of a group or a situation as it exists at the time of study (Ary, Jacobs & Razavieh, 1990). Descriptive research studies are designed to obtain information, which concern the current status of phenomena. It is in this wise that Best and Kahn (1998) postulated that descriptive statistical analysis limits generalization to a particular group of individual observed and that no conclusions are extended beyond this group. In view of that those individuals outside the group under study cannot be assumed. Hence, descriptive research surveys are meant to describe one group and that group only. Descriptive research surveys therefore focus on ascertaining the status of a

defined population in relation to certain variables. In the view of Fraenkel and Wallen (2000) obtaining answers from a large group of people to a set of carefully designed and administered questions lies at the heart of survey researchers.

Descriptive survey was chosen because of the following strengths as enumerated by Fraenkel and Wallen (2000):

1. It produces good number of responses from numerous people
2. It provides a meaningful picture of events and seeks to explain people's perception and behaviour on the basis of information obtained at a point in time.
3. It can be used with greater confidence with regards to particular questions that are of special interest and value to a researcher
4. In-depth follow up questions can be asked and items that are not clear can be explained.
5. It is very easy to analyse the responses obtained from the respondents.

Despite these strengths, Fraenkel and Wallen (2000) postulated that descriptive survey may produce untrustworthy results because they may delve into private and emotional matters that respondent may not completely be truthful about. The design is taken to be good because the study is interested in having a clear picture of the challenges and management of the administration of private secondary schools in Ghana. Thus, in spite of this weakness, the descriptive survey design is considered appropriate for carrying out this study because the advantages far outweigh the disadvantages.

Population

Polit and Hunglar (1995) consider population as an entire aggregation of cases that meet a designated set of criteria. It is the target group that a researcher is interested in obtaining information from and drawing conclusions.

The target population for the study was made up of all heads, teachers and students of private Senior High Schools in the Kumasi Metropolis. The target population was relevant to the study because they were the group from which information was obtained on the challenges in the administration of private Senior High Schools in the Kumasi metropolis.

There were at the time of the study, 27 heads, 451 teachers made up of 275 part-time teachers and 176 full-time teachers and 857 students in Kumasi Meyropolis. Hence, the total population size was 1338. Ideally, the researcher should have used the entire target population in metropolis to enhance generalization of the outcome of the study. However, Best and Kahn (1998) state that to study a large population to arrive at generalization would be impracticable, if not impossible. As a result the researcher deemed it appropriate to make the study more manageable and practicable by using an unbiased sample of population. Table 1 shows the population distribution of private SHS in the Kumasi Metropolis.

Table 1

Population distribution of study area

Sub Metro	Number of private SHS	Number of heads	Number of teachers	Number of students
Bantama	8	8	121	1064
Asokwa	5	5	75	515
Subin	4	4	63	354
Manhyia	13	13	192	1485
Total	30	30	451	3418
Source:	Kumasi Metropolitan Education Office			EMIS

Sample and Sampling Techniques

The sample for the study was made up of all heads and a selected number of teachers and students of private senior high schools in the Kumasi Metropolis. The school was the unit of sampling for the study.

The head of each school was involved in the study. This means a total of 30 headmasters/headmistresses were to be used for the study but when the data was being collected, the researcher realised that three schools had been closed down and were not functioning. The researcher was therefore compelled to use 27 heads, 91 teachers and 81 students instead of the original 120 teachers and 90 students from all the schools in the metropolis. In all, 199 respondents were selected to answer the questionnaire. These respondents were selected because they were considered to possess the needed information for the study.

Multi-stage sampling procedure was followed. This consisted of census

selection, purposive sampling and simple random sampling techniques. Census sampling technique was used to select all the private senior high schools in the Kumasi metropolis and their heads. The researcher used the census method of sampling for the selection of the schools to enhance generalization of the outcome of the study. This was made possible because the schools were not far apart from each other. All the heads were used for the study due to their position in the schools as main administrators who would be fully aware of the challenges the schools face. The heads are also the main administrators who manage most of the administrative challenges.

The researcher, however, used purposive sampling technique in the selection of teachers and students in the various schools. This technique was used based on the suggestion of Cohen and Manion's (2007) assertion that purposive sampling is used in order to access "knowledgeable" people, thus those who have in-depth knowledge about particular issues by virtue of their role, expertise or otherwise. In the selection of the teachers, the researcher took into consideration those who had taught in the schools for at least two years and above. They had been there for a relatively long time and would have had good knowledge about challenges the schools encountered.

In schools where there were more than four teachers who had served more than two years, the lottery method of the simple random sampling technique was used to select four of them. In their case, their names were written on pieces of paper and four of them picked randomly in turns. This was based on the suggestion of Best and Kahn (1998) that the ideal method of selecting sample

for the survey study is random selection, letting chance determine which members of the population to be selected. The random selection through the lottery method gave each teacher equal chance of being selected.

In the case of the student respondents, only school prefect, the assistant school prefect, and the president of the school representative council (SRC) for each school were used. They were those who were in administrative positions in the schools and could give accurate information pertaining to the challenges in the administration of their schools. Ninety (81) students were selected out of the student population of eight hundred and fifty-seven (857) third year students in the 30 private senior high schools in the Kumasi metropolis. The number of students represented 10.5% of the accessible student population. The percentage chosen corresponds with the view of Gay (1992) that in general, the minimum number of subjects believed to be acceptable for a study depends upon the type of research involved. For descriptive research, a sample of 10% of the population is considered minimum.

Research Instrument

Questionnaire was the main instrument used to gather data from respondents for the study. The questionnaires required respondents to provide information on the challenges in the administration of private senior high schools in the Kumasi metropolis. Three sets of questionnaires were designed for heads, teachers and the students. The questionnaire was used because considering the research problem, the research questions as well as the sample distribution, time and money available for the study, the researcher thought that

was the most effective and appropriate method to elicit information to deal with the research problem.

The use of questionnaire for the study is supported by Gay (1992), who asserts that in a descriptive research, data are usually collected by administering questionnaires. Also questionnaire requires subjects who can articulate their thoughts in writing (Crawford and Christensen, 1995) and since all the respondents were literates who could read and write, the researcher saw the instrument to be ideal for data collection. Sarantakos (1998) points out that if questionnaires are used, data offered by respondents of limited interference on the part of the researcher.

The questionnaire was structured in the form of open and close-ended questions and respondents were required to respond to them appropriately. The questions to heads, teachers and students of private senior high schools were 54, 42 and 41 respectively. For close-ended items respondents were expected to select appropriate options applicable to them. The close-ended items consisted of questions or statements and a list of alternative responses from which respondents selected the option appropriate to them.

The statement included both positive and negative directions and respondents indicated how items were applicable for positive statement and a reverse for the negative statements depending on the questions being measured (Green, Salking & Akey, 2000). The open-ended items on the other hand never included alternative answers or responses. The respondents were free to respond to the questions to the best of their ability. The development of close-ended

questions as well as open-ended questions was very easy to use and scored for the purpose of analysis. It also ensured standardization because respondents answered almost the same questions. The open-ended questions however allowed more individualized responses (Fraenkel & Wallen, 2000).

Pre-Testing of Instrument

In order to check for the appropriateness of the data collection instrument and data procedures, a minor preliminary study was conducted before the main study. The instrument was pre-tested because the questionnaire was newly constructed. Added to this, the researcher wanted to ensure that the instrument was reliable. The pre-testing was done in selected private senior high schools with similar characteristics of that of the main study. The idea supports the view of Borg and Gall (1989) that there is the need to subject a new research instrument to field testing with a population similar to that from which the subject for the study would be taken.

Questionnaire was administered and collected within one week for appraisal. Questions which were found to be ambiguous and those not suitable to the local conditions were reconstructed. Other items which were found to elicit similar responses were either eliminated or restructured. The relevant corrections were made before the final administration.

The research instrument was pre-tested in three schools within the Cape Coast Metropolis. The selected schools had comparable characteristics as the

target population. Five teachers who teach at the private senior high school level, the heads, and 4 students from each of the schools responded to the questionnaire.

Furthermore, the instrument was shown to my Supervisors in the Institute for Educational Planning and Administration (I.E.P.A) for their expert advice in order to establish content validity. To establish the reliability of the instrument, the Cronbach's alpha, a measure of internal consistency was used. The value for the alpha was determined using the SPSS (version 17) programme. The reliability for the heads instrument was 0.75, the teachers' instrument was 0.69 and the students' instrument was 0.88. (See Appendix E). This supports (Fraenkel & Wallen, 2000) view that an alpha level of 0.60 and above is satisfactory for a set of items to a composite. The outcome of the reliability was therefore ideal for the research instrument to be sent out for the main data collection.

