

UNIVERSITY OF CAPE COAST

ADMINISTRATIVE CHALLENGES ENCOUNTERED AT ACCRA
COLLEGE OF EDUCATION

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BY

IBRAHIM ALI ABDULAI

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DECLARATION

Candidate's Declaration

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

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

Name: Ibrahim Ali Abdulai

Supervisor's Declaration

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

Supervisor's Signature:..... Date:.....

Supervisor's Name: Dr. Albert Dare

ABSTRACT

This study was intended to investigate the challenges that confront the administration of Accra College of Education of the Greater Accra Region of Ghana. In line with the objective of the study, descriptive survey design was used to conduct the study. The sample size for the study was 56 comprising of 44 tutors, 4 heads of departments and units', the bursar, 2 members of board of governors, the principal and the metropolitan director of education, SRC president and 2 auxiliary staffs (matron and her assistant), were selected for the study.

Based on the research questions, questionnaire and interview schedule were developed and used to gather data for the study. The results of the study are presented in frequencies and percentages. The study found that the main challenges were inadequate human resource, inadequate funding, inadequate infrastructure and teaching and learning resources.

The study recommended that the principal and board of governors of the Accra College of Education should partner the Ministry of Education and the Ghana Education Service to help address the challenges, by transferring more staff to the college, put up additional male and female blocks of residence and lecture halls and make available adequate teaching and learning resources for the college to increase students intake to enable the college to raise more revenue.

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Dissertation writing demands a lot of support and the writing of this dissertation is no exception. I want to bring to light that this research has been possible not through my ideas and effort alone. As a matter of fact, many people gave of their time, ideas and talent. Materials were drawn from products of research by professionals, newspapers and various sources. I acknowledge all the individuals who provided such support.

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DEDICATION

This work is dedicated to my lovely wife Memuna and sweet daughter Jemilatu
Ibrahim.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Administration plays a very vital role in so far as teaching and learning is concerned. It is regarded as the ‘springboard’ or the ‘nerve centre’ for effective teaching and learning and if properly executed, would result to a tremendous improvement in the quality of teaching and learning. The main purpose of administration in any organization, of which Accra College of education is no exception, is to co-ordinate the efforts of people towards the achievement of the organizations goals.

A school is regarded as a formal organization constructed to seek specific and formally stated set of rules and regulations. There are three essentials of an organization: people, common goal, common means or equipment necessary for a joint effort to attain a goal. School as a formal organization may be defined as a social group that has been deliberately constructed or structured to seek certain specific goals; an institution established to achieve a goal; a mechanism or a basic framework enabling persons to work effectively and to achieve the set goals through integrated group effort. The personality charged with the sole responsibility of harnessing the diverse spectrum of activities associated with school administration towards the achievement of its goals is the school administrator, and in the case of Accra College of education the principal.

The fast development of technology, rapid population growth and the ever changing educational reforms has made school administration a convoluted or complex task. The practice of school administration in Ghana is as old as the opening of the first training college by the missionaries. Administrators of schools have since then emerged or been appointed from among classroom teachers and personnel from the District and Regional Directorates of Education. Such school administrators depend to a large extent, on their experiences under other traditional administrators to be able to manage the schools and colleges. In modern times of continuous rapid change of information technology, it has become increasingly obvious that experience alone does not constitute a valid basis for administrators in managing the schools and colleges of today's, which are very complex. In Alberta in the United States of America (USA) a research conducted in 2002 revealed that the instructional leadership role of the school principals is emphasized in educational policy.

The School Act (province of Alberta, 2002, part 2, section 20) states that the principal of a school must provide instructional leadership; ensure that the instruction is consistent with provincial courses of study; evaluate or provide evaluation of programmes; ensure that students have the opportunity to meet educational standards in the province; maintain order and discipline; promote school-community cooperation; supervise evaluation and advancement of students; and take responsibility for the evaluation of teachers. Other provincial (Alberta's Commission on Learning, 2003) and local jurisdictional policies (Edmonton Public Schools, 2007) also describe the principal as an instructional leader who, directly and indirectly, influences teaching and learning. The

associated rhetoric in the Principal Quality Practice Standard (PQPS) provides yet another description of the principal as an instructional leader who requires an in-depth knowledge of curriculum and pedagogy to ensure that all students have access to quality teaching and have the opportunity to meet the provincial goals of education (merits and limitations of distributed leadership).

<http://www.Umanitoba.ca/publications/cjeap/articles/wright.htm>.

Linking the extract from an article of the leadership role of a principal in the USA vis-à-vis that in Ghana and for that matter Accra college of Education, it can be seen that, there are challenges due to the increasing number of teachers with varied qualifications and dispositions; students admitted to college from different social-cultural and economic backgrounds that often serve to confuse the unprepared administrators; the cost of education rising very high; facilities and services for the college becoming complex and difficult to manage; the social expectations of the college becoming extremely demanding; the shift from certificate 'A' three year post secondary to the award of a Diploma in basic education with a tertiary institutional setting; the difficulties in the management of human resource to derive the best results; inability to provide services to students such as guidance and counseling; managing the curriculum to achieve results; inadequate expertise in development of a prudent financial management system in administration; constraint in developing and maintaining physical structures; community school relationship. It is necessary for a continuous refresher training of the administrator, especially to get him or her equipped with the essential background, principles, theories, techniques and constraints of the role he or she plays as an administrator.

Thus, school administration should be guided by certain basic ideas, some of which are to strive to create a community of learners who are both physically, mentally alert and healthy, efficient, effective, responsible and whose behaviour is acceptable to the society; to ensure that both teaching and non-teaching staff should function as a team; to encourage staff and students to have a large part to play in decisions that determine the school rules, regulations and programmes; school administration should encourage and provide for the professional growth of teachers through planned educational seminars, conferences and in-service education programmes. Last but not the least, the school administrator and his or her staff should always keep the ministry of education, school board of governors and the general public fully informed of their policies, programmes, success and failure of the school.

Historical Development of Accra Teacher Training College

In the 20th century, uncertified teachers, teaching in Government (public) schools had few facilities at their disposal or available to them to study for the Teacher's Certificate Examinations. As part of their professional training, these pupils teachers were given an hour's instruction daily, by the head teacher of their schools. The instructions were accompanied by some amount of homework. This system of instructions proved very insufficient resulting in the accumulation of a large number of uncertified teachers in the system, especially in the public sector, Ministry of Education college hand book (2011/2012).

According to the hand book, efforts were made to surmount this unsatisfactory state of affairs and Coupled with persistent request from Missionary Societies that have no training colleges on their own, the Colonial

Government opened a teacher training college in Accra in 1909. It was called Government Training College with W. H. Baker as the first Principal. It was a Non-denominational college and located in the present day-Metro Office Kinbu. The Government Training College was the first institution of its kind established by a British West African Government and it was to become the training centre for the Government as well as the Missions except the Basel Mission which already had Seminaries for training Teachers and Catechists at Akropong and Abetifi. Students for the Government Training College were drawn from pupil teachers in the system and pupils who have passed the Standard Seven (7) examinations, Ministry of Education college hand book (2011/2012).

In 1924, the Government established the Achimota College in Accra when teachers were trained for government and some Mission schools. Achimota School/College commenced its educational training programme in 1927. In 1928 students of the Government Training College were transferred to Achimota College at its present location, to start and constitute the Teacher Training Department of Achimota College. The Teacher Training Department at Achimota existed from 1928 – 1948. In 1948, an ordinance was passed to establish the Teacher Training College/Department shared the Western compound of Achimota school with the newly established University College, [Ministry of Education college hand book (2011/2012)].

In 1951, the Teacher Training Section/Department in Achimota was moved to Kumasi and incorporated into the newly established College of Arts Science and Technology as its Teacher Training Department. From Kumasi, the Government Teacher Training College was moved into new buildings/location at

Winneba as Winneba Teacher Training College and housed together with the Advanced Teacher Training College. The Teacher Training section at Winneba was later dissolved in 1973. The remaining students of Winneba were distributed to other teacher training colleges in the country.

The present Accra College of Education was opened in 1962 as a replacement for the old 1909 Government Training College. At the same period (In 1962) the S.D.A. Training College at Asokore-Koforidua was also opened. The New Accra Teacher Training College was opened on 15th November, 1962 and housed in a private building at Accra New Town (Kokomlemle). It was founded as a Day Teacher Training institution/college. It commenced with a staff or teaching staff strength of eight members. Notable among the First staff members were Rev. Kojo Heizel and R. N. Gherbic both of whom subsequently became principals respectively. The first principal of Accra Training College (ATRACO) was the late Mr. I. B. Ama-Hesse. Two buildings at separate locations at Kokomlemle were acquired as Hostels for the students. One for the males and the other for the female students. For inexplicable reasons, the female hostel was closed down very early while that for the males continued to house the students until 1988 when the owner retrieved it from the college.

The new Accra Training College started as a 4-Year, Cert “A” teacher training College. The 4 year training programme was changed to a 3-year Post-Secondary Institution in the 1975-76 academic year. The 4 – year training programme was reintroduced in the 1980s. In 1974, under an Executive Instrument (E.I. 72 of 1962, 8th June, 1974 STATELAND ACT. 125) a permanent

site was acquired for the college at MEMPEASEM, near the Institute of Professional Studies (I. P. S).

A number of housing structures were built, these include:

- a) Two classroom blocks. These are two one-storey blocks of eight classrooms each.
- b) A one-storey Mathematics and Science Block of four classrooms.
- c) A one-storey Administration block.

The College was moved from the old site at Accra New Town (Kokomlemle) to the new site (present location) on 10th January 1985, under the Principalship of Mr. R. N. Gberbic. A modular course programme was introduced into Teacher Training Colleges in 1984, however, the Modular Programme started in Accra Training College in 1987. The Modular programme started as a Cluster Class. Later the Modular students were admitted as third year students and therefore spent two years in the College to complete the 4 – year programme. Accra Teacher Training College (ATRACO) was classified under the Group One Colleges to offer Science, Mathematics, Agriculture and Technical/Drawing skills under the new Educational reform Programme that was introduced in 1987.

Though, no workshop was constructed for the Technical and Drawing Skills, a room was allocated and furnished with Technical Skills Equipment.

The Day institutional character of Accra Training College, coupled with the stringent qualifying requirements to enable students pursue the group one subjects made enrolment to be poor. Realizing the disadvantage situation that the classification category of the college has created, the college authorities applied and opted for the Group two category. The group one programme was therefore

phased out in 1992. The equipment for the technical skills were therefore transferred to Ada Training College the sister College of ATRACO in the Greater Accra Region. ATRACO now provide the general course as other group two training colleges do.

