

UNIVERSITY OF EDUCATION, WINNEBA

ADMINISTRATIVE CHALLENGES FACING BASIC SCHOOL HEADS IN THE
ATRONIE CIRCUIT OF THE SUNYANI MUNICIPAL EDUCATION DIRECTORATE

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**A Project Report in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies, University
of Education, Winneba, in partial fulfilment of the requirements for award of the
Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, TUDZI EUNICE AMA, declare that this project report, with the exception of quotations references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original research work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I declare that, the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of project report laid as down by the University of Education, Winneba.

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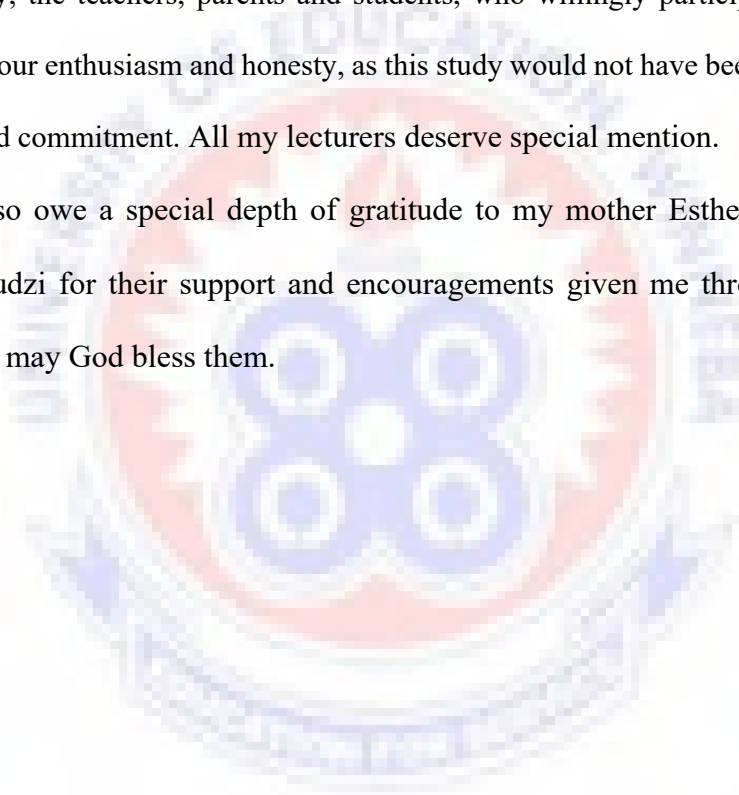
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DEDICATION

To my dear mother Esther Bedzo and my sister Faustina Tudzi.



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ABSTRACT

The purpose of this study was to find out the administrative challenges facing public Basic school head teachers in the Atronie circuit of the Sunyani Municipality. The design of the study was a descriptive survey design. Quantitative research approach was used for the study. The population for the study was made up of all basic school head teachers in the Atronie circuit of the Sunyani Municipality numbering 50 head teachers. Census sampling technique was used to select all the 50 respondents for the study. Questionnaire was the main instrument used for data collection. The data were analyzed using percentages and frequencies with the help of the Statistical Package for Social Sciences (SPSS) version 20.0. The study concluded that indiscipline and interpersonal conflict affected school administration. Moreover, teacher's inability to perform tasks on time and teachers' unauthorized absenteeism also affected school administration. Moreover, alcohol consumption and dictatorial tendencies on the part of teachers affected school administration. The challenges head teachers faced in students management were unsafe school environment, teachers' unwillingness to help students' supervision, lack of adequately qualified guidance and counseling personnel in the school, withdrawal of the cane as a tool to control indiscipline in the schools, negative attitude towards schooling and education in general, indiscipline truancy and poor attitude of learners affected school administration. The study recommended that the Ministry of Education through Ghana Education Service (GES) should offer continuous in- service training to the head teachers on pupil management to keep them up-to date with skills that will assist them to run their schools effectively.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Problem

Education is regarded as the key that unlocks the development of personal and national potential and all other kinds of rights and powers in the world. The increasing awareness of the importance of education for sustainable development in Ghana is paramount. Education for sustainable development in Ghana, can be defined as the educational process of accomplishing sustainable human development which includes economic growth, social development, environmental protection, scientific development and employment opportunities in an equitable manner. Ozigi (2007) opined that education is the light, without which, the world would be in darkness. It is the basis for modernity, scientific and technological breakthrough, which have made all nations of the world accord immense priority to education.

Education is an investment that requires the efforts of both the government and the private sector. Education is a means of not only promoting social and political consciousness, but also producing the quantity and quality of skilled manpower required for economic development (Coombs, 2000). Katz (2005) points out that schools are set up to enable society to achieve its objectives through teaching and learning. Schools then should be properly managed and every educational organization requires a pattern of administration to propel it effectively and efficiently towards the realization of its goals. Many teachers in Ghana have been given school leadership responsibilities without adequate in-service training (Adesina, 2000). For efficient and effective administration, head teachers need to have adequate administrative skills as well as adequate human and physical resources.