Data Collection Procedure

Before going to the field to collect data, the researcher required introductory letter from the Institute for Educational Planning and Administration (IEPA), University of Cape Coast. On arrival in each of the schools, the researcher first introduced herself to the headmaster/headmistress and then handed over to him/her a copy of the introductory letter obtained from the Institute for Educational Planning and Administration (IEPA). This was followed by a brief explanation about the purpose of the visit. Each head of

school was briefed on the objective of the research on the challenges in the administration of private senior high schools.

After the introduction of the researcher to the staff, the selected respondents were assembled and the purpose of the study was explained to them. They were assured of confidentiality and anonymity. The importance of candid responses was emphasized. Immediately after the briefing, the researcher personally distributed the questionnaires to the respondents. They were given some few days to fill them since most of them were not ready to do it on the spot. In order to ensure a high return rate of the answered questionnaires, follow-up visits were made to the schools to collect questionnaires from those who were unable to respond during the first visit.

Data Analysis Plan

The unit of the analysis in this study was the school and not the individual. The study was a descriptive study since it aimed at obtaining information which concerns the current status of the challenges in the administration of private senior high schools. Data gathered for the study were analysed statistically in most cases. The statistical package for social sciences (SPSS version 17) was used. Serial numbers were given to each questionnaire for easy identification before scoring. Precaution was taken to ensure quick detection of any source of error, which might occur when keying in the data. Values were assigned to responses, imputed and analysed. Based on the research questions descriptive statistics such as frequencies and percentages were mostly

used for the data analysis. Frequency count indicated the number involved in a particular measurement, while percent use showed this number relative to the total involved.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the major findings of the study and discusses them in the context of the research objectives. The discussion is also done within the frame the issues emerging from the literature review. The chapter is divided into two sections. Section A considers the bio-data of respondents. Although the bio-data plays a minor role in the analysis of the data collected, it provides the reader a broad understanding of the characteristics of people who participated in the study. Section B looks at the research questions. The findings are presented within the frame of the research questions that guided the study. As shown in chapter one five research questions were posed. The research questions sought information on the following key issues:

1. Difficulties encountered by private SHS in admission of students.
2. Challenges faced by administrators in respect to staffing.
3. Challenges faced by administrators with respect to funding.
4. Challenges faced by administrators with respect to infrastructure.
5. Strategies that administrators adopt in managing challenges.

Prior to the presentation of the research data and their interpretation, the bio-data on respondents are presented in Section A below. The bio-data were collected to enable the researcher gain an understanding of the respondents' profile.

Section A: Bio-Data of Respondents

Tables 2 to 5 give a summary data collected on gender, position of respondents as administrators of private senior high school and length of years spent in their schools. The gender distribution of respondents is presented in Table 2.

Table 2

Gender Distribution of Respondents in Private SHS

Category	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Heads	20	74%	7	26%	27	100%
Teachers	52	57.1%	39	42.9%	91	100%
Students	48	59.3%	33	40.7%	81	100%

Table 2 describes the gender distribution of the respondents in the private senior high schools. The table depicts that 74% of heads, 57.1% of teachers and 59.3% of students are males. On the other hand the female percentages for heads, teachers and students are 26%, 42.9% and 40.7% respectively. The representation of the sexes was not to find out the respective view of each sex but to enable the views of all categories of respondents in the private senior high school be heard on the challenges in the administration of private SHS. On the issue of their position in the various institutions, information was sought from only the heads and the students to find out how the

challenges affected their administration. The position of the heads is presented in Table 3

Table 3

Position of Heads

Position	Heads N=27	%
Headmaster / headmistress	13	48.1
Assistant head (academic)	11	40.7
Assistant head (administration)	3	11.1
Total	27	100

Table 3 depicts that 13 (48.1%) of the administrators who took part in the study were headmasters and headmistresses. Thirteen (40.7%) of the administrators were assistant headmasters (academic) while three (11.1%) of them assistant headmasters (administration). This suggests that the participants were experienced in the administration of private schools and therefore had the strength of contributing positively to the research process in terms of responding to questions. In addition to the positions held by the heads, information was sought about the number of years they had served as heads of the institutions. The distribution of the respondents (heads) by the number of years they have served as heads is displayed in Table 4.

Table 4

Distribution of Respondents by Headship Experience

Experience	Frequency	%
1-2 years	6	22.2
3-4 years	14	57.9
5-6 years	1	3.7
Above 7 years	6	22.2
Total	27	100

It is clear from Table 4 that majority of the senior high school heads 14(57.9%) who participated in the study had been school administrators between 3 and 4 years while those who had served between 5 and 6 years formed minority. The Table further reveals that six of them had respectively served between 1 and 2 years, and above 7 years. As earlier mentioned on p.63, this implies that most of the heads had worked in their schools for sometime and were in a better position to provide the needed information for the study. Apart from the headmasters headmistresses who responded to the questions, the study also sought background information on the student participants.

The student respondents were asked to indicate the number of years they had spent in senior high school. This was to find out whether they had come from a different senior high school. Table 5 presents the responses of the students.

Table 5

Number of Years Students have Spent in SHS

No. of years	Freq.	%
1-2	14	17.3
2-3	60	74.1
3-4	5	6.2
4-5	2	2.5
Total	81	100

From Table 5, majority of the student respondents 60(74.1%) had been in SHS between 2 and 3 years. Fourteen (17.3%) of them had also spent between 1 and 2 years. Five and two students respectively had spent between 3 and 4 years, and 4 and 5 years. This suggests that the students who had spent more than 3 years had peculiar cases. Perhaps, they might have been transferred from other senior high schools to the schools involved in the study or might have been delayed in the process of schooling through circumstances such as poor performance, ill health or otherwise.

Section B

This section deals with the responses from the research participants on their experiences in administering their schools. As earlier mentioned on p.62 the analysis in this section is based on themes derived from the research questions.

Difficulties Encountered by Private SHS in Admission of Students

The main focus of research question one was to explore challenges in relation to admission. It was to find out from the respondents whether their schools found it difficult to attract students to the schools. It was also intended to find out from the caliber of students admitted, parent willingness to send their wards to private senior high schools, mode of admitting students, and reasons for students opting for private schools.

The responses of the respondents on the caliber of students their schools admitted are presented in Table 6.

Table 6

Calibre of Students the Private Senior High Schools Admit

Calibre	Heads N=27	%	Teachers N=91	%	Students N=81	%
J.HS. graduates with high grades	2	7.4	4	4.3	3.	3.7
J.HS. graduates with average grades	15	55.6	43	47.3	66	81.5
J.HS. graduates with low grades	10	37.0	43	47.3	21	14.8
Students transferred from other schools	-	-	1	1.1	-	-
Total	27	100	91	100		100

Source: Field Survey 2009

With regard to the calibre of students admitted, Table 6 shows that about 62.3% of the total sample reported the calibre of students the private schools admit was junior high school graduates with average grades. In proportional terms, more students (81.5%) than the heads (55.6%) and teachers (47.3%) were of this opinion. This disclosure by majority of the respondents that they admitted JHS graduates with good grades is contrary to Foondun's (2002), Varghese's (2006) and Appiah's (2009) assertion that the academic profile of the private school students is low and the general notion held by the public that private senior high schools are bandit of weak students who could not gain admission into the public senior high schools.

None of the heads indicated that they admitted students who came on transfer from some other schools. However, one teacher accepted that some students came to their schools on transfer from some schools. Perhaps the parents of such students had now come to settle in the Metropolis for various reasons.

It suggests that transfer of students from other schools is not a common mode of admitting students into private senior high schools.

Table 7 presents the responses of the heads and teachers on parents' willingness to send their children and wards to private senior high schools.

Table 7

Parental willingness to send their Children to Private S.H.S

	Heads		Teachers	
	Frequency	%	Frequency	%
Very satisfactory	6	22.2	13	14.3
Satisfactory	16	59.3	61	67.0
Unsatisfactory	5	18.5	17	18.7
Total	27	100	91	100

Source: Field Survey 2009

The results in Table 7 clearly depict that 6 (22.2%) of the heads and 13 (14.3%) of the teachers were very satisfied with parents' willingness to send their children and wards to the private senior high schools. Besides, 16 (59.3%) and 61 (67.0%) of the heads and the teachers respectively were satisfied with it. Nonetheless, 5 (18.5%) of the heads and 17 (18.7%) of the teachers were not satisfied with parents' willingness to send their children and wards to the private senior high schools.

It is realised from the above that majority of the heads and the teachers were content with the way and manner parents sent their children and wards to the private senior high schools. This connotes that people are now coming to terms with the fact that private schools can adequately prepare students for their final examinations to enable them achieve their goals in life. This is a good development since it gives hope to private secondary education in the country. A

similar issue which plays a key role in the admission of students is the mode through which students are admitted into the schools. The participants (heads and students) of the study were required to indicate the mode that their schools used to admit students in the private senior high schools. The responses of the respondents are presented in Table 8.