ATRACO remained the only Day Teacher Training College Institution in Ghana until the year 2000 when the college attained a boarding status. The boarding status started as a Hostel facility until the college attained full boarding status in the year 2001. The boarding housing facilities consists of three one-storey building, one for the female and two for the male students. There are also dining hall and Assembly Hall Structures. The boarding facilities were provided with the assistance grant from the German Assistance Co-operation (GTC). The College turned boarding under the Principalship of Mr. Abu Bakar Wallace. Who is still the current Principal current principal is Christina Heneku Bamgo. As it pertains in all other Teacher Training Colleges in Ghana, Accra Teacher Training College now runs a 3 – year IN – IN – OUT programme. This consists of a 2 – year on campus academic work and one year out of campus internship attachment practical teaching in Basic Schools. This programme started in the year 2001, (Kumatse, 2003).

Accra College of Education

Accra College of Education was established in November 1962 at Accra New Town as a Government Teacher Training College with an initial intake of nineteen (19) students. The College moved to its present site at East Legon in January 1985. It remained the only day Teacher Training College until October 2001 when it gained its boarding status. The college has ran different programmes

such as Certificate 'A' 4 year Post Middle Certificate 'A' 2 year Post Secondary; 2 year Modular Post Middle for Pupil teachers; certificate "A" 3 year Post Post – Secondary and is currently running a 3 – year Diploma in Basic Education and the Untrained – Teachers 4 year Diploma in Basic Education programmes. It has six academic departments and runs the General training programme for teachers. The college is affiliated to the University of Cape Coast. Products of the college can be found serving at all levels in the country's educational institutions as well as in the civil and public service at top management positions. Others have also become very successful in their private businesses.

Statement of the Problem

The administrator of an organization of which a school is one, performs the vital role of planning, organizing, staffing, directing, co-ordination, reporting and budgeting just to mention a few. All in, an attempt to achieve the goals for which the school was set up to accomplish. Effective administration of a school is a 'live wire' to the success in the achievement of its goals, and for that matter must be pursued with all seriousness. The extent to which development takes place in the school; organizational structures put in place to ensure effect management of resources; strategies put in place for timely and consistency in budget reporting and presentation; measures put in place to motivate staff; the effectiveness of student involvement in administration. All these are issues that administrators should focus attention on.

In Accra College of Education, embezzlement and misappropriation of funds, conflicts among staff, students and the community on land issues, late arrival of teaching and learning materials, problems of accommodation for third

years on our programme, issues of student allowance are challenges faced by the college administration. Government has a role in the provision of funds, logistics, and infrastructure development to complement the effort of the administrator of the school. Administration of the school has not received adequate attention and study as stated in the background. Yet, there has been no research to find out how serious these challenges are. The present study was therefore designed to fill in the gap so as to facilitate the initiation of measures to address the challenges.

Purpose of the Study

The purpose of the study was intended to find out the nature of the challenges that confront the administration of Accra College of Education. The study was also interested in finding out the various aspects of college administration that faced challenges.

Research Questions

In conducting the research the questions stated below served as a guide:

1. What challenges do the administrators of Accra College of Education face in managing the human resource of the college?
2. What challenges are encountered in the financial administration in Accra College of Education?
3. What challenges are faced by the staff of Accra College of Education in implementing the curriculum?
4. What challenges do staff experience in the management of learning resources?
5. What other challenges confront the administrators of Accra College of Education?

Significance of the Study

The study was aimed at uncovering challenges faced by administrators of Accra College of Education. The revelations of the study could give feed back to policy makers when appointing people to the position of administrators in schools. The findings and the conclusions of the study will also provide reliable information needed for administrators to devise plans to improve the administration of the college. Finally the results of the study will provide the basis for further and future research work in the administrative bottle necks of the colleges of education in Ghana.

Delimitations of the Study

The study was restricted to Accra College of Education, my experience as a tutor in that college has opened my eyes to challenges that the college administrators face. However, being a tutor in the college and embarking on such a study, the respondents whom were my colleagues and superiors were reluctant in releasing certain important information.

Limitation of the Study

A section of the tutors who were sampled were newly trained tutors who joined the college not too long and may not be able to give appropriate responses to some of the questions. It was envisaged that differences in the level of understanding of the challenges may affect the results if it is not well explained. Generalization is limited only to the Accra College of Education.

Organization of the Rest of the Study

The dissertation is divided into five main chapters as follows; Chapter One is further subdivided into the following subdivision; background to the study,

statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitations and organization of the study.

Chapter Two reviews the literature on the challenges in the administration of Accra teacher training college and aspects that were dealt with include; the contribution of administration to the development of the college; how organizational structures would ensure effective management of resources; strategies to ensure timely and consistent budget presentation and reporting; motivation of staff to work effectively; and the involvement of students in the administration of the college.

Chapter Three describes the methodology of the study, namely the research design, the target population, the sample, the instrument, pilot testing of instrument, data collection procedure and data analysis procedure of the study.

Chapter Four reports on the research findings and discusses them. Chapter Five provides a summary, draws conclusions and makes recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter explores the views which various writers and scholars have expressed about administrative challenges. Administration is an integral part of any organization. It is crucial for maintaining and expanding the relevance, effectiveness and productivity of complex institutions such as government, department, prisons school systems, colleges, universities just to mention a few. The survival, for instance, of all our organizations like schools and colleges is depended largely on the quality of administrative services available. The research seeks to find out challenges in the administration of Accra college of Education, and this chapter provides a focus for the study by considering related literature.

The review of literature is organized under the following headings:

1. Meaning of administration
2. Administration and institutional development
3. Administrative responsibility for staff retention and development
4. Administrative responsibilities to students
5. Responsibilities for school/college service, facilities and equipment's
6. Financial administration in schools and colleges
7. Administrative responsibility for management of resources
8. Administrative responsibility for efficient work system
9. Administrative responsibility for system of communication

10. Administrative responsibility for provision of job satisfaction.
11. Administrative Strategies put in place to ensure timely and Consistent Report and Budget Presentation.
12. Measures put in Place to Motivate Staff to Work Effectively
13. Effective Student Involvement in Administration of the

Meaning of Administration

Adams (1967) describes administration as the capacity to co-ordinate many and often conflicting social energies in a single organization so adroitly that they shall operate as a unity. There is an old adage that says that divided we fall and together we stand. This supports the definition above and confirms the challenging of human energies and capacity in an effective and well co-ordinated manner, in a unitary dimension geared towards the achievement of goals of an organization. Suspicion and undermining should not be encouraged rather the administrator must have the ability to organize and delegate responsibility and authority. Attempting to do everything would lead to inefficiency and subsequently leading to disunity and its concomitant repercussion of conflict and low production or abysmal performance.

Herbert, Donald and Victor (1960) stated that when two men co-operate to roll a stone that neither could have moved alone, the rudiments of administration have appeared. That is, complementing each other's effort to accomplish a given task. Analyzing the above definition with respect to a school situation, it would be realized that most schools of which Accra College of Education is one, have a duty roster for each week, month, and term. Every member of the academic staff is expected to perform specified duties on the day he/she is on duty. For example,

the duty tutor is in charge of routine school activities for that week. He/she attends to complains and problems, inspects the grounds, buildings, houses and meals, supervises 'prep' and in some cases games and attends to disciplinary problems and emergencies. This function is a collaborative one and is been done with other staff members and student leaders using the concept of division of labour as exemplified by the above definition that when two men work co-operatively, they could accomplish a given task.

Chuan and Penyelidikan (2006) indicated that administration has to do with various types of administrative actions that has the acronym POSDCORB, meaning; planning, organizing, staffing, directing, coordinating, reporting and budgeting. The above definition could be applied to school situations with few illustrations and examples as follows; planning involves a definition of goals. It is a process as well as a means of orienting the school towards goals. In schools we get out in advance a pattern of activities and actions that are supposed to bring about the attainment of intended school goals. In determining what is to be done we cover a number of decisions related to the clarification of school objectives, establishing school policies that will help to realize the goals. We finally set out programmes and specific methods and procedures of implementation.

Organising is the process of determining the activities to be performed in order to achieve the objectives of a school. It is through organizing that the tasks of a school are subdivided and then related and arranged to create an operating unit. For example a physical Education tutor at the teacher training college could be charged with the responsibility of organizing an inter-hall athletics competition. In this process he has to think of the date for the competition the

number of events (Long jump, relays, high jump, javelin, throwing, etc) and the arrangement of the events in the order in which they will take place. The time given to each event should be properly worked out and the seating arrangements of the invited guest carefully planned. How and when prizes will be given to the winners and the time for giving speeches also need to be arranged, and possibly the help of some senior students will be needed to ensure the success of the competition. Thus, the organizing process as carried out by the physical education tutor involves the orderly co-ordination of people and events to attain the intended goals.

When it comes to directing, we also find that the concept applies to school situations when we direct, we motivate, influence, guide or stimulate the actions of people towards the attainment of the desired organizational objectives. Directing is a part of supervision and it is commonly used to cover the training direction, motivation, co-ordination, maintenance of discipline and adjustment of plans to meet immediate situations that take place in the executive-subordinate relationship. For example, in the school situation the administrator guides the actions of the staff and students by informing them during morning assembly of what is to be done during the day.

The last but not the least of the acronym to be considered for the purpose of this study is co-ordination. The act of co-ordination is also important in our school systems. It refers to the process of bringing related activities together. We all know that the school, with its many different curricular, departments and other services requires some top level co-ordination. The larger the school, the greater is the need for co-ordination.

Henri Fayol. (1841-1925). Took a scientific approach to administration. Fayol, a French mining engineer, defined administrative behaviour as follows; plan-study and arrange the plan of operations; organize-build up materials and the human organization of the business, organizing both men and materials; command-make the staff do their work; co-ordinate-unite and correlate all activities; control-see that everything is done in accordance with the rules which have been laid down and the instructions which have been given. Fayol's conception of administration placed the administrator of any organization in a position where he/she must develop formal structures which facilitate hierarchical allocations of responsibilities and communication flow.