Table 8

Mode of Admitting Students in the Private Senior High Schools

	Heads Frequency	%	Students Frequency	%
Sale of admission forms and walk ins.	8	29.6	59	72.8
Advertising and walk ins	15	55.6	10	12.3
Conducting interviews	1	3.7	6	7.4
Walk ins	3	11.1	5	6.2
Students transferred from other schools	0	0	1	1.2
Total	27	100	81	100

Source: Field Survey 2009

It can be seen from Table 8 that, 72.8% of the students and 55.6% of the heads indicated sale of admission forms or walk ins and advertising and walk ins as the main modes of admitting students into the private senior high schools.

The data further reveal that one head representing and 6 (7.4%) of the

students said that students were admitted into their schools through conducting of interviews, while 3 (11.1%) of the head and 5 (6.2%) of the students claimed that students were admitted into their schools through walk ins. Here again, no head indicated that students were admitted through transfers from some other schools. It was only one student who claimed that students were admitted through transfers. Such a student might have been in the school on transfer from a different senior high school.

The impression, therefore, is that most of the students were admitted through 'walk ins'. It explains that, parents and prospective students go to the various schools where there were vacancies for admission after they had seen advertisement of the schools looking for prospective students to admit.

The students were also asked to indicate what motivated them to opt for the private schools they were attending and not public ones. Many factors do inform students' choice of schools they attend and the students were considered the rightful respondents to enumerate those factors. Table 9 presents the results of the analysis of the responses of the students.

Table 9

Reasons for Students' Choice of Private Senior High Schools

Reasons	Freq.	%
I have my friends in the school	7	8.6
I did not have any choice	15	18.5
The teachers teach well	47	58.0
My parents asked to	12	14.8
Total	81	100

Source: Field Survey 2009

Table 9 shows that majority of the students 47 (58.0%) opted for the private senior high schools because they thought the teachers in the schools taught very well which could guarantee success in their final examinations. Since they knew they would have value for their money, they chose the private schools out of their own volition. It is also seen that 15 (18.5%) of them chose the private schools because they did not have any option after they have failed to be placed by the CSSPS into public senior high schools.

Twelve (14.8%) of the students chose the schools due to their parents' advice and influence. Had it not been their parents, they would not have been in the private senior high schools they found themselves in. Those students who opted for the private schools due to the fact that their friends were students in the schools were 7 (8.6%). These groups of students was not concerned much about the academic performance position of their schools as is always the case,

but were under peer influence. Private educational institutions need to be on the look out and monitor such students seriously since they could leave the schools anytime their friends leave the schools.

The foregoing suggests that in private institutions where the teachers teach very well, students may also pass well. Thus, the reasons for students' choice of private senior high schools range from the students' perception of good school through parental and friends influence to no other option.

Administrative challenges in respect of staffing

Research question two sought to find out the challenges that the private senior high schools encountered in attracting and retaining staff in their schools. It aimed at finding out the staffing situation in the schools, the calibre of teachers the schools recruited, and the kind of support that were given to staff to make them stay long in the schools and deliver the “goods” expeditiously. Both teaching and non-teaching staff situation in the schools was verified. The staffing situation in the private senior high schools is displayed in Table 10.

Table 10

Staffing Situation in Private Senior High Schools

Staff	Response	Heads N=27	%	Teachers N=91	%	Students N=81	%
Teaching	Adequate	25	92.6	77	84.4	68	84.0
	Inadequate	2	7.4	14	15.4	13	16.0
Non-teaching	Adequate	15	55.6	51	56.0	34	42.0
	Inadequate	12	44.4	39	42.9	47	58.0

Source: Field Survey 2009

From Table 10, majority of the heads 25(92.6%) indicated that the teaching staff situation in the schools was adequate, while 77 (84.4%) of the teachers added to it that there were adequate teaching staff in the schools. Majority of the students 68 (84%) also indicated that there were ample teachers in their schools executing their functions proficiently. This suggests that private senior high schools in the Metropolis had adequate teachers. It is likely the teachers are a mix of permanent and part-time teachers from nearby public secondary or tertiary institutions. This finding is contrary to the view of Varghese (2006) that most private schools lack teachers.

With regard to the non-teaching staff situation in the private senior high schools, 15 (55.6%) of the heads indicated that it was adequate while 51 (56%) of the teachers also indicated that there were adequate number of non teaching staff in their schools. Thirty-four (42%) of the students also claimed that the non-teaching staff in the schools were adequate while 47 (58%) dissented. The data analysis conspicuously portrays that both teaching and non-teaching staff

situation in the private senior high schools in the metropolis is very good. This can enhance effective administration to teaching and learning in the schools.

The study sought further information on the calibre of teaching staff in the private senior high schools. Some secondary schools may have adequate number of teachers in their schools but those teachers may not necessarily be graduates who are supposed to teach at that level of education in the country. The responses of the respondents are presented in Table 11.

Table 11

Calibre of Teachers in Private Senior High Schools

Calibre	Heads N=27	%	Teachers N=91	%	Students N=81	%
Service Personnel &						
Graduate teachers	11	40.7	37	40.7	40	49.4
Graduate Teachers	15	18.5	38	41.8	35	43.2
Diploma Certificate						
Holders	6	22.3	5	5.5	5	6.2
Professional Teachers						
With Degrees	5	18.51	11	12.11	-	1.2
Total	27	00	-	00	1	100

Source: Field Survey 2009

It is evident from Table 11 that 11 (40.7%) of the heads indicated that most of the teachers were graduates and national service personnel. Thirty-seven (40.7%) of the teachers also asserted that most of the teachers were graduates

and national service persons while 40 (49.4%) of the students supported this stand. Thirty-five (43.2%) of the students mentioned that most of their teachers were graduate teachers. The results in the Table also indicate that 6 (22.3%) of the teachers in the private senior high schools said that most of the teachers were diploma certificate holders. Five (5.5%) of the teachers indicated that most of the teachers in the private senior high schools were diploma certificate holders. On the average most of the respondents agreed that majority of the teachers in the private senior high schools possessed a higher certificate. The implication is that most of the private senior high school teachers held certificates that are pre-requisite for teaching in the second cycle schools in the country. This is an indication that private educational institutions were adhering to the directives of Ghana Education Service that teachers of secondary schools must possess a higher certificate. The finding confirms the views of Hallak (1977) that the quality of education system depends on the quality of teaching staff.

Again, the need to ensure staff development is being recognised as the only means to maintaining an effective teaching in schools. School authorities, therefore, commit both human and financial resources so as to improve their workers' skills and knowledge. This question was posed to ascertain the extent to which private senior high schools designed professional development supporting schemes for teachers in their schools. The responses are displayed in Table 12.

Table 12

Professional Development Support Schemes Provided for Teachers

Support schemes	Important				Not sure				Not important			
	Heads		Teachers		Heads		Teachers		Heads		Teachers	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Induction	16	59.2	45	49.5	1	3.7	11	12.1	10	37.0	35	38.5
Orientation	18	66.6	59	79.9	0	0	8	8.8	9	33.3	24	26.4
In service training	16	59.2	47	51.7	2	7.4	16	17.6	9	33.3	28	30.8
Peer assessment	17	62.9	66	72.6	3	11.1	12	13.2	7	25.9	31	33.1
Staff appraisal	25	92.6	66	72.6	1	3.7	9	9.9	1	3.7	13	14.3
Study leave	5	18.5	21	33.1	3	11.1	15	16.5	19	70.3	55	60.5
Workshops	24	88.9	73	80.3	1	3.7	9	9.9	2	7.4	9	9.9
	16	16	16	16	16	16	16	16	16	16	16	16
Welfare	14	51.8	40	44.0	3	11.1	20	22.0	10	37.0	31	33.2
33.2	10	37.0	3		3	11.1	18	19.8	14	51.8	42	46.2

Source: Field Survey 2009

It is evident from Table 11 that 16 (59.2%) of the heads and 45 (49.5%) of the teachers attached importance to induction training. One head (3.7%) and 11 (12.1%) teachers were not sure of it while 10 (37%) of the heads indicated that they did not attach much importance to it. Concerning in-service training, 6 (59.2%) and 47 (51.7%) of the heads and teachers respectively indicated that they attached much importance to it. The finding reveals that most of the respondents see in-service training as unimportant. Perhaps this group may not know the essence and position of these supporting schemes in executing their functions proficiently. The finding contradicts the views of Lassibille et al, (2000) that private providers of secondary education need to organize in-service training for the staff of the institutions.

On the issue of staff appraisal, 25 (92.6%) heads and 66 (72.6%) teachers were of the view that it was very important for staff development. Since assessment of staff performance is a sure way of improving their skills and abilities in executing their functions, the participants of the study saw it as important. One head (3.7%) did not see staff development as necessary perhaps he saw it as a waste of resources since most of the teachers were part-time teachers who could leave the institution anytime they wished. With regard to study leave, while 19 (70.3%) of the heads did not consider study leave to be important, surprisingly, 55 (60.5%) of the teachers held the same view. The data in Table further show that 24 (88.9%) of the heads and 73 (80.3%) of the teachers regarded workshops to be very important in the professional development of staff. Five (55.5%) heads and 43 (47.3%) teachers recognised seminars as important for staff

development while 3 (11.1%) heads and 17 (17.6%) teachers were not sure of it. Meanwhile, 33.3% of the heads and 34.2% of the teachers did not recognise it as important. It is also realised from the Table that as low as 37% of heads and 33.2% of teachers regarded conferences as important, 14 (51.8%) heads and 42 (46.2%) teachers saw it otherwise.

The above analysis shows that staff development schemes are regarded very essential in the professional development of staff in their schools. This is consistent with Rebores (1982) view that everybody would like to improve upon the skills and knowledge when he enters a job.

The participants of the study were further required to indicate the challenges they encountered in providing staff support strategies in the schools. Their responses are shown in Table 13.

Table 13

Challenges in Providing Staff Support Strategies

Challenges	Teachers		Heads	
	Freq.	%	Freq.	%
Lack of time and resources	69	75.8	21	77.8
Unwillingness of staff to go for such exercises	2	2.2	2	7.4
Lack of resource persons	11	12.1	2	7.4
Lack of time	9	9.9	2	7.4
Total	91	100	27	100

Source: Field Survey 2009

From Table 13, it is clearly shown that 69 (75.8%) teachers and 21 (77.8%) heads indicated that lack of time and material resources was a major challenge for them in providing staff supporting strategies to improve upon the competencies of their team members. It is assumed that authorities of the private senior high schools that were involved in the study were not well resourced financially or otherwise to carry-out such programmes. This finding affirms Varghese (2006) observation that resources and facilities for staff development are limited in private schools. This in the long run affects the delivery of teaching and learning in higher institute of learning. It is also seen in the Table that only 2 (2.2%) teachers and 2 (7.4%) heads indicated that they had a problem in getting staff to undergo such an exercise. This suggests that the staff of the schools were ever prepared to undergo any exercise that was geared towards improving their professional acumen. This finding confirms Rebore (1982) assertion that every individual would want to upgrade and improve on his/her skills when he/she enters into any job or profession. Emergence of professional courses in the country, institutions that are so desired to hire professionals to help broaden the horizon of their staff would not find it difficult to do so. Concerning time for such exercises, the data portray that only 9 (9.9%) teachers and 2 (7.4%) heads indicated it was a challenge. Majority of both the teachers and the heads did not see it as a problem. This is clearly true since such exercises can take place during vacations when the staff would be virtually free official work schedules.

The study again sought to find out from heads, teachers and students the factors that push and/or pull staff from the private schools. Table 14 presents the responses of the respondents.

Table 14

Reasons for teaching Staff leaving Private Senior High Schools

Statement	Heads		Applicable				Heads		Not sure				Head		Not Applicable			
	Freq.	%	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%	Freq.	%	Fre q.	%	freq	%
Lack of Accommodation	11	40.7	34	37.4	47	58.0	1	3.7	19	9.9	14	17.3	15	55.5	48	52.8	20	24.7
Lack of study leave opportunity	14	51.8	50	53.9	0	0	4	48	7	7.7	0	0	8	33.3	35	38.5	0	0
Non-payment of social security	14	77.7	41	45.1	0	0	0	0	16	17.6	0	0	13	48.1	34	37.3	0	0
Inadequate salaries	21	40.7	80	88.0	34	43.0	1	3.7	3	3.3	29	35.8	5	18.5	8	8.8	18	22.3
Delays in salaries Payments	11	18.5	50	61.6	30	37.1	0	0	6	6.6	29	35.8	16	59.2	29	31.9	22	27.1
Maternity leave Facilities	5	18.5	25	27.5	0	0	0	0	21	23.1	0	0	22	81.4	45	49.5	0	0
Sick leave	5	18.5	14	15.4	0	0	0	0	20	22.0	0	0	22	81.4	57	62.7	0	0
Opportunities Too much Restriction from authorities.	5	18.5	34	37.4	26	32.1	3	11.1	16	17.6	24	29.6	19	70.3	34	45.1	31	38.2
Interferences from parents	2	7.4	19	20.9	10	12.3	1	3.7	17	18.7	21	25.9	24	88.9	55	60.5	50	61.7
Job security	16	59.2	68	74.8	0	0	3	11.1	7	7.7	0	0	8	29.6	16	17.6	0	0

It is observed in Table 14 that 11 (40.7%), 34 (37.4%) and 47 (58%) of the heads, teachers and students respectively indicated that staff leaving the private senior high schools for elsewhere was as a result of lack of accommodation. This suggests that most of the private senior high schools in the metropolis had problems with accommodation for their staff.

It is also realised in the Table that 14 (51.8%) heads, and 50 (53.9%) teachers said that lack of study leave opportunity for teachers as a cause of staff leaving the schools was applicable. This finding shows that heads of the private schools acknowledged the role of staff development in teaching but they were not able to assist their staff to have it due to reasons best known to them. The authorities of the schools need to heed to the advice of Odedeyi and Onifade (1998) that heads of institutions should support their staff to improve their professional competencies.

On the issue of non-payment of social security as a reason for staff leaving the school, 14 (77.7%) heads and 41 (45.1%) teachers indicated that it was applicable. However, 13 (48.1%) heads and 34 (37.3%) teachers were of the opinion that it was not applicable. It was only 16 (17.6%) teachers who were not sure of it as a cause for staff leaving the private senior high schools. This implies that authorities of private senior high schools were perhaps paying the social security contribution for their staff. This could be a feather in their nest since there is a general believe that private proprietors hardly pays such monies

On whether inadequate salary was a cause of staff leaving the schools, 21 (40.7%) heads, 80 (88%) teachers and 34 (43%) students agreed that it was

applicable, while five (18.5%) heads, 8 (8.8%) teachers and 18 (22.3%) students did not think it was applicable. It is seen from the response that a fair majority was of the opinion that the staff left the schools due to low salaries. This supports Kuhanga (2006) contention that the condition of service of private schools is unattractive. The meager salary may fall below what The United Nations (1998) indicates as a minimum remuneration to ensure the existence of workers and their families.

Table 14 further reveals that while 12 (18.5%) heads, 50 (61.6%) teachers and 30 (37.1%) students were of the view that delays in the payment of salaries was a cause of staff leaving the private senior high school, 16 (59.2%) heads, 29 (31.9%) teachers and 22 (27.1%) students held a dissenting view. The view of majority of teachers that delays in salaries was a cause of staff leaving private senior high schools is crucial since they were the ones affected directly by this mishap. The teachers were supported by majority of the heads perhaps the heads of the various private institutions were the cause of such delays. The results of the data analysis also show that 5 (18.5%) heads, 34(37.4%) teachers and 26 (32.1%) students pointed out that too much restriction from authorities as a cause of staff leaving the private senior high schools was applicable whereas 19 (70.3%) heads, 34 (45.1%) teachers and 31 (38.2%) students did not regard it applicable. On the issue of job security as a cause of staff attrition, 16 (59.2%) heads and 68 (74.8%) teachers considered it applicable. Here again, majority of the teachers saw job security as a cause of staff attrition since it is a known fact private proprietors of the various sectors including education decide when to operate an institution and

who to work with.

Challenges in respect of sourcing and management of funds

Research question three was posed to elicit the respondents' view about where administrators of private senior high schools generate fund to run their institutions and the challenges they encountered in managing those funds. The views of the respondents of sources of funds to private senior high schools are displayed in Table 15.

Table 15

Sources of Funds for the Private Senior High Schools

Sources	Heads		Teachers		Students	
	Freq.	%	Freq.	%	Freq.	%
Tuition and PTA dues	24	88.9	89	97.8	74	91.4
Donation from development partners	2	7.4	1	1.1	5	6.2
Donation from old students, tuition & P.T.A	1	3.7	1	1.1	2	2.5
Internally generated funds	0	0	0	0	0	0
Donation from philanthropists	0	0	0	0	0	0
Total	27	100	91	100	81	100

Source: Field Survey 2009

From Table 15, 24 (88.9%) of the heads, 89 (97.8%) of the teachers and 74 (91.4%) of the students indicated that the source of funds to private senior high schools are tuition fees and PTA dues paid by students. This is consistent with Varghese (2006) view that tuition fees are the main source of funds for private schools. The data further show, however, that 2 (7.4%) heads, 1(1.1%) teacher and 5(6.2%) students said that the schools received assistance from development

partners. This means that majority of the respondents did not recognise development partners' contribution to the private senior high schools' activities. This explains that development partners contribution to private educational institutions is minimal.