The administrator is also charged with the responsibility of maintaining discipline in his organization. Fayol emphasized the importance in administration of division of work, authority, discipline, unity of direction, subordination of individual interest to the interest of the organization, order and initiative. In the school system we often see related activities brought together in the form of departments and sections. This makes it possible for school administrators to determine specific tasks to be handled by people with relevant training and experience, thereby increasing effectiveness. For example teachers who are trained in science subjects can be brought together in the science department. For example, in the teacher training colleges, physical education, integrated science and agricultural science all come under one umbrella called the science department.

From the above review of literature with regards to what administration is, some common elements emerge. First, there must be organizational structure in

which every member plays some role. There must also be someone at the top who must provide central leadership, co-ordinate activities and make decisions. There must be goals and procedures for attaining them. A thorough review of literature in respect to the challenges in the administration of Accra College of Education would be done under the following headings;

1. Contribution of administration to the development of the school.
2. Organizational structures put in place to ensure effective management of resources
3. Strategies put in place to ensure timely and consistent report and budget presentation
4. Measures put in place to motivate staff to work effectively
5. Effective student involvement in administration of the school.

Administration and Institutional Development

When people are brought together for a common purpose the method employed to achieve the objective is generally known as administration. Administrative process involves several elements as follows; decision-making, when the administrator must make an intelligent choice between the possible alternatives, based on the relevant information available to him/her and then act on his/her decision. A second element is planning, both short term and long term, in order to achieve the desired aim. It also involves structuring the school in such a way that the people involved perform various tasks to achieve the common objective. Effective communication network in order to provide a steady flow of adequate information for all concerned is yet another aspect of administration that can contribute to the development of the school.

Guidance and supervision of other people in the school, to ensure that things are properly done. The various activities have to be coordinated and all programmes need to be periodically evaluated to show the extent to which success has been achieved and what aspects of the school are unsatisfactory. The contribution of administration to the development of the school could be examined under the general duties of the school administrator.

Administrative Responsibility for Staff Retention and Development

Under this function, administrator see to recruitment of certain as well as all categories of staff; staff members working in the school are assigned specific tasks and duties; it is equally important for him/her to see to it that everyone is performing his/her duties satisfactorily; maintenance of discipline among staff is the administrators role; given induction training to new staff is his/her duty; development of sound personnel policies, especially with regard to professional development, welfare, leave, co-curricular activities absence from school, etc; last but not the least, the administrator should learn to delegate responsibility to his/her staff and encourage them to participate in some of the school policy decisions with respect to planning the various activities of the school.

In Ghana, education decentralization has been presented as the vehicle for strengthening management efficiency and accountability by locating critical decision making of education matters at the district level. According to Ghana Education Service (GES) (2004), at the pre-tertiary level, management is in the hands of the District, Regional and Headquarters Directors while the tertiary sector is managed by the governing Councils of The Tertiary Institutions and coordinated by the National Council for Tertiary Education (NCTE). At the

school level, the headteacher has management responsibility for schools, however the overall management of schools is in the hands of the District, Regional and Headquarters Directors.

As efficiency in management of educational issues is central to the development process of the education sector every effort is being made to improve efficiency in management through five key areas of operation. These are:

1. Building capacity for Institutional and Organizational Analysis and Change.
2. Staffing and Personnel Management.
3. Performance Management (Education Management Information System and Performance Appraisal System).
4. Decentralization and District capacity building.
5. Budgeting and Financial Management.

Administrative Responsibilities to Students

He/she should have a clear idea about the role he/she is to play in relation to the students entrusted to their care. Their personal development, welfare, needs, interests and rights should be of utmost importance, students receiving good instruction and the instruction directed at achieving educational goals and national objectives should be the administrators priority; maintenance of moral tone and satisfactory disciplinary standards among students is the administrators duty; administrator should have cumulative records for all students and develop a system of reporting to parents. Attendance register, admission register and other student records must be kept and maintained.

Responsibilities for School/College Service, Facilities and Equipment

It is the duty of the administrator to make sure that essential and basic equipment and materials are provided in adequate quantity and in good time; He/she is also in charge of the buildings, grounds and other physical facilities are well maintained and used.

Financial Administration in Schools and Colleges

Whether or not the administrator has a bursar, it is his/her duty of seeing to it that adequate financial provision is made in the budget for his/her school. Departmental heads should have prior notification and consultation about their departmental needs; it is duty of the administrator to see to it that allocations in the school budget are spent according to the directives of the employer and in accordance with the financial regulations and procedures; revenue collection such as tuition fees, examination fees, feeding fees, and receipts issued for all such monies is the administrators duty. Other equally very important duties of the school administrator that could contribute to the development of the school include public relations responsibility, responsibility for evaluation of school just to mention a few.

Administrative Responsibility for Management of Resources

Organization structure is the basic frame work within which the executive decisions making behaviour takes place. So that the principal function of the organization structure is to facilitate the desired decisions and actions and to delimit or exclude undesired decisions and actions. According to McFarland (1974, p.103) “are patterns of relationships among people and the positions they occupy. Formal structure consists of prescribed organization positions and their

accompanying task responsibilities and established specified, intended relationship among occupants of positions”. McFerland (1974, p.106) considers four special functions that organization structures are capable of fulfilling;

Administrative Responsibility for Efficient Work System

Since resources whether human or material tend to be scarce in our society, Administrators must try to maximize the output that results from given input to the organization. There is definite insistence upon some measures of systematic, orderly, reasonable and concerted efforts to control waste and minimize losses. Weber’s bureaucratic model was an essentially efficient model. His scalar chain of command, the division of work into logical units horizontally and the superimposition of a set of rules made for efficiency in Weber’s opinion.

Administrative Responsibility for System of Communication

In designing organization structures one should remember that the organization structure is the pathway of formal communication. In the bureaucratic set up the main thrust of communication is downward in the way it delegated authority, orders and commands, upwards in the form largely of reports for purposes of control and solution of problems. Lateral communication was de-emphasized and by passing in communication was not tolerated.

Administrative responsibility for Provision of Job Satisfaction

Mcferland (1974, p.107) says “organization structure provides for each person a “place” of status which confers a certain standing among his fellows. Most people spend a large part of their lives at work. They expect their jobs and their work to provide a reasonable degree of job satisfaction and the framework

for this is in the structure of the organization itself” provision of organization and individual identities.

In many organizations effort is made to secure and consolidate corporate identity. By establishing an identity for itself, school for instance will make parents remember it when deciding on the school to send their wards.

Administrative Strategies Put in Place to Ensure Timely and Consistent Report and Budget Presentation

No organization can survive or carry out its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff maintain the plant and keep services going. The ultimate source at all revenue for school expenditure is Government Funding, except in some very few cases of private and independent schools which do not receive Government grants at all. Some schools rent their facilities out to people when school is on recess and also contributed very little to school funds. The administrator has an important responsibility for the control and management of school finance. Schools receive their grant from the national budget allocated to the education sector. Klinger and Nalbandian (1998, p. 71) define a budget as “a document that attempts to reconcile programmes, priorities with projected revenue”.

It combines a statement of organizational activities or objectives for a given period of time with information about the funds required to engage in these activities as reach these activities. With regard to the context of a school system a budget may be defined as a statement of expected income and expenditures which guide the administrator through various school activities for the purpose of achieving the objective of the school. In a school, the various administrative units

concerned are made aware to submit their estimates to the administrative head of the school.

The head in turn collates the estimates from the units together with the other school estimates that have not been captured by the units, to form a single school budget. After preparation, the national budgets need to be approved by parliament who passes the budget. The media then publish the budget for the consumption of the general public. Management of school finances whether from Government or locally generated, the disbursement is fraught with a lot of challenges and problems especially what essentially the monies were used and whether proper accounts were made in the purchase and transactions of essential business to administrators, Bursars, accounting staff, domestic Bursars, housemistress. Quite often monies are disbursed without taking into account the essential elements of probity and accountability and monies meant for the administration of the school and students welfare to feed and provide essential services are by and large pocketed or misapplied or misappropriated. It behoves therefore on school administrators to manage school finances well. It is therefore very necessary for school administrators to consistently report on the activities of school finances and budget presentation to the appropriate bodies who have the requisite knowledge of auditing to help monitor spending and to detect malfeasance in good time before it occurs.

Measures Put in Place to Motivate Staff to Work Effectively

An accurate perception of administrator's role and ability to offer leadership to a work group will not automatically make the workers to perform well. This requires an effort on the part of the individual. The force of effort or the

force that energizes and pushes one to perform is what we refer to as motivation. Taylor's scientific management saw the worker as an economic man to be induced to work effectively through force-direct or indirect. It stresses the need for giving an accurate analysis of the job to be done and ensuring that the worker conforms to specified standards through reward and punishments. This is the force and coercion model of motivation.

The human relations school disagrees with the idea of an economic man and holds that what motivates man to work is his strong social needs and so considerate behaviour towards the group is what will motivate him/her to work hard. This is the affiliation model. While these two disagree on what motivates man to work, both hold the view that man can be extrinsically motivated. We do however know that man cannot be coerced into high task performance neither can he/she be bribed into it with money or other extrinsic rewards. He/she has to be motivated to be highly productive, but Herzberg (1968) maintains that using either force or money or both to get people to work is no motivation. They cause "movement" towards the desired goal, but when removed, the movement stops. Real motivation has been defined by Campbell (1976, p. 65) as the:

- (a) choice to initiate effort on a certain tasks
- (b) the choice to expend a certain amount of effort
- (c) the choice to persist in a expending effort over a period of time.

This definition implies that motivated behaviour is both purposive or goal directed and relatively persistent over time. It is also the individual rather than the external agency that chooses the amount and level of effort that will lead him/her to the attainment of his/her specified goal. Motivation produces energy change

which involves an arousal and anticipation that goals will be reached if certain action are taken, and it is observed in the intentness with which work is done by the individual. Mullin (1998) produced a long list of needs that motivate human behaviour. As the list was long and almost inexhaustible, Abraham Maslow, in 1954 postulated a hierarchy of needs in five levels namely;

1. physiological needs – food, water, air, rest
2. safety needs-shelter, security, stability, avoidance of pain etc
3. belongingness or social needs-friendship, affection, love, etc.
4. esteem needs-respect from others, recognition, personal feelings of achievement etc.
5. self actualization needs-feeling of self fulfillment, realization of ones life goals or potentials.

As postulated by Maslow, physiological needs are the most basic, follow by security needs and so on. Increased satisfaction of a needs decreases its important and increases the important of the next level, so individual behaviour is motivated by the needs category that is most important at the time. From the foregoing argument it is clear that staff members will work better if the right kind of motivation is fashioned for them by the administrator, (Moore, 1976).