It is also evident from the Table that only 1(3.7%) head, 1 (1.1%) teacher and 2(2.5%) students pointed out that the private schools did receive funds from old students. Majority of the respondents, however, did not regard contributions from old boys as a source of funds to private senior high schools since they may be minimal.

It is however clear from the Table that none of the respondents accepted that private senior high schools generated funds internally and also received funds from philanthropists to run their schools. The authorities were probably of the view that an attempt to take money in other forms from the students would swell up the students' bill which can negatively affect enrolment. This may partly account for the failure to generate funds internally in the schools. The finding contradicts the view of Adesina (1990) who wrote that schools could generate funds internally by staging plays, sale of handicrafts and raffles. These institutions must heed to the advice of the Committee for the review of Education Reforms (2002) that charges boards of secondary schools to find innovative ways of securing funds to support their schools.

On the issue of managing funds, the study sought information from headmasters and headmistresses who participated in the study about the challenge they encountered. The views of the respondents are presented in Table 16.

Table 16

Administration of School Funds

Challenge	Heads	
	Freq.	%
Lack of competent accounting staff	10	37.0
Inadequate qualified accounting staff	4	14.8
Virement	0	0
Lack of accurate financial records	4	14.8
Difficulty of controlling inflow and outflow	5	14.8
Interference of the school proprietors	4	18.5
Total	27	100

Source: Field Survey 2009

The data in Table 16 depicts that 10 (37%) of the heads regarded lack of competent accounting staff as a challenge in the management of funds in the private senior high schools. The percentage indicated suggests that most of the private senior high schools that were involved in the study had competent accounting staff who saw to the management of the institution's funds. It is observed from the Table 15 that only 5(18.5%) regarded interference of the school proprietors as a challenge in managing school funds.

Furthermore, 4 (14.8%) heads each respectively posited that inadequate qualified accountant, lack of accurate financial records and difficulty of controlling inflow and outflow were challenges in managing funds in the private senior high schools. None of the heads, however, saw virement to be a challenge in the management of funds in the schools. The foregoing depict that the

management of funds in private senior high schools was not much of a burden to the institutions.

Challenges Administrators of Private Senior High Schools Face in the Provision of Infrastructure

The fourth research question sought to ascertain from the respondents the infrastructure situation in the private senior high schools. The study intended to find out the type of facilities that were available and their adequacy. Table 17 presents the results of the analysis.

Table 17

Provision of Infrastructure

Item	Available and Adequate						Available but not Adequate						Not Available					
	Heads		Teachers		Students		Heads		Teachers		Students		Heads		Teachers		Students	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Dormitory	8	29.6	24	26.4	23	28.4	16	59.3	43	47.3	40	59.4	3	11.1	24	26.4	18	22.2
Dining hall	7	25.9	25	27.5	31	38.3	13	48.1	33	36.3	22	27.2	7	25.9	33	36.3	28	34.6
Classroom	19	70.4	57	62.6	52	62.9	7	25.9	31	34.1	29	35.8	1	3.7	3	3.3	1	1.2
Block																		
Laboratories	2	7.4	12	13.2	12	14.8	7	25.9	17	18.7	11	13.6	18	66.7	62	68.1	58	71.6
Furniture	21	77.8	66	72.5	64	19.0	6	22.2	24	26.4	15	18.5	0	0	1	1.1	22.5	
Playing field	8	29.6	27	29.7	23	28.4	7	25.9	21	23.1	17	21.0	12	44.4	43	47.3	41	50.6
School	14	51.9	41	45.1	43	53.1	10	37.0	46	50.5	25	30.9	3	11.1	4	4.4	13	16.0
Compound																		
Staff	3.7	7	7.7	11	13.6	2	7.4	16	17.6	7	8.6	24	88.9	68	74.7	63	7	7.7
Bungalows																		
Library	5	18.5	21	23.1	18	22.2	17	63.0	47	51.6	40	49.4	5	18.5	23	25.3	19	23.4

Source: Field Survey 2009

From a list of nine infrastructural items most of the heads (70.4%), teachers (62.6%) and students (62.9%) were in agreement that classroom blocks were available and adequate. Another infrastructural item which most of the heads (77.8%) and teachers (72.3%) also agreed it was available and adequate was furniture. Again, most heads (51.9%) and students (53.1%) were in agreement that school compound was also available and adequate. Most of the facilities can be described as somehow available and adequate at least from the perspective of the respondents.

It is also worthy to note that 40 (59.4%) of the students reported that dormitories were available but inadequate. This might be the reason why most institutions are now reverting to the use of hostels to alleviate the pressures on the inadequate dormitories. While 17 (63%) of the heads and 47 (51.6%) of teachers felt that the school library was inadequate, 62 (68.1%) of the teachers and 58 (71.6%) of the students reported that the school had no science laboratory for practical work. Sixty-eight representing (74.7%) of the teachers also indicated their schools had no staff bungalows. The implication is that teachers who commute long distances to attend classes will either come tired or late which consequently affects academic work negatively. With the availability of playing fields, 12(44.4%) heads, 43(47.3%) teachers and 41(50.6%) students indicated that there were no playing fields in their schools at all. It is really amazing how administrators of these institutions were developing the psychomotor skills of their students where students had no opportunity to engage themselves in any form of sporting activities.

The results in table 17 in general suggest that with the exception of classroom block, furniture and school compound which most respondents felt were available and adequate, the rest of the facilities from the point of views of the respondents are either available but inadequate or not available at all in the some of the schools. The foregoing clearly shows that most of the facilities in the various institutions were not adequate to promote effective teaching and learning. This means that provision of infrastructure in private senior high schools in the metropolis is not at the same level. This has some implications for teaching and learning in the private school especially students performance. The student respondents were asked to give their views about their schools. The responses are provided in Table 18.

Table 18

Views of Respondents on how they see Private S.H.S.

	Agree		Disagree	
	Freq.	%	Freq.	%
My school is a good school	75	92.6	6	7.4
My school performs well in WASSCE	51	63.0	30	37.0
My school takes part in communal activities	16	19.8	65	80.2
People are willing to send their children to my school	53	65.4	28	34.6
People send their children to my school in the community.	10	12.3	71	87.7
People think the fees are low.	39	48.1	42	51.9
Students behave well in my school	66	81.5	15	18.5
My school has adequate teachers	68	84.0	13	16.0
My school has adequate learning facilities	46	56.8	35	43.2
My school relates well with the community	65	80.2	16	19.8

Source: Field Survey 2009

The responses in Table 18 show that majority of the students see their schools to be good where they would be able to achieve the objective for which they went there. This is underscored by the fact that majority 75 (92.5%) agreed to the statement that my school is a good school. Also, majority 51 (63%) agreed that their schools perform well in WASSCE. Most of the students agreed that parents were always willing to send their wards to their schools, students behaved well in their schools, their schools had adequate teachers, their schools had

adequate learning facilities, and their schools related well with the community.

Nonetheless, 65 (80.2%) were of the view that their schools did not take part in activities of their communities. Majority also 71 (87.7%) indicated that members in the communities did not send their wards to the private schools.

The reason to this may be that members of the community could not afford the high tuition fees these institutions were charging or preferred public senior high schools. Concerning school fees charged by the private senior schools, 42 (51.9%) disagreed to the statement that people thought the school fees were low. Thus, a little above half of the student respondents were of the view that school fees charged by private schools were of a high side. The finding is in support of the view of Atchoarena and Esquieu (2002) that private institution charge high tuition fees to be able to recover cost in the running of the institutions.

For the majority of the students to agree that private senior high schools were up and doing, is an indication that the private schools are doing the best they can to raise the standard of their schools to stand the test of time. This perception of students about private senior high schools is also an indication of sustainable development of private schools and how far private schools can go with respect to training and development of future leaders of the country.

Strategies administrators of private secondary schools in the Kumasi

Metropolis adopt to manage administrative challenge

The last research question was posed to find out from the respondents the strategies they adopted to manage the administrative challenges they encountered in running the private senior high schools that have made them stand the test of time.

Strategies used in Managing Admissions

Since getting new qualified students into the private senior high schools was extremely difficult, different administrative strategies were adopted by heads to get new students into their folds. Majority of heads (24 constituting 88.9%) indicated that they paid huge sums of money to advertise their schools, in the various mass media in the country to attract candidates.

Also, 11 heads constituting 40.7% pointed out that as they were mission schools, they relied on their various churches for students. They spent time going from church to church canvassing for candidates to seek admissions into their schools. They entreated their church members to opt for their schools due to the high level of discipline in the mission schools.

Majority of heads 25 constituting 92.6.% indicated that they have basic schools that are serving as feeding schools to their senior high schools. According to them, when they realized that getting students from different basic school was a difficult task, they decided to set up basic schools, train the students very well to pass the BECE excellently so that they would develop interest in their second cycle. If their students are helped to pass well at BECE, then they would wish to

remain in that school for the SHS programme.

Managing Staffing Problems

Another thorny problem that disturbs most private SHS is staffing the institutions. The private schools find diverse means to acquire teachers to teach students in their schools. Of the 27 heads, 20(74%) said that they relied on teacher-trainees on teaching practice for delivery of teaching services. The heads wrote to the University of Education Winneba before the beginning of every academic year so as to get some of the final year student teachers to come for their internship in their. They only pay a little allowance to them at the end of the month, thus making them save money for other demanding projects in the schools. This they said was an initiative which had helped the institutions tremendously in academic sense.

Some heads 13(48.1%) also indicated that they competed with their public counterparts for the latter's teachers especially, subject teachers like ICT and French. These part time teachers, they pointed out, were teaching in the nearby public schools within the metropolis. Varghese (2006) supports the findings by stating that private institutions tend to have very few permanent staff and thus rely on a large number of part time teachers. An overwhelming majority 20 (74%) also pointed that they advertised vacant positions in the mass media to attract competent teachers. They added that through the advertisement, both part-time and full time teachers apply for appointment. The short listed applicants are invited for interview and selection of the most qualified ones.

Managing Funding Problems

Regarding strategies used in managing financial difficulties in the private SHS, all the heads reported that tuition fees were the main means of raising funds to run their schools. In order to get the fees without the students squandering them, they had liaised with some rural banks to do the collection by their behalf. Some also said that they had devised a strategy that allows parents and guardians of the student to pay the fees in bits. This, they claimed was yielding fruitful results. The head of the mission schools reported that they were being supported financially by the religious organization that owned the schools.

Generating money internally to supplement tuition to run the schools as means of galvanising financial strength, 20% of the heads used it. They claimed that they were generating the funds from renting the schools' premises to churches and other organizations during weekends and vacations. Also, some heads said that they were going for loans from financial institution although the interest rates were high. Finally two (2) heads of two old private schools that is Nigritian Senior High School and Garden City College, indicated that they were receiving support from their old students.

Managing Infrastructural Constraints

Majority of the heads (80%) indicated that they used most of their few buildings for multi-purpose activities. School assembly hall for example, served as dining hall and entertainment hall as well. Some heads 9(33.3%) also revealed that they relied their sister schools' facilities like laboratories, playing fields etc. During science practical lessons, the students were transported to the sister

schools that were resourced for the lesson. However, 10% of them explained that lessons for science practical and sporting activities were boycotted due to lack of laboratories and playing fields respectively although they are very important in the teaching and learning activities in the schools.

Fifty-five percent of the heads indicated that their PTAs were putting up structures for classroom and library blocks for the schools. Finally, 80% of them asserted that they had resorted to securing loans from financial institutions to provide infrastructure although the interest rates are high. They added that since infrastructure is very crucial to the running of educational institutions, they had no alternative than to accept the high interest rates on the loans they applied for.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter captures the major findings that emerged from the study and the conclusions drawn. It also covers the recommendations given and areas suggested for further research.

Summary

The intent and purpose of the study was to investigate the administrative challenges that private senior high schools in Ashanti Region, particularly Kumasi Metro encountered concerning admission of students, staffing, funding, and infrastructure development and how these challenges were managed. Private schools go through a lot of challenges in executing their functions due to the fact that they are owned and operated by private individuals and organisations who are limited in many ways. In spite of the challenges however, more and more private senior high schools emerge in our various cities and in some cases, they outnumber those of the public. In the Kumasi metropolis, for instance, the number of private senior high schools is far more than public senior high schools. There are 30 private senior high schools vis-à-vis 18 public senior high schools in the metropolis.

The study was carried out in all the 30 registered private senior high schools in the Kumasi metropolis. Descriptive sample survey was designed for the

study since the intention was to measure the respondents' views about the issues at stake. Purposive, censor and simple random sampling techniques were used to select the schools and the respondents for the exercise. In all, 199 respondents comprising 27 heads, 91 teachers and 81 students were involved in the study. The main research instrument that was relied on in the data gathering exercise was the questionnaire. The items developed on the questionnaire were made up of open-ended and closed ended questions. The instrument was thoroughly scrutinized by some colleagues who were also research students and the researchers' supervisors to ensure high validity. In furtherance to this, the instrument was pre-tested at 3 private senior high schools in Cape Coast to establish its reliability. The reliability was measured using Cronbach alpha and the alphas for the three groups were 0.75, 0.69, and 0.88 respectively.

Five research questions were formulated to guide and direct the study. The data that were gathered were analysed using frequencies and percentage distributions. The variables of interest in the study were admission of students, staffing of the schools, management of schools funds, acquisition of infrastructure and strategies for managing school challenges.

The Main Findings of the Study

The following are the major findings that emanated from the study:

1. The private senior high schools admitted good quality students with high and average grades. The administrators and the teachers were very satisfied with parents' willingness to send their children and wards to the

private schools. Parents were not reluctant in seeking admission in the private senior high schools.

2. Majority of the schools got their clientele through the sale of admission forms and walk-ins, advertisement and walk-ins, and conducting interviews and walk-ins. Most of the students opted for the private senior high schools due to the fact that the teachers in those schools were very good and taught well, they did not have any choice after they had been refused placement in the public schools by the CSSPS, influence and advice of their parents, and their friends who were already in those schools.
3. There was adequate teaching and non-teaching staff at the private senior high schools in the metropolis most of whom were university graduates. Most of the teachers were graduate and national service personnel, graduate teachers and diploma certificate holders. Induction, orientation, in-service training, peer assessment, staff appraisal, workshops and seminars were the development supporting strategies that the private senior high schools considered very important in developing the skills and knowledge of their staff. The challenges they encountered in developing supporting schemes for staff were lack of time and resources, lack resource persons and lack of time only.
4. The reasons of attrition of staff in the private senior high schools were lack of accommodation, lack of study leave opportunity, non-payment of social security contribution, inadequate salaries, delays in the payment of

salary and issue of job security.

5. Tuition fees formed the financial backbone of the private senior high schools. School fees were the dominant source of income for the private schools. This was followed by PTA contributions and donations from old students. Some few schools also received donations from development partners. The private schools were not generating funds internally and also did not receive any support from philanthropists.
6. The challenges that the private schools encountered in the management of school funds were lack of competent accounting staff, inadequate qualified accounting staff, and lack of accurate financial records.
7. Laboratories, playing fields and staff bungalows were not available at all in most of the private senior high schools in the metropolis. Dormitories, dining halls, school compounds and libraries were also inadequate in the schools. Conversely, there were adequate classrooms and furniture in the private senior high schools to promote effective teaching and learning.
8. The strategies they used to manage the administrative challenges were advertising their schools to attract candidates, setting up basic schools to serve as feeding schools, and relying on churches for candidates; relying on teacher trainees and part-timers for teachers; relying on tuition fees and loans from financial institution; and relying on sister schools' infrastructure, using their facilities for multi-purposes activities and relying on the PTA for infrastructure.

Conclusions

The research on the challenges in the administration of private senior high schools was conducted at the time when public senior high schools could not absorb most junior high school graduates. In the face of the public high schools' inability to perform this task, some junior high school graduates resorted to private senior high schools who are already bedeviled with numerous challenges.

Based on the findings of the study, indeed there were challenges, but these notwithstanding, the private senior high schools in the Kumasi metropolis put in measures to surmount these challenges. One obvious conclusion is that though attracting students into the private senior high school pose a challenge, authorities of these institutions advertised their schools in the media. Others also set up basic schools to serve as feeding schools for the senior high schools. This means that the agitation from private senior high school authorities to be part of the CSSPS is justifiable.

Secondly, the study found out that, the bane of high attrition rate of staff of the private schools was poor conditions of service and lack of job security which are the interest of every worker. When workers realise that an organisation cannot assure them of their interest, they tend to back out. Those who remain do not give off their best since workers work conscientiously and enthusiastically to produce the needed output only when they are paid well.

Thirdly the proliferation of tertiary institutions in the country has led to increased turn out of many graduates which has made it possible for the private senior high schools to have adequate teaching and non-teaching

staff. The importance attached to development of supporting strategies for staff might have resulted in creating good image for the schools which in turn attracted good quality students to the schools.

Finally, the limited sources of funds of the private schools apparently accounts for their inability to attract, employ and retain adequate competent accounting staff to manage their funds. Lack of competent staff has resulted in the preparation of inaccurate financial records for the schools. Also, the total income of the schools greatly depended on the number of students in the schools and the rate of tuition fees charged. They would have to charge high fees in order to provide quality service.