Effective Student Involvement in Administration of the School

The function of organizational leadership is to influence the group toward the achievement of group goals by planning, organizing, directing and integrating the school's demands and the needs of members in a way that will be both productive and individually fulfilling. To achieve organizational goals, the group members have to contribute willingly to the best of their ability. Rules and

regulations even when enforced by the use of position power of the head, cannot elicit maximum effort from subordinates.

Devoted service and maximum utilization of their personal ability comes through the exercise of organizational leadership which raises their morale and also motivates them to attempt to perform maximally. Leadership which derives its strength from the willingness of others to follow is the art of inducing or influencing others to work willingly with zeal toward the achievement of the goal. It calls for making decisions that will facilitate good interpersonal relations as the subordinates and superordinates interact so that they understand each other needs and role expectations and move together toward goal achievement. It is necessary at this point to distinguish between leadership behaviour and leadership style. Following Fiedler (1967) leadership behaviour refers to particular acts in which a leader engages in his/her work situation, as he/she plans, directs, co-ordinates or controls the work of his group members.

On the other hand, leadership style refers to the underlying need-structure of the individual that determines his behaviour in various leadership situations. That is the consistency of the leader's goals or needs as he/she functions in different situations. While a leader's behaviour might change from one situation to another, his/her style will be constant. Many studies have described leadership style with different terms but most seem to see it as dichotomous or bi-polar.

Birchall, (1999) identifies two categories -effective versus efficient leadership. To Barnard, effectiveness is the accomplishment of recognized objectives of co-operative action so that a leader whose primary need is to achieve at effectiveness while his/her counterpart who cherishes acceptance by colleagues and good

interpersonal relations will try to satisfy the individual motives which are either material or social or both and so his style of leadership will be efficiency oriented.

The leader who values subordinate participation and has a lot of confidence in their personal abilities will be more democratic and considerate. A leader who feels threatened will try to defend his/her fears and distrusts against attacks from others by being authoritarian or paternalistic while the one who trusts both him/herself and others around, will tend to reflect this confidence by being participatory. It would be pertinent at this point to note that the foregoing discussions with regard to leadership style have a direct correlation on the effective involvement of students in the administration of the school. An administrator who values subordinate participation and has a lot of confidence in their personal abilities will develop structures to include students at the various levels of decision making and thus, promoting an effective school climate relevant to teaching and learning.

Summary

In this chapter, the literature review looked at what other authorities had written in the area of administration that had a link to the topic under discussion which is the challenges in the administration of Accra teacher training college. From the reviewed literature, it was seen that administration in a broader sense is the capacity to harmonize many including challenging situations in a single organization so dexterously that they operate as a component. That will include developing the organization with every available resource no matter little and taking responsibility for all the components that co-ordinate the work of an administrator.

CHAPTER THREE

METHODOLOGY

The study aims at finding and addressing the challenges in the administration of Accra college of Education. Thus, this chapter describes the research design, target population, sample, sampling technique the instrument, testing of instrument, data collection procedure, data analysis procedure and validity and reliability of the study.

Research Design

The study used a descriptive survey design. Although there are many research designs, descriptive research is the most commonly used and the basic reason for carrying out descriptive research is to identify the cause of something that is happening. Key (1997, p.2) observed that “descriptive research is used to obtain information concerning the current statute of the phenomena to describe ‘what exist’ with respect to variables or conditions in a situation. The method describes the status quo”. Also Shuttle (2002, p.1) asserted that “descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in anyway”.

The purpose of descriptive research is just to describe and not to establish any relationships. One of the advantages of descriptive research are that it can provide a lot of information. It is useful in identifying further areas of research. Also, it is very useful in studying abstract ideas. “In descriptive research the

subject being studied is observed in a completely natural and unchanged environment” (Shuttleworth, 2002, p.2). The study is often used as a pre-cursor to quantitative research designs, and the general overview gives some valuable pointers as to what variables are worth testing quantitatively.

Furthermore, descriptive research uses logical methods of inductive and deductive reasoning of samples in order to arrive at generalizations of samples. All the variables and procedures used in descriptive studies are described as completely and accurately as possible so as to permit future replication.

The main challenge involved in the descriptive survey is that the researcher cannot control events to isolate cause and effect. The investigator can just describe and report the observations. Despite this challenge, the descriptive survey design was considered appropriate because the purpose of the study was to describe challenges encountered by the college administrators.

Population

The target population consisted of members of the board of governors, the principal, vice principal (academic and administration) heads of departments and units, the students’ representative council, the metropolitan director of education. The total population for the study was all 118, comprising 4 members of board of governors, the principal, 2 vice principals, 50 tutors, 4 heads of departments and units, the bursar, domestic bursar and storekeeper, 1 metropolitan director of education.

Sample and Sampling Procedure

The sample size for the study was 56 comprising of 44 tutors, 4 heads of departments and units’, the bursar, 2 member of board of governors, one vice

principal, the principal and the metropolitan director of education, SRC president and 2 auxiliary members of staff (matron and her assistant), were selected for the study. The simple random sampling technique (lottery method) and purposive sampling technique were used to select members of the groups sampled.

The simple random sampling technique, the lottery method, was adopted to select the 44 tutors. The names of all the tutors were separately written on pieces of paper, folded and put into a container. The contents were thoroughly mixed and one picked at a time without replacement. This process was continued until the tutors were selected. The above technique was also used to select the 2 members of board of governors. The simple random sample method was appropriate in selecting the tutors and the board of governors because it ensured that each of the members had an equal probability of being chosen as the sample. The vice principal was selected by tossing a coin. Before the toss I decided that if the head shows up the vice principal (Academic) would be selected otherwise, the vice principal (Administration) would be selected. The toss produced the 'head' and therefore the vice principal (Academic) was selected.

The principal, the metropolitan Director of Education, and the SRC president were purposively selected. The purposive sampling method was appropriate because it made it possible to deliberately select the personalities who were considered to have enough experience in the administration of organizations and hence, challenges involved in the running of a teacher training college.

Instrument

The main instrument used in collecting data was a questionnaire designed for the purpose of the study. The questionnaires consisted of both open-ended

question where respondents were to express their opinions in hand written form and close-ended question where respondents were to tick the appropriate answer to a question from a list of options provided. The closed-ended and open-ended questions are a technique that make a descriptive design more appropriate and that helps the person conducting the research to draw meaningful conclusions from the study. The questionnaires were structured tutors and auxiliary staff.

The other instrument used was an interview schedule. This was administered to some of the auxiliary staff especially the laborers, kitchen staff, and watchmen. The questions asked represented some biological data such as age, sex et cetera, creed, and hometown. Some questions also demanded years of teaching, years of work experience, form or class et cetera. Other questions had to do with the challenges relevant to the study. Respondents were given space to provide additional comment that would be essential to the study (Appendix A, B and C).

Reliability and Validity

Reliability refers to a measure being consistently reproducible and validity is whether the tool for data collection - the questionnaire - measures what it was set out to measure. In order to ascertain reliability and validity, the questionnaire was first given to my supervisor for suggestion and correction before the final print. The instrument was then pilot-tested.

Pilot-Testing

The instrument was pilot-tested at Accra Polytechnic due to its closeness to the study location and the structural similarities. With regard to the designing of the instrument, it was necessary to subject the instrument to tests, to pilot the

instrument for validity and reliability. The pilot test was to find out if the instructions in the questionnaire were understandable and adequate enough without ambiguities or any verbosity to enable respondents complete the questionnaires accurately. The instrument was retested in two weeks time at the same school and the responds compared revealed that there was not much difference in the initial responds. This indicated the validity and reliability of the instrument.

Data Collection Procedure

Before the data were collected I presented a letter of introduction from the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast to seek permission from the principal of the college to administer the questionnaire. The distribution and collection was done by hand. Interview sessions were scheduled by the appropriate personalities to elicit information from them. The tutors, heads of departments and units and auxiliary staffs were served with questionnaires whiles the principal, metropolitan director of education, the Bursar and the members of board of governors and the SRC president were interviewed to sample their opinions.

Data Analysis

Completed questionnaires from respondents were serially numbered to make identification easier. The responses of the items were scored, coded and tabulated, after which the data was analyzed taking into consideration the research questions of the study. The data was grouped into frequencies and percentages, using Statistical Package for the Social Sciences (SPSS).

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents and discusses the results of the study. The results and discussion are presented according to the order of the research questions, preceding the research questions however, is the background information of respondents. The study sought to find out the challenges that confront the administration of Accra College of Education.

Background Information of Respondents

Gender distribution of tutors and college administrators

Table 1: Gender of College Tutors and Auxiliary Staff

Gender	Tutors/HOD's		Auxiliary Staff	
	N	%	N	%
Male	31	65	0	0
Female	17	35	2	100
Total	48	100	2	100

All 2 (100%) auxiliary Staff were females. In the case of tutors/HOD's, 31 (65%) were males while 17 (35%) were females. This finding portrays a minority female population, which is the case of the administrative and tutorial staff situation of the teacher training college, and gives evidence of the fact that males dominate the teaching profession and the administration of the college.

Table 2 shows the gender distribution of supervisors.

Table 2: Gender of Supervisory Body

Category	Male		Female	
	N	%	N	%
Members of Board of Governors	1	50	1	50
Metropolitan Director of Education	1	100	0	0
Principal	1	100	0	0
Bursar	1	100	0	0
SRC President	1	100	0	0

Table 2 shows 5 of the members of these categories were males. This was for the fact that the metropolitan director of education, the principal, the bursar the SRC president and a members of board of governors were males. There was only one female who was a member of board of governors.

Analyses of the Main Data

Research Question 1: What Challenges do the Administrators of Accra College of Education face in Managing the Human Resource of the College?

To ascertain the existence of problems with human resource management, areas investigated were staff recruitment, adequacy of staff, and difficulties with staff appraisal, staff promotion. It also includes staff salaries as well as student personnel management.

Recruitment of staff

The views of College administrators as well as that of office Supervisors were sought concerning their involvement with recruitment of staff. The response is shown in Table 3.

Table 3: Involvement in Recruitment of Staff

Respondents	Involved		Not involved	
	N	%	N	%
Tutors/HOD's and Auxiliary staffs	12	24	38	76
Administrators/Supervisors	4	66.6	2	33.4

While 38(76%) of the tutors/HOD'S and auxiliary staffs and 2(33.4%) of the supervisory body who work directly with staff indicated they were not involved in recruitment process, 12(24%) of the tutors/HOD's and 4(66.6%) administrators/supervisors who do not work directly with these staff were involved in the recruitment process. All 6 (100%) of Supervisors, however, expressed the need to involve College administrators in the recruitment process because they claimed 'they knew the calibre of staff they wanted to work with, and also because they worked directly with the staff. This confirms Rebores (2001) finding on the importance of the school Superintendents in recruitment of staff, when he indicated that Principals have the front line contact with staff members.

This is however, not the situation at present. The fact that responsibility for recruitment is stated in the college Principal's job description presents a greater challenge.

Adequacy of Staff

The question sought to find out whether the college has adequate staff, College administrators were interviewed; the responses are shown in Table 4.

Table 4: Adequacy of Staff

Problem area	Adequate		Not adequate	
	N	%	N	%
Tutors/HOD's and Auxiliary staffs	22	44	28	56
Supervisory Body	3	50	3	50

On the situation with staff adequacy, 44% and 50% of the tutors/ HOD's and auxiliary staffs and the supervisory body indicated the staff strength of the College was okay, while the 56% and the 50% majority of the of the tutors/ HOD's and auxiliary staffs and the supervisory body indicated that there were inadequate staff both teaching and non-teaching staff. The 50% of the supervisory body who indicated inadequate staffing reiterated that they utilized temporary staff and part time teachers to make up for such situations. The challenges identified were mostly how to get staff to teach the practical courses. This finding confirms Mc William and Kwamena s'(1975) point of view that, to secure for each position the most competent available person is a continuous challenge to administrative leadership. An important finding is that College administrators are able to solve non-teaching staff and temporary support staff situation because they could pay them from the Internally Generated Fund. (IGF)

Difficulties with Staff Appraisal, Staff Promotion and Staff Salaries

The Administrators, Supervisors as well as tutors/auxiliary staff was asked to indicate whether there were difficulties with appraisal, promotion as well as salaries for staff. The responses are shown in Table 5.

Table 5: Difficulties with Staff Appraisal, Staff Promotion and Staff Salaries

Problem area	Administrators/Supervisors				Tutors/HoD's and auxiliary staff			
	Problem		No Problem		Problem		No Problem	
	N	%	N	%	N	%	N	%
Staff appraisal	3	50	3	50	18	36	32	64
Staff	3	50	3	50	36	72	14	28
Promotion	5	83.3	1	16.7	42	84	8	16
Staff salaries								

There was indication of the staff appraisal and promotional situations at the college as 50% of the supervisory body stated that there were problems with staff appraisal and promotions. On the part of tutors/ HoD's and auxiliary staff, 64% majority of them did not see any problem with the staff appraisal system of the college. However, when asked about the promotion and salary structure, 72% and 84% of the tutors/ HoD's and auxiliary staff respectively indicated that there problems with the promotions and salary structures of the college. In effect, 54%) of the tutors also indicated that the appraisal did not help them, but only function as a formality for promotion. Mc William and Kwamena (1975) indicated that there is the challenge of evaluating the work of staff members and to ascertain the

competence of teacher is a very difficult task. As high as 63% of the supervisory body also registered their dissatisfaction with the salary system. This finding supports the view of Fowler (2000) who indicated that conflict is not necessarily wasteful but a moral process by which socially valuable differences register themselves for enrichment of all concerned. The Principal is therefore challenged to institute a more effective appraisal system that can help each staff to develop in totality.

While 50%, of College administrators who perceived difficulty with promotion explained that it took years to get staff promoted, and that promotion is not done according to qualification, this confirms the present situation where College administrators are not directly involved with promotion of tutors. The fact that all tutors follow the civil service scheme for promotion, presents dissatisfaction among them is a great challenge to the present principal. It is also clear that College administrators had no control when it comes to suggestions on modalities for promotion of tutorial staff.

All the respondents confirmed that they did not have any problem with getting the monthly salaries, but reiterated that it was not satisfying. This finding explains the reality of the situation that staff salaries are paid from the Controller and Accountant General's department, and is not under the control of the College administrators. This implies that, tutors are paid salaries regardless of any recommendation, concerning their skills, performance and effort among others.

The above situation is not in line with scientific resource management procedures discussed by Rebores who holds the view that rewards such as salaries must be linked with behaviors that the college classifies as desirable.

Student Personnel Management

The views of tutors/auxiliary staff as well as that of the supervisory body was sought concerning challenges that exist with student personnel management. The areas looked at are student discipline and student admissions. The responses are shown in Table 6.

Table 6: Student Discipline and Student Admissions

Problem area	Administrators/Supervisors				Tutors/HoD's auxiliary staff			
	Problem		No Problem		Problem		No Problem	
	N	%	N	%	N	%	N	%
Student discipline	4	66.6	2	33.4	44	88	6	12
Student admissions	3	50	3	50	24	48	26	52

As high as 85% of the respondents made up of 4 (66.6%) of supervisory body, and 44 (88%) of tutors/HoD's and auxiliary staff expressed that there is a decline in the level of student discipline. They relate the situation to factors such as inability to enforce discipline because tutors do not live around to do so, and also as a result of some students living outside the college premises. Tutors, however, relate the low level of student discipline to the greater number of students admitted, which make control rather difficult. (12%) of tutors/ HoD's saw the level of discipline as normal, but gave no reason to support their point of view. Two (25%) of the College administrators also consider the level of discipline as normal, which they relate to the fact that they see regulations well enforced. This latter response is in support of Musaazi (1985) who indicated that

to ensure discipline in the school rules and regulations have to be made to guide student's discipline in the school rules and regulations have to be made to guide student's conduct.

Both tutors and College administrators who said there is a decline in student discipline, as well as those who see the level of discipline as normal are of the view that the main machinery for ensuring discipline is one's ability to enforce discipline. This portrays an insistence on centralized power and authoritarian leadership that is a typical feature of theory X, proposed by McGregor and criticized by Attah et al (2000). Gaustad (1991) however holds a different point of view concerning factors that maintain discipline in schools and colleges. According to Gaustad research findings indicated that a major cause of student indiscipline is that students did not believe in the rules, and teachers and administrators did not know the rules. Also, teacher and administration cooperation was poor, administration was inactive, and teachers were unaware or disagreed on the proper responses to student misconduct.

Musaazi (1985), also cautioned against the sole reliability of enforcement of rules as a means to maintain discipline. To him, a dictatorial action whether by school Head and teachers or students, breeds disregard for authority and lowers moral of all, rather, the college Head and teachers should set examples of self-control and internal discipline in their classes and all interactions throughout the school. In view of this, Musaazi suggests that the College administrator and teachers must be enthusiastic about their duties, show good knowledge of their scope of work, be dutiful, admit mistakes and provide each student with an opportunity to success. Staff must also be consistent, objective, show

appreciation for honest work done by students, show consideration for students' feelings and listen seriously to student views as well as adhere to ones' responsibilities and make student feel important and responsible people.

Asiedu Akrofi (1978), also holds a different point of view from those of tutors and Principals concerning causes of indiscipline in schools which he related to the subject matter, factors in the student, qualities pertaining to the teacher, as well as conditions in the home. He therefore suggested that educational administrators, students and parents be responsible for maintaining discipline in schools and colleges. The implication for the Principal is to endeavour to set up the requisite modalities that will ensure discipline as indicated by Professor Joseph Aboagye, Ayanniyi Alhasan, and George Kankam, that 'discipline is a sine qua non for effective teaching and learning'.

As high as (48%) of respondents, made up of (50%) of College administrators, (48%) of tutors/ HoD's and auxiliary staff had problems the mode of admissions, such as 'protocol', pressure from the large number of applicants' as well as 'unfair and inconsistent procedures'. Thirteen (52%) of the tutors suggested that the colleges be given autonomy to use their own criteria for admission of students, while (24%) indicated that admissions should be done through an entrance examination. All, 6 (100%) of College administrators suggested that admission be done according to qualification, and also in accordance with facilities available in the colleges. About (52%) of tutors did not see anything wrong with the present procedure for admission. While College administrators see solution to the problem in terms of admitting according to qualification, and facilities available in the colleges, tutors perceive the solution in

terms of entry requirements only. This emphasized the fact that administrators are more concerned with utilization of resources to achieve organizational goals, while tutors are concerned directly with previous knowledge of students upon which they can build new knowledge. This finding is supportive of Okumbe (1998) who considers education administration as the process of acquiring and allocating resources for the achievement of educational goals.

Accommodation and Feeding of Students

The study further sought to find out whether any problems exist with feeding and accommodation for students. The view of College administrators was sought. The responses are shown in Table 7.

Table 7: Student Accommodation and Student Feeding

Problem area	Tutors/ HoD's and auxiliary staff			
	Problem		No Problem	
	N	%	N	%
Student accommodation	42	84	8	16
Student feeding	30	60	20	40

In Table 7, 42 (84%) of the tutors/auxiliary staffs reported that there is inadequate accommodation for students, which they relate to increased intake. Out of this 20 (40%), indicated that the situation has led to congestion and extra expenditure on construction of bunk-beds conference chairs, and pressure on utility services and the 30 (60%) also reported difficulties of class control, invigilation and marking of large number of scripts by only a few tutors. The remaining (16%) had no problem with accommodation. This finding confirms the

findings on student admissions where all the 6 (100%) of supervisory body suggested that admissions be done in accordance with facilities available in the colleges. Campbell et al (1977) indicated that educators have pointed out how innovative approaches and televised instruction are handicapped by facilities that block group of students and teachers from one another, making mobility onerous, impose a tight ship kind of discipline and a custodial attitude towards resources, and prohibit full use of technology. They added that the school programme should dictate school space and not the other way round.

On students feeding, 30 (60%) of the tutors/auxiliary staffs indicated that students complaint that the quality of food is poor. They all relate the feeding problem to inadequate funds. The other 20 (40%) had no problem with student feeding. Findings from student accommodation and student feeding indicate that problems exist in these areas as a result of increased intake and inadequate funds, a situation over which the College administrators have no control. The situation in which the College administrators find themselves is in support of the findings of McNergy and Herbert (1998), who indicated that 'today's College administrators have much less flexibility in making decision than did their predecessors. The administrators therefore appear caught between the need to innovate and raise expectations above the lowest denominator'.