Recommendations for Practice

The following recommendations are made based on the findings and conclusions for the study:

1. It is recommended to the private school authorities to broaden the development support to position their staff well to continue to deliver quality tuition in order to attract quality students at all times.
2. It is recommended to the GES to consider more private senior high schools that are well resourced in the CSSPS and also support them financially since they are complementing the effort of government in providing secondary education in the country. GES should continue to monitor private schools to ensure that they operate within the approved standards, rules and regulations guiding them

3. The state should assist private senior high schools especially with infrastructure, teaching resources and staff development so that they can help the public ones to meet the high demand for secondary education that arisen out of the rapid population and expansion of basic education due the payment of capitation grants to the basic schools.
4. Development partners, NGOs and philanthropists should also extend their services to the private schools to enable them give better services to the students there.
5. The authorities of these schools should endeavour to motivate their staff by paying them well and assuring them of job security so that they would remain long in the schools to put their experiences at the disposal of the students.
6. It is recommended to the association of private schools to embark on vigorous public education to educate the public on the critical role the private sector is playing in the delivery of quality secondary education and the need to assist them both in kind and in cash as they do to the public ones.
7. The authorities of the private senior high schools should hire and retain qualified accounting staff however few they may be to ensure prudent management of school funds.
8. It is also recommended to the schools' authorities to adequately provide the essential facilities in their schools to enhance effective teaching and learning as well as developing all aspects of the students' life.

Recommendations for Further Studies

1. A study should be conducted into how the private schools manage administrative challenges in other functions such as school community relations.
2. A nationwide study should be done to know the nation-wide view of this subject.
3. A Study should be conducted on how private senior high schools recruit teaching and non-teaching staff and the administrative challenges involved.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

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University Post Office
Cape Coast
Ghana

Our Ref: EP/90/Vol.3/129

October 26, 2009

.....
.....
.....
.....

LETTER OF INTRODUCTION

The bearer of this letter, **Abena Konadu** is a graduate 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 as a requirement of M.Phil degree programme.

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

While anticipating your co-operation, we thank you for any help that you may be able to give.

Mr. Y.M. Anhwere
Asst. Registrar
For Director

4. Total number of years of headship experience in a private senior high school(s) in the Kumasi metropolis

(a) 1-2 years []

(b) 3-4 years []

(c) 5-6 years []

(d) 7 years and above []

SECTION B: STUDENT ADMISSION

Administration function in private senior High schools

4. How would you describe the level of parental willingness to send their children to your school?

.....
.....

5. What calibre of students does your school admit every year?

Junior high school (JHS) graduates with high grades []

JHS graduates with average grades []

JHS graduates with low grades []

Students transferred from other schools

Others, specify.....

6. In what way(s), has the introduction of the computerized mode of selection of students from JHS to SHS affected the admission of student into your school?

.....
.....

7. Which of the following means do you use in admitting your students?

- a) Sale of admission forms []
- b) Advertising []
- c) Conducting interviews []
- d) Writing to sister schools to take excess students []
- e) Walk ins

Others Specify.....

8. What are the possible reasons for which some of the students in your school leave for other private or public senior high schools after spending some time in your school?

.....

.....

9. Please mention some of the reasons they assign for leaving?

.....

.....

10. How do you manage problems concerning admissions in your school?

.....

.....

SECTION B: STAFFING

Please specify by a tick (√), the staffing situation in your institution below.

Staff	Adequacy	
	Adequate	Inadequate
11. Teaching		
12. Non- teaching		

13. Please, assign reasons for your answer

.....

.....

14. What caliber of teachers does your school recruit?

a) Service personnel []

b) Graduate teachers []

a) Diploma []

b) Professional Teachers with Degrees []

Others, specify.....

Below are possible reasons for which staff members leave private senior high schools for public schools. Please, indicate by ticking those that apply to your school.

Reasons for which staff leave private schools to public schools	Very applicable	Applicable	Not sure	Not applicable	Not very applicable
15. Lack of accommodation					
16. Lack of study leave with pay opportunities					
17. Non-payment of social security fund					
18. Inadequate salaries					
19. Delays in salary payments					

20. Maternity leave facilities					
21. Sick leave opportunities					
22. Too much restriction from school Authorities					
23. Interferences from parents					
24. Job security					

25. Please, specify any other reason for which some staff in private secondary schools leave for public schools

.....

.....

.....

.....

26. What professional development support schemes does your school provide for teachers? Please, tick the preferred rating below:

Staff Support Schemes	Very important	Important	Not sure	Not important	Not very important
27. Induction services					
28. Orientation services					
29. In-service training opportunities					
30. Peer assessment opportunities					
31. Staff appraisal					
32. Study leave opportunities					
33. Welfare schemes					
34. Workshops					
35. Seminars					
36. Conferences					

37. Which of the following pose much challenge to your school's staff support implementation strategies?

- a) Lack of resources
- b) Unwillingness of staff to undergo orientation courses
- c) Lack of resource persons
- d) Lack of time for such exercises

Others, specify.....

.....

38. How do you manage staffing problems in your school?

.....

.....

SECTION C: SOURCING OF FUNDS

39. What are the sources of funding for your school? Indicate by ticking the appropriate box (es)

- a) Tuition fees []
- b) Donation from development partners []
- c) Donation from PTA []
- d) Donation from old students []
- e) Donation from philanthropists (s) []
- f) Internally generated funds []
- g) Others; specify.....

40. In what ways does your school encounter problems (if any) with school fees payment by students?

.....

.....

41. Which of the following factors affect the administration of funds in your school?

- a) Lack of competent accounting staff to manage the finances of the school []
- b) Inadequate qualified accounting staff to manage the finances of the school []

- c) Virement []
- d) Lack of accurate financial records in the school []
- e) Difficulties of controlling inflow and outflow of finance of the school []
- f) Interference of the schools' proprietor []
- g) Others, specify []

42. In what ways does your institution manage problems involving the acquisition of funds?

.....

.....

SECTION D: PROVISION OF SCHOOL PLANT

43. Please specify by a tick (√), the availability and state of infrastructure in your school

Item	Availability		Adequacy		State	
	Available	Unavailable	Adequate	Inadequate	Good	Poor
44. Dormitory blocks						
45. library block						
46. Dining hall						
47. Classroom block						
48. Laboratories						
49. Furniture						
50. Playing field						
51. School compound						
52. Staff bungalows						

53. What major problems do the absence or inadequacy of the above have on the smooth running of your institution?

.....
.....

54. In what ways does your school manage problems in relation to infrastructural development?.....

.....
.....

Thanks

APPENDIX C
QUESTIONNAIRES FOR TEACHERS ON CHALLENGES IN THE
ADMINISTRATION OF PRIVATE SENIOR SECONDARY SCHOOLS IN
THE KUMASI METROPOLIS

Dear Sir/ Madam

This researcher wants to find out the challenges in the administration of private senior high schools in the Kumasi metropolis. As managers performing administrative duties in your institution, any piece of information you provide will pave way for suggestion and recommendation that could be adopted to deal with the challenges. Information given will be accorded the needed confidentiality.

Instruction: Please, tick your choice among the alternative responses to the items. Where there are no such alternatives, kindly provide your own responses in the space provided.

SECTION A: BIO-DATA

1. School -----
2. Gender M/F

SECTION B: STUDENT ADMISSION

1. How would you describe the level of parental willingness to send their children to your school?

.....

.....

2. What caliber of students does your school admit every year?

- a) Junior high school (JHS) graduates with high grades []
- b) JHS graduates with average grades []
- c) JHS graduates with low grades []
- d) Students transferred from other schools

Others, specify.....

SECTION C: STAFFING

Please specify by a tick (√), the staffing situation in your institution below.

Staff	Adequacy	
	Adequate	Inadequate
3. Teaching		
4. Non- teaching		

5. Please, assign reasons for your answer

.....

.....

.....

.....

6. What caliber of teachers does your school recruit?

- c) Service personnel []
- d) Graduate teachers []
- e) Diploma []
- f) Professional Teachers with Degrees []

Others, specify.....

7. Below are possible reasons for which staff members leave private senior high schools for public schools. Please, indicate by ticking those that apply to your school.

Reasons for which staff leave private schools to public schools	Very applicable	Applicable	Not sure	Not applicable	Not very applicable
8. Lack of accommodation					
9. Lack of study leave with pay opportunities					
10. Non-payment of social security fund					
11. Inadequate salaries					
12. Delays in salary payments					
13. Maternity leave					
14. Sick leave opportunities					
15. Too much restriction from school Authorities					
16. Interferences from parents					
17. Job security					

18. Please, specify any other reason for which some staff in private secondary schools leave for public schools

What professional development support schemes does the school provide you as teachers? Please, tick the preferred rating below:

Staff Support Schemes	Very important	Important	Not sure	Not important	Not very important
19. Induction service					
20. Orientation services					
21. In-service training opportunities					
22. Peer assessment opportunities					
23. Staff appraisal					
24. Study leave opportunities					
25. Welfare schemes					
26. Workshops					
27. Seminars					
28. Conferences					

29. Which of the following pose much challenge to your school's staff support implementation strategies?

- a) Lack of resources []
- b) Unwillingness of staff to undergo orientation courses []
- c) Lack of resource persons []
- d) Lack of time for such exercises []

Others, specify.....