Responses to research question one show that problems exist with human resource management. The specific problem areas are lack of involvement in recruitment of staff, inadequate staff, disagreement with staff appraisal, and delay in promotion of staff. Others are student discipline, student admissions as well as student accommodation and feeding.

Research Question 2: What challenges are encountered in the financial administration in Accra College of Education?

To ascertain whether any challenge accompany financial administration, the views of tutors/auxiliary staffs as well as that of the Supervisory body were sought concerning sources of funds and adequacy of funds, problems with getting funds, as well as disbursement of fund. Table 8 shows responses on sources and adequacy of funds and Table 9 shows responses on problems of getting funds and disbursement of funds.

Table 8: Sources and Adequacy of Funds

Sources of fund	Administrators/Supervisors				Tutors/ HoD's auxiliary staff			
	Adequate		Inadequate		Adequate		Inadequate	
	N	%	N	%	N	%	N	%
GOG/MOE	5	83.3	1	16.7	0	0	50	100
IGF	4	66.6	2	33.4	0	0	50	100

All of the respondents indicated that source of funds for the college is from the Government of Ghana in collaboration with the Ministry of Education (GOG/MOE) and from the Internally Generated Fund (IGF). As many as 83.3% of supervisory body indicated that funds from these two sources are adequate. However, the 85% of the total respondents made up of 1 (16.7%) of supervisory body and all 50 (100%) of tutors/ HoD's and auxiliary staffs indicated that funds from these two sources are woefully inadequate.

A 4 (66.6%) supervisory body further gave suggestions that principals could charge fees, only after they have prior discussions with their Supervisors,

and have been given the go ahead to do so concerning in the circumstances of inadequate funds. Consequently, 2 (33.4%) of the supervisory body registered reservations concerning whether principals should charge other fees, and explained that unless a review is carried out, and the situation made uniform in all the colleges it may create problems. A major finding is that supervisory body has adequate knowledge of the financial situation in the colleges. They also appreciate the need to accrue some IGF but are rather concerned with irregularities that may accompany principals charging other fees. Okumbe (1998), found out that irregularity in school financing as well as difficulties of using limited resources has been an great challenge to financial management of educational institutions. The concern of the Supervisors regarding the need for the principals to consult and confer with authorities before other fees could be charged is in line with scientific management school of thought. Taylor (1856-1917). Fayol (1916), as well as Gulick et al (cited in Okumbe (1998) (p.23), indicated that management has specific functions that are guided by laid down principles.

Table 9: Problems with Financial Administration

Problem area	Administrators/Supervisors				Tutors/ HoD's and auxiliary staff			
	Problem		No Problem		Problem		No Problem	
	N	%	N	%	N	%	N	%
Getting funds	0	0	6	100	34	68	16	32
Disbursement of Fund	0	0	6	100	22	44	28	56

Concerning difficulties with getting funds and the disbursement of the fund to run the college, all 6 (100%) of the supervisory body reported that they had no problem with getting funds to run the colleges, because they depend on funds from the GOG/MOE and their IGF. Two (33.4%) of College administrators indicated that they had problems such as delays in provision of funds, monies not allocated to their budget and the fact that their IGF was scanty.

All 6 (100%) of Supervisors indicated that Principals encounter problems with getting funds and also with disbursement of funds. Two (33.4%) of College administrators expressed difficulties with how to accrue the IGF. The same proportion indicated that the account staffs sometimes make purchases without the knowledge of the Head of institution. Four (66.6%) of College administrators reported that they do not encounter problems with disbursement of funds as they disburse funds according to Ministry of Education agreed procedures, which is possible because their account staffs are co-operative. The point of view of 6 (100%) of Supervisors is that Principals have difficulties with financial reporting. Another finding is that inadequate support from accounting staff is a challenge to effective disbursement of funds, as College administrators who had no difficulty with disbursement of fund confirmed that their accounting staffs were supportive. Also those who had problems indicated that their accounting staffs were not supportive. Ozi (1997) confirms the importance role of the accountant in the successful financial administration of the Principal, and referred to the accountant as the financial technical advisor. The implication is that as the Head performs his or her numerous duties, he or she is faced with the challenge of winning the

co-operation of the account staff, getting enough money to run the school as well as carry out an efficient financial administration.

How the Internally Generated Fund (IGF) should be Used

Supervisors’ view was sought concerning how the IGF should be used and the response is shown in Table 10.

Table 10: Use of Internally Generated Fund (IGF)

The Use	N	%
Used in areas where there is no GOG/MOE support	10	18
Used depending on the needs of the college and to follow laid down financial regulations	46	82

When asked on how to use of the IGF 10 (18%) of entire respondents indicated that the IGF should be used in areas where there is no GOG/MOE support. On the other hand 46 (82%) suggested that the IGF should be used depending on the needs of the college, and according to laid down financial regulations. The finding supports the point of view of the Commonwealth Secretariat in their document on financial administration, (1993), that for satisfactory utilization, funds must take account of activities to be carried out, and expenditure must be accounted for according to priorities.

Responses to research question three shows that sources of funds for managing the colleges are from the GOG/MOE and also from the IGF. It is also evident that Principals encounter challenges with financial administration. The problem areas identified are inadequate funds as a result of inadequate budget

allocation and inadequate IGF. Other problem areas are difficulties with disbursement of funds as a result of poor co-operation from the account staff.

Relationship between the School and the Community

To ascertain whether challenges exist with school community relationship the aspects investigated were public image of the college and the need to have a Board of Governors (BOG) for the college. The view of tutors/auxiliary as well as those of administrators was sought, and the response is shown below. Table 11 shows responses on public image while Table 12 shows responses on the need to have a B O G for the colleges.

Table 11: Public image of the College

Respondents	As an institution		As part of the GES	
	N	%	N	%
Tutors/HoD's and auxiliary	28	56	22	44
Administrators/Supervisors	6	100	0	0

Table 11 shows a divergent view on the part of tutors/auxiliary concerning the public image of the college. 28 (56%) of tutors/HoD's and auxiliary staff indicated that the public sees the college as an institution on its own, and another 11 (44%) holds the view that the public sees the college as part of the Ghana Education Service. All the 6(100%) of College administrators indicated that the public sees the college as an institution on its own. This implies that public image of the college is related to the site of the college.

In response to how they get the public informed about the College, administrators indicated that they do so by the installation of a signpost and also

through explanations on what the college is for. This is evidenced by availability of signpost bearing name and address of the college, at the entrance of college and at vantage points. Findings however, indicate that signposts could not inform the public adequately concerning what the college stands for. The challenge for the principal is to present the college to the public in the most effective way. Mc. William and Kwamena Poh (1975), suggested that in such circumstances the beliefs, and aspirations of the people must be taken into consideration. Campbell et al (1977), also suggests that information about the school needs to be disseminated on many subjects that information about the school needs to be disseminated on many subjects and also through many ways of reporting such as students, teachers, posters and school magazines.

Need for a Governing Board for the College

The views of Supervisors were sought concerning the need to have a Governing Board for the college and the response is indicated in Table 12.

Table 12: Need for a Governing Board

Respondents	There is the need		There is no need	
	N	%	N	%
Supervisors	6	100	0	0

In Table 12, all the six (100%) of Supervisors indicated that there is need to have a governing board for the college. Supervisors further explained that a Governing Board is necessary to help regulate the administration of the college. College administrators also explained that activities of a Governing Board are way of involving other stakeholders in the administration of the college. It is

clear that College administrators as well as Supervisors appreciate the importance of Board activities in the administration of the college and this gives the Principal the challenge of a wider scope of community involvement, as indicated by Caldwell and Spinks (1992).

Research Question 3: What challenges are faced by the staff of Accra College of Education in implementing the curriculum?

Responses to research question three show that problem exist with school community relationship as the sign post could not give the public the exact interpretation of what the collages are. Also, Board activities are nonexistent in the collages

To find out whether problems exist with curriculum implementation, the views of tutors as well as College administrators were sought. The responses are shown in Table 13.

Table 13: Problems with Curriculum Implementation

Respondents	Problems exist		No problem	
	N	%	N	%
Tutors/HoD's and auxiliary staff	34	68	16	32
Supervisors/administrators	3	50	3	50

A significant proportion of 37 (66%) made up of 3 (50%) of the supervisor/administrators and 34 (68%) of tutors/HoD's and auxiliary staff had problems with the implementation of curriculum in the college. According to the tutors the theoretical aspect of the curriculum has more weighting than the practical component. College administrators also reported problems such as

inconsistencies in the course content and an overloaded theory, which compromise the practical aspect. This supports the findings of Ofofu (2001), and Nyante (2004), who observed that nursing education is basically in the 'Head' with less emphasis on 'Hands and Head'. They concluded that this does not augur well for a holistic approach to nursing education and may create very wide theory – practice gaps. Darko (2004), also indicated that there was a weak balance between theory and practice, since the new diploma nursing programme, is perceived to give more weighting to theory than practice. One (17%) of College administrator did not give any reason for indicting that problems existed. The other 3(50%) College administrator and 16 (32%) of tutors had no problem with the curriculum. The Principals are challenged to put in more effort to lead and coordinate activities of tutors (who also perceived problems with the curriculum) as well as other inputs for effective curriculum implementation. The Principal, as attested by Fowler is confronted with the challenge of maintain his or her disposition as an instrument for change in the initiation, implementation and institutionalization of the new curriculum.

Problems with Content on Technical Training

The study further sought to find out if there are problems with the content on technical training to become a teacher versus the academic courses. The views of tutors as well as those of College administrators and supervisors were sought. Their responses were shown in Table 14.

Table 14: Problems with Technical Training

Respondents	Adequate		Not adequate	
	N	%	N	%
Tutors/HoD's and auxiliary staff	22	44	28	56
Administrators/supervisors	0	0	6	100

Table 14 shows an unequally divergent view of tutors concerning the weighting for technical training to become a teacher and a unilateral view of all College administrators on the same issue. While 22 (44%) of Tutors/HoD's and auxiliary staff perceived the content on technical training as adequate, 28 (56%), of Tutors/HoD's and auxiliary staff indicated that the content on technical training to become a teacher is inadequate. The latter proportion of Tutors/HoD's and auxiliary staff further explained that there is comparatively less time to give students technical training because there is less time for practical teaching. They suggested that the curriculum should be reviewed to give classroom training more weighting than it is now. All the 6 (100%) of College administrators/supervisors indicated that content on technical training was not adequate. They explained that 'there are more academic courses, which compromise the period for technical training, and in addition, the period for class room training is too short'. This shows a significant proportion of 34 (68%) of respondents who have problem with content on technical training. This finding also confirms the findings in Table 13 where as high as 34 (68%) have problem with the curriculum. It also supports the findings of Ofosu (2001), and Nyante (2004), who observed that practical education is basically in the 'Head' with less emphasis on 'Hands and Head'

Research Question 4: What Challenges do Staff experience in the Management of Learning Resources?

The study further sought to find out whether there are challenges concerning learning resources. Areas investigated were expansion and maintenance of physical facilities such as buildings, furniture and teaching and learning materials. The views of the College administrators/supervisors were sought and the response is shown in Table 15.

Table 15: Challenges Pertaining to Expansion of Buildings, Furniture and Teaching and Learning Materials

Areas	Problems Exist		No Problem	
	N	%	N	%
Expansion of buildings	56	100	0	0
Furniture	48	86	8	14
Teaching and Learning Materials	43	77	13	23

All 56 (100%) indicated that problems exist with expansion of buildings. They reported that control from the Ministry of Education makes it difficult to carry out renovation work. As high as 48 (86%) of the total respondents reported that the college did not have enough furniture, which was due to increase in the number of student admissions and as a result of constant breakdown.

Again, 43 (77%) of the respondents had problems with inadequate teaching and learning materials such as computers, textbooks, photocopiers, video deck and tapes as well as problems of constant breakdown of the existing photocopiers and other equipment such as mowers. They related this problem to

increased number of students. The findings shows that the main challenge with physical facilities is inadequate funds which make it difficult to renovate buildings, and procure furniture and instructional materials. The problem is also attributed to increased admissions without the requisite logistics. This supports Campbell et al (1977) who indicated that the Head is challenged to ensure effective teaching and learning despite inadequate physical facilities that will enhance the accomplishment of such tasks.

Challenges with Maintenance of Physical Facilities

To ascertain whether any problem exist with physical facilities the view of Collage administrators as well as those of the Supervisors were sought and the response is shown in Table 16.

Table 16: Maintenance of Physical Facilities

Respondents	Problems Exist		No Problem	
	N	%	N	%
College administrators/ Supervisors	6	100	0	0

All 6 (100%) of College administrators/Supervisors indicated that they had problems with maintenance of physical facilities. Three (50%) stated that there are problems with constant breakdown due to pressure from the larger number of students coupled with the cumbersome processes of doing major work. They suggested that attention should be given to individual colleges rather than solving problems according to laid down regulations. The other 3 (50%) indicated that they encounter problems of inadequate funds for maintenance and lack of in service training on culture of maintenance. They also suggested that

protocols should be shortened and colleges given autonomy concerning maintenance. To them, the Ministry of Education must make plans and provide the necessary inputs for education on culture of maintenance that will change people's attitude.

The implication here is that challenges that accompany the administration of physical facilities is as varied and quite numerous just as the factors to consider in the construction and maintenance as well as the sustenance of an effective teaching and learning environment as indicated in A report of the School Building Commission cited in Campbell (p141)

Research Question 5: What other Challenges confront the Administrators of Accra College of Education?

Challenges Concerning Autonomy and Accreditation

The study further investigated other challenges that may confront the administration of the colleges in areas such as attainment of autonomy and accreditation. To ascertain whether the colleges should be given autonomy the specific areas investigated were administration, recruitment of staff, admission, and staff discipline. The views of Supervisors were sought and the response is indicated in Table 17.

Table 17: Need for Autonomy

Areas	Should be given		Should not be given	
	autonomy		autonomy	
	N	%	N	%
Administration	30	60	20	40
Recruitment of staff	40	80	10	20
Admissions	0	0	50	100
Staff discipline	50	100	0	0

In Table 17, 30 (60%) of the respondents indicated that Principals should be given autonomy concerning administrative decisions in general, but to do so by following administrative principles that are laid down by the Ministry of Education. Whiles 20 (40%), however, expressed a different view that such autonomy should not be granted, because there is the need to have a mechanism to regulate the administration of the college. This implies that Principals must be used and supervised effectively in the college in order to increase efficiency among them. The challenge for the Head is to take administrative decisions in accordance with principles lay down by the Ministry of Education. The Principal is also challenged to work under Supervisors at the managerial levels of the Ministry of Education and the Ghana Education. This is the greatest challenge to educational administration, as indicated by Okumbe (1998), that the task performed by the Head of school or college Principal, reveal that educational organizations are not administered in quite the same way as religious, military, business or health care organizations.

As high as 40 (80%) of the respondents indicated that autonomy should be granted to the College administrators concerning recruitment of staff and further gave suggestions to achieve this course. 25 (50%) suggested that the principal could advertise vacant positions, and then recruit staff along the usual recruitment process to employ the right caliber of staff. The other 25 (50%) suggested that Principals should seek permission from their supervisors and then go ahead to recruit staff according to Ministry of Education laid down policies. Ten (20%) indicated that the college should not be given autonomy to recruit staff because the colleges are not autonomous. The finding shows as high as 40 (80%), who are in favour of granting autonomy for recruitment of staff, but were concerned about the utilization of laid down policies. This is in support of Rebore (2001), who declared, that the Principal must become an integral part of the human resource planning process, and that recruitment should follow laid down human resource principles.

All of the respondents were not in favour of centralization of admission, and gave various reasons for their stand. 30 (60%) indicated that there is need to ensure uniformity for all teaching recruits in Ghana and to another 20 (40%) there is the need to ensure that students are admitted on merit. It is evident from Table 6 that as high 27 (81%) of the respondents, made up of 4 (75%) of the college administrators/supervisor, and 42 (84%) of the tutors/auxiliary staffs perceived problems with student admissions and suggested that the procedure for admissions should take into consideration the situations in the individual colleges as well as the use of the colleges own criteria for admissions. Since all of the Supervisors are not in favour of centralization of admissions despite the problems

in the college the implication is that Principal and tutors will continue to experience difficulties with admission, and the college will continue to battle with this particular condition for accreditation, since the National Accreditation Board requires a certain degree of autonomy for colleges.

All of the respondents indicated that autonomy should be granted to the College administrators concerning staff discipline. They further suggested ways in which it should be carried out. According to them structures and modalities must be put in place, and the system in which staff discipline will operate must be transparent. About 16 of the respondents suggested that there should be laid down regulations that spell out the code of behaviour and disciplinary measures that go with specific misconduct. The other 17 of the respondents suggested that staff discipline should start with verbal warning before getting to stiffer punishment.

The findings indicate that Supervisors concur to grant autonomy for staff discipline, and also are concerned with institution and utilization of a well-structured system that will promote a firm but fair disciplinary procedure.

This finding is in line with those of Rebore (2001), who contends that disciplinary measures must be well structured and systematic, that response of management to such problems must be corrective rather than punitive, and that the actions taken must be progressive if it is to withstand the test due 'process'. The challenge for the Head is for him or her to have a well-structured system for staff discipline and also work with immediate supervisor to institute the most appropriate disciplinary measures to staff.

The Supervisors' response concerning whether the college should be given autonomy in the specific areas such as administration, recruitment of staff, admissions and staff discipline tends to portray the application of the classical school of thought, proposed by Taylor and others like Henry, Gantt and Brandies who emphasized efficiency and the preoccupation to realize quality and economy in production, by the central management exercising close supervision in accordance with clearly stated standards.

Need for Accreditation for the College

To ascertain the existence of problems with accreditation, the need for accreditation was investigated

The views of College administrators and that of the tutors were sought concerning the need for accreditation. The responses are shown in Table 18.

Table 18: Need for Accreditation for the College

Respondents	Should work hard to attain accreditation		There is no need	
	N	%	N	%
Administrators/Supervisors	6	100	0	0
Tutors/HoD's and auxiliary	50	100	0	0

All the 6 (100%) of the administrators/Supervisors and the 33 (100%) of the tutors/auxiliary staffs were of the view that the college should work hard to attain accreditation, and gave their suggestion to this effect. College

administrators/Supervisors suggested that in respect to physical infrastructure in the colleges, the Ministry of Education should draw an action plan to ensure a quick take off. All 50 (100%) of the tutors/auxiliary suggested that the colleges must upgrade all tutors, equip the library and improve on the general learning environment.

The National Accreditation Board for Ghana requires that colleges satisfy certain criteria to be considered for accreditation. The Board's questionnaire for institutional and programme accreditation, covers an extensive set of criteria which include the college physical facilities master plan, safety, highest qualification of the academic staff, research output, library facilities as well as staff development plans.

Responses to research question 5 reveal that there were other challenges such as lack of autonomy and problems with accreditation. The main challenge with accreditation is the need for the principal to improve on the physical infrastructure, as well as the total learning environment. Problems with autonomy exist because the Ministry of Education and the teacher training college's council take central control of student admissions as well as the administration of the college. Also problems exist with accreditation because of lack of autonomy and problems with non involvement of the Collage administrators in recruitment of staff, central control of student admissions and inadequate teaching and learning material, as well as staff academic problems.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

This chapter contains the summary to the findings of the study, the conclusions made based on the findings and the recommendations made as well as some recommendations for further study.

The main purpose of the study was intended to find out the challenges that confront the administration of Accra College of Education of the Greater Accra Region of Ghana. It also aimed at finding out the causes of those challenges and their effects on academic achievement and total development of the Accra college of education. In line with the objective of the study, descriptive survey was used to conduct the study. The total population selected for the study was 150, comprising 5 members of board of governors, the principal, 2 vice principals, 82 tutors, 4 heads of department and units, the bursar, domestic bursar and the storekeeper, 13 members of student representative council, 1 metropolitan director of education.

The sample size for the study was 56 comprising of 44 tutors, 4 heads of departments and units', the bursar, 2 member of board of governors, , the principal and the metropolitan director of education, SRC president and 2 auxiliary staffs (matron and her assistant), were selected for the study. The tutors, heads of departments and units and auxiliary staffs were served with

questionnaires while the principal, metropolitan director of education, the Bursar and the members of board of governors and the SRC president were interviewed to sample their opinions. The simple random sampling technique (lottery method) and purposive sampling technique was used to select members of the groups sampled. The questionnaires and interview were administered personally to all the respondents selected. The results of the study were presented in frequencies and percentages.