16) How do you manage staffing problems in your school?

.....
.....

SECTION D. SOURCING OF FUNDS

30. What are the sources of funding for your school? Indicate by ticking the appropriate box (es)

- a) Tuition fees
- b) Donation from development partners
- c) Donation from PTA
- d) Donation from old students
- e) Donation from philanthropists (s)
- f) Internally generated funds

Others; specify.....

31. In what ways does your school encounter problems (if any) with school fees payment by students?

.....
.....
.....

SECTION E. PROVISION OF SCHOOL PLANT

Please specify by a tick (√), the availability and state of infrastructure in your school

Item	Availability		Adequacy		State	
	Available	Unavailable	Adequate	Inadequate	Good	Poor
32. Dormitory blocks						
33. library block						
34. Dining hall						
35. Classroom block						
36. Laboratories						
37. Furniture						
38. Playing field						
39. School compound						
40. Staff bungalows						

41. What major problems do the absence or inadequacy of the above have on the smooth running of your institution?

.....

42. In what ways does you school manage problems in relation to infrastructural development?.....

.....

THANK YOU

**QUESTIONNAIRES FOR STUDENTS ON CHALLENGES IN THE
ADMINISTRATION OF PRIVATE SENIOR SECONDARY SCHOOLS IN
THE KUMASI METROPOLIS**

Dear Master/Miss

This researcher wants to find out the challenges in the administration of private senior high schools in the Kumasi metropolis. Any piece of information you provide will pave way for suggestion and recommendation that could be adopted to deal with the challenges. Information given will be accorded the needed confidentiality.

Instruction: Please, tick your choice among the alternative responses to the items. Where there are no such alternatives, kindly provide your own responses in the space provided.

SECTION A: BIO-DATA

1. School
2. Gender M/F
3. Have you attended any senior high school apart from your new school?
Yes [] No []
4. How long have you been a senior secondary school students?
 - i. 1-2 years ii. 2-3 years iii. 3-4 years iv. 4-5 years

SECTION B: STUDENT ADMISSIONS

What do people think about your school?

People think:	Agree	Disagree
4. My school is a good school		
5. My school performs well in the WASSE		
6. My school takes part in communal activities		
7. They are willing to send their children to my school		
8. They send their children to my school because it is the only school in the community		
9. The fees are low		
10. Students behave well in this school		
11. My school has adequate teachers		
12. My school has adequate learning facilities		
13. My school relates well with the community		

14. Students who enter my school every year are:

- a) Junior high school (JHS) graduates with high grades []
- b) JHS graduates with average grades []
- c) JHS graduates with low grades []
- d) Students transferred from other schools

15. Please, write down any other information you have about students who enter your school every year

.....

16. What do you think about the computer mode of admitting students from JHS to SHS?.....

11) By which of the following means were you admitted into your school?

- a) I bought admission forms and completed them []
- b) I saw the advert in newspaper/TV and applied
- c) I attended an interview []
- d) I was transferred from my previous school []
- e) I walked into the school and was admitted

Others, specify.....

Section B: STAFFING

Please specify by a tick (√), the staffing situation in your institution below.

Staff	Adequacy	
	Adequate	Inadequate
17. Teaching		
18. Non- teaching		

19. Please, assign reasons for your answer

.....

20. What caliber of teachers does your school recruit?

- a) Service personnel []
- b) Graduate teachers []
- c) Diploma []

Others, specify.....

Below are possible reasons for which staff members leave private senior high schools for public schools. Please, indicate by ticking those that apply to your school.

Reasons for which staff leave private schools to public schools	Very applicable	Applicable	Not sure	Not applicable	Not very applicable
21. Lack of accommodation					
22. Lack of study leave with pay opportunities					
23. Non-payment of social security fund					
24. Inadequate salaries					
25. Delays in salary payments					
26. Maternity leave facilities					
27. Sick leave opportunities					
28. Too much restrictions from school authorities					
29. Interferences from parents					
30. Job security					

31. Please specify any other reason for which some staff in private secondary schools leave for public schools

.....

SECTION C: RESOURCES AND MANAGEMENT OF FUNDS

32. In what ways does your school encounter problems (if, any) with school fees payment by students?

.....
.....

33. What are the sources of funding for your school? Indicate by ticking the appropriate box (es)

- a) Tuition fees
- b) Donation from development partners
- c) Donation from PTA
- d) Donation from old students
- e) Donation from philanthropists (s)
- f) Internally generated funds
- g) Others; specify.....

32. Please specify by a tick (√) the availability and state of infrastructure in your school

Item	Availability		Adequacy		State	
	Available	Unavailable	Adequate	Inadequate	Good	Poor
33. Dormitory blocks						
34. library block						
35. Dining hall						
36. Classroom block						
37. Laboratories						
38. Furniture						
39. Playing field						
40. School compound						
41. Staff bungalows						

THANK YOU

APPENDIX C

KUMASI METRO EDUCATION DIRECTORATE LIST OF PRIVATE SENIOR HIGH SCHOOLS 2007/2008 ACADEMIC YEAR

NO	NAME OF INSTITUTION	LOCATION	TYPE
1	Adabie Educational Complex	Boadi	Secondary
2	Al-Azharya Senior High School	Old Tafo Zongo	Secondary
3	Angel Senior High School	Kronum Aboahia	Secondary
4	Ashanti Kingdom Senior High School	Ahodwo- daban	Secondary
5	Assemblies of God Senior High School	Kwadaso Nsuom	Secondary
6	Benstel Senior High School	Amakom Roundabout	Secondary
7	Cambridge Senior High School	North suntreso	Secondary
8	Central Senior High School	Pampaso-Adum	Secondary
9	City Senior High School	Kwadaso	Secondary
10	Elite College	Ayeduae	Secondary
11	Faith Assemblies of God Senior High School	Tafo Nhyiaeso	Secondary
12	Faith Senior High School	Ayigya	Secondary
13	Garden City Senior High School	Buokrom Estate- 'B' line	Secondary
14	Ghana Muslim Mission Senior High School	Ampabame	Secondary
15	Joy Standard College	Atonsu	Secondary
16	Kings College	Airport Roundabout	Secondary
17	Kings High School	Ahinsan, behind Brewery	Secondary
18	Komfo Anokye Senior High School	Buokrom Estate 'F' Line	Secondary
19	Nigritian College	Dichemso	Secondary
20	Presdel College	Danyame	Secondary
21	Prince of Peace Girls' Senior High School	South suntreso	Secondary
22	Sakafiaya Islamic Senior High School	Adukrom	Secondary
23	SEA Senior High School	Edwinase- Kwadaso	Secondary
24	St Joseph's Secondary Technical School	Asuoyeboa	Secondary
25	St. Paul's Secondary Technical School	Adukrom	Secondary
26	ECT Senior High School	Akwatia line	Secondary
27	University of Ghana Senior High School	Akwatia line-near KTI	Secondary
28	Uthmaniya Senior High School	Tafo nyhiaeso Moro market	Secondary
29	Victory High School	Asokwa	Secondary

APPENDIX D

**GHANA EDUCATION SERVICE
KUMASI METROPOLITAN EDUCATION OFFICE
PRIVATE BASIC AND SECOND CYCLE SCHOOLS ENROLMENT/ TEACHER POPULATION 2008/2009**

SCHOOL LEVEL	NO. OF SCHOOLS/ INSTITUTIONS	ENROLMENT			NO. OF TRAINED TEACHERS			NO. OF UNTRAINED TEACHERS			NO. OF TRS
		Boys	Girls	Total	MALE	FEM.	TOTAL	MALE	FEM.	TOTAL	GRAND TOTAL
K.G	152	2637	1122	3759	97	125	232	236	1245	1481	1713
PRIMARY	141	44206	38089	82295	488	187	675	2015	850	2865	3540
J.HS	252	7655	4339	11994	248	63	311	1512	198	1710	2021
TOTAL	545	34498	22350	56848	833	375	1208	3823	2293	6116	7324
SNR. SEC. SCH.	30	2406	1012	3418	285	166	451	0	0	0	451
TEACHER TRAINING COLLEGE	1	89	56	145	16	8	24	0	0	0	24
TECHNICAL/VOCA TIONAL	23	1224	3238	4462	204	178	382	0	0	0	382
TOTAL	54	1632	3932	5564	505	352	857	0	0	0	857

SOURCE: EDUCATION MANAGEMNT INFORMATION SYSTEMS (EMIS)

KUMASI METRO.EDUC. OFFICE. 4/27/2009

APPENDIX E

Cronbach's Alpha Internal Reliability of Heads

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.75	.769	54

Cronbach's Alpha Internal Reliability of Teachers

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.69	.698	42

Cronbach's Alpha Internal Reliability of Students

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.88	.895	41