Key Findings

The following findings emerged from the study:

1. The main finding is that administrators of the training institutions encounter problems with human resource management, in areas such as recruitment of staff, adequacy of staff as well as staff development issues.
2. In the case of staff appraisal, it was found that the college encountered problems such as disagreement with suggestions from tutors, and tutors also registered their dissatisfaction because they claimed the appraisal system only functioned as a formality for promotion. The tutors also had problems with promotion, and perceived difficulty with extrinsic rewards such as promotion. However respondents registered very little displeasure with salaries for staff because they were aware salaries are not handled by management.
3. The study found that, the main source of funds for the college was from the Government of Ghana through the Ministry of Education and Internally Generated Fund. It was also evident that the funds from these two main sources are inadequate as a result of monies not being allocated

to the budget and also as a result of inadequate Internally Generated Fund in the college.

4. Irrespective of the sign posts installed to tell the public about the colleges, the public holds a different view of what the colleges are, and this is related to proximity of the institutions to the college.
5. All the respondents perceived problems such as overloaded theory which compromises the practical component of teaching and poor implementation of the curriculum, such as inability to utilize the fieldwork hours in the curriculum as well as the vacation practical periods more effectively.
6. The study again found out that there were problems with expansion of physical facilities as well as with the maintenance of equipment. There were also the problems of inadequate teaching and learning materials.
7. It was evident that achievement of autonomy depends on the extent to which Supervisors are convinced that the colleges can run on their own without the need to have a mechanism to regulate admissions, human resource management, as well as the general administration of the colleges.
8. The colleges are confronted with the task of being able to attain autonomy for admission and general administration in order to satisfy the requirement of the National Accreditation Board.
9. Challenges such as non involvement of administrators in the recruitment of staff, inadequate number of teaching staff, and increased admissions with its attendant problems, coupled with inadequate funds frustrate the

efforts of the principal in bringing about desirable changes in the development of the college. Also, problems such as inadequate learning materials, inadequate teaching practical time, indecision pertaining to the utilization of continuous assessment result for final certification as well as lack of autonomy, makes it difficult for the administrators to function within their job description.

Conclusions

Following the findings of the study, it could be concluded that problems on human resource, funding, infrastructure and teaching and learning resources were the major challenges which are frustrating the efforts of the administrators in bringing about desirable changes in the Accra College of Education. These problems exist principally, because the College is in the civil service structure. As such they function as a civil service organization rather than a training institution.

Recommendations

The study sought to find out about challenges that may accompany the administration of the Accra College of Education. Based on the findings of the study the following recommendations were made:

1. It is recommended that, the administrators of the Accra College of Education as well as those that matter must be involved in recruitment of staff as stated in their job description, so that they could manage these staff more effectively. The Ministry of Education must clearly define and adhere to the qualification and position of persons required to teach in the Teacher Training Colleges. Staff must also be furnished with their job

description, lines of authority as well as their promotion scheme in order to give them a better understanding of the system within which they function.

2. On student discipline, it is recommended that the administrators of Accra College of Education need to exercise restraint concerning the sole reliability on enforcement of rules as a means to maintain discipline, and rather utilize the collective effort of parents, students and tutors. Also, they must employ other acceptable control measures such as being more enthusiastic about their duties, showing good knowledge of their scope of work, being dutiful, admitting mistakes and providing each student with an opportunity to succeed.
3. When it comes to student admissions, it is recommended that members of board of governors must take into consideration the collective view of the principal as well as the peculiar situations in the college that will promote teaching and learning.
4. It is again recommended that the principal and the members of board of governors in collaboration with the Ministry of Education must declare the position of the Accra College of Education as a training institution in terms of structure and general administration to the communities around it. They must also clarify the relationship between the colleges and schools in the communities as practical training ground for the collage. College Principals must have deputies who are officially appointed by the Ministry of Education, with specified job descriptions and the appropriate fringe benefits attached.

5. The Ministry of Education and the Ghana Education Service in consultation with the principal, his deputy and heads of department must re-assess the teaching staff needs of the colleges, so that qualified tutors who can handle the theoretical as well as the practical component of the technical courses would be allocated, to enhance a more practical directed teaching. College administrators and tutors must utilize the stipulated hours for field work within the semester as well as that of the inter-semester practical as stated in the curriculum and also supervise students during this teaching practice. The present curriculum for teacher training must be reviewed to give the technical and teaching component more weighting that it is now.
6. The study recommends to the Ministry of Education endeavour to allocate funds quick enough to enable training colleges finance their budget respectively. The Ministry should also employ qualified accountants to the colleges to support the principals as well as take all principals through the process of financial administration so that they can carry out a more effective financial management.
7. Finally, the college in consultation with the Ministry of Education needs to work hard to attain autonomy so that they can attain accreditation. The principal is an instrument for change; therefore it is incumbent upon the principal of the Accra College of Education to be sensitive to the above-proposed changes as a process – not in action. The Ministry of Education must address these challenges more objectively, in order to enhance the

performance of the principal and the administrators of Accra College of Education.

Suggestions for Further Research

This study was pedestal on finding out the challenges that confront the administration of Accra teacher training college. It is therefore, suggested that a follow up research should be replicated in other training colleges to cover the rest of the Teacher Training Colleges in the country with support from the Ministry of Education.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TUTORS/ AUXILIARY STAFF

This questionnaire aims at getting responses concerning challenges that confront the administration of Accra Teacher Training Colleges. You are invited to be part of this study. Please could you spare a few minutes of your tight schedule to respond to the following items? Be assured that the responses will be strictly confidential.

Thank you.

Human Resources

1. Do you have a staff appraisal system? Yes [] No []

2. If yes, how helpful is it to you?

.....
.....

3. If no what problems exist

.....
.....

4. What problems do you encounter with your promotion?

.....
.....

5. What problems do you encounter with salaries

.....
.....

Student Admission/Discipline

6. What are your views concerning the present procedure for admission of students?

.....
.....

7. What are your views concerning student discipline?

.....
.....

Curriculum Implementation

8. What are your views concerning the balance between the teaching and theoretical components of the curriculum?

.....
.....

9. What about the content of the teacher training (to become a teacher) and the academic courses?

.....
.....

School Community Relationship

10. Do you think the public knows the college as an institution on its own or as a wing of the Ghana Education Service (give your comments)

.....
.....

Autonomy

Do you think the college should be given more autonomy than what the situation is now as regards?

11. Admission of students Yes [] No []

12. If yes, give reason

.....
.....

13. If no, give reason

.....
.....

14. Recruitment of staff Yes [] No []

15. If yes, give reason

.....
.....

16. If no, give reason

.....
.....

17. Student discipline Yes [] No []

18. If yes, give reason

.....
.....

19. If no, give reason

.....
.....

APPENDIX B

**INTERVIEW GUIDE FOR PAST, PRESENT AND VICE PRINCIPAL
OF ACCRA TEACHER TRAINING COLLEGE**

This questionnaire aims at getting responses concerning challenges that confront the administration of Accra Teacher Training College. You are invited to be part of this study. Please could you spare a few minutes of your tight schedule to respond to the following items? Be assured that the responses will be strictly confidential. Thank you.

Human Resource Management

1. Do you have enough teaching staff? Yes [] No []
2. If no, do you get part-timers to assist in the teaching?
.....
.....
3. How your teaching staff mix, and quality is (is it adequate)?
.....
.....
4. Do you have enough support staff? Yes [] No []
5. If no, how do you get such duties done?
.....
.....
6. Are there any challenges concerning staff appraisal? Yes []
No []
7. If yes, what are these challenges?
.....
.....
8. What difficulties do you have getting your staff promoted?
.....
.....
9. What problems do you encounter in getting salaries for staff?
.....
.....

Financial Administration

- 10. What problems/challenges do you have in getting funds to run the college?
.....
.....
- 11. What problems do you have concerning financial administration?
.....
.....
- 12. What problems do you have concerning financial administration?
.....
.....

Student Admissions

- 13. What difficulties do you encounter during student admissions?
.....
.....
- 14. What problems do you have concerning student accommodations?
.....
.....
- 15. What are the problems concerning student feeding?
.....
.....
- 16. What problems do you encounter concerning student discipline?
.....
.....

Curriculum Implementation

- 17. What problems do you have in managing the curriculum?
.....
.....

18. What problems do you have concerning classroom teaching and learning?

19. What challenges do you have with practical training for students?

20. How do you handle the public image of the college? (Do you feel they see the institution on its own or as a wing of the Ghana Education Service?)

21. What problems do you have in terms of centralization of admissions of the college?

Management of Learning Resources

What challenges do you have concerning expansion of physical facilities?

22. Buildings

23. Furniture.....

24. Equipment

25. What challenges do you have with the maintenance of the physical facilities?.....

26. How best do you think the challenges relating to physical facilities could be minimized?.....

APPENDIX C

**INTERVIEW GUIDE FOR MEMBER OF BOARD OF GOVERNORS
(SUPERVISORS)**

This questionnaire is aimed at getting responses concern challenges in the administration of Accra Teacher Training College. You are invited to be part of this study. Please could you spare a few minutes of your tight schedule to respond to the following items? Be assured that the responses will be strictly confidential. Thank you.

Human Resource Management for the Colleges

1. Do you think it is necessary to involve the administrators of the Accra teacher training college in recruitment of staff? Yes [] No []
2. If yes, give reasons
.....
.....
3. If no, give reasons
.....
.....
4. Do you think it is necessary to have a governing board for the college? Yes [] No []
5. If no, give reasons
.....
.....

Financial Administration

6. In view of the fact that government grant to the college is inadequate for training colleges, is it appropriate for the heads to charge other fees? Yes [] No []
7. If no, give reasons

8. What is your view about how the internally generated fund should be used?
-

Students Admissions

9. Do you think the college should be allowed to use its own entry requirements for student admission? Yes [] No []
10. If no, give reasons
-

Curriculum Implementation and Examination

11. Do you think the practical teacher training component of the curriculum should be given a heavier weighting than it is now? Yes [] No []
12. If yes, how should it be done?
-

Autonomy

Do you think the college should be given more autonomy concerning the following?

13. Administration Yes [] No []
14. If no, give reason
-
15. If yes, how should it be done?
-
16. Recruitment of staff Yes [] No []
17. If no, give reasons
-
18. If yes how could it be done?
-
19. Staff discipline Yes [] No []
20. If no, give reasons
-

21. If yes, how could it be done?
.....

Management of Learning Resources

What challenges exist in the college concerning expansion of physical facilities?

22. Buildings.....
.....

23. Furniture
.....

24. Equipment
.....

25. What challenges do you have with the maintenance of the physical facilities?.....
.....