However the administration of the school is the responsibility of the head teacher who is assisted in the day to day running of the school by the assistant head. Head teachers are charged with the responsibility of managing schools on day to day basis and ensuring that educational goals and objectives are achieved. Hanson (2005) points out that the basic purpose of educational administration is to enhance teaching and learning. This view indicates that educational administration is a process that facilitates and enhances the teaching and learning process in schools. The responsibilities of secondary school head teachers are categorized into several operational management task areas, which include management of pupil personnel (students), management of staff personnel, management of school community relations among others.

Head teachers occupy a position of leadership that is, they lead their teams of teachers, pupils, non-teaching staff, parents and communities towards accomplishment of educational goals. Accomplishment of educational goals to a large extent depends on proper school management under the guidance of the head teachers. Head teachers play a key role in achievement of educational goals and objectives in schools. In spite of their very fundamental role, head teachers are basically trained for classroom management and not school management. Yet the duties and responsibilities of a classroom teacher are quite different to those of a head teacher (Hanson, 2005).

The head teacher should be in the position to create an enabling environment for learning and teaching to take place. This will enable learners to exploit their potential and talents fully so as to be productive members of the society. The society also offers security to the school and also can help to curb indiscipline in the school if the relationship between the school and the society is cordial. The head should work closely with the representatives of

the community e.g. parent teacher association (PTA), politicians, spiritual leaders and local administrators because these members play an important role in enhancing effective cohesion between the community and the school. The Head teacher plays an important role in enabling the teachers to understand and appreciate the community. The head teacher should provide an open two way communication between the school and the community so that opinions and suggestions from both sides can be incorporated into school programmes. Knowledge of the community's socioeconomic status and their cultural values will assist the head teachers and his staff to understand how to handle their needs. However, there are administrative problems which the head teachers encounter in the management of schools that included that hinder effective administration.

1.2. Statement of the Problem

There have been allegations by the public that Basic school head teachers, like other civil servants, have been appointed to their leadership positions through such influence as nepotism, corruption, bribery and political party allegiance. The Head teacher plays a vital role in school administration. The head is the person on the ground in the Ghana Education Service (GES) hierarchy, yet as Hanson (2005) observes many teachers were given leadership without any formal preparations for it and orientation for them. When a teacher is picked out to be a head teacher, he or she will find him or herself in an unfamiliar world altogether with new responsibilities, commitments, new problems and in most cases less free time.

Similarly, Ogunu (2000) asserts that the essence and skill involved in headship can be learned and developed through education and experience. people can learn to communicate clearly, to maintain and show respect for and trust in subordinates, to be just in making

judgments, to instruct clearly and to be patient with mistakes, to be loyal to followers and though in their behalf, to be humble and open to new ideas and different opinions, to keep a sense of humour and to know how to relax. Training in education management continues to be provided to head teachers and their deputies through the Ghana Education Service. Management courses in education do include management of students, teachers and school and community relations among others. Despite the efforts made by head-teachers administrative problems seems unsurmountable in Basic schools in the Sunyani Municipal Education Directorate. This study therefore is designed to investigate the administrative challenges facing Basic school heads in the Atronie Circuit of the Sunyani Municipality.

1.3. Purpose of the Study

The purpose of this study is to determine the administrative challenges facing public Basic school head teachers in the Atronie circuit of the Sunyani Municipality.

1.4. Objectives of the Study

The study seeks to:

1. find out the challenges basic school heads teachers face in managing students' in the schools in the Atronie circuit of the Sunyani Municipal Education Directorate.
2. examine the challenges facing the head teachers in the school administration in relation to the teachers.
3. identify the challenges the head teachers face in school community relations in the school administration.

1.5. Research Questions

The study will address the following questions:

1. What are the challenges basic school heads teachers face in managing students' in the schools in the Atronie circuit of the Sunyani Municipal Education Directorate?
2. What challenges do teachers pose to headteachers in basic schools in the Atronie circuit of the Sunyani Municipal Education Directorate?
3. What are the challenges the head teachers face in school community relations in the Atronie Educational Circuit?

1.6. Significance of the Study

The study is significant because:

This study hopes to contribute to improvement of performance of the supervision role of headteachers.

Furthermore, the significance of the study lies in the fact that, the researcher was interested in increasing his understanding and knowledge on the instructional supervision activities of the school heads, contributing to our insight of the instructional supervisory practices of school heads as they led and managed schools at the Atronie circuit and possibly the whole country, Ghana, and showing how the study could possibly inform educational policy on how heads of school can adopt a particular model of instructional supervision which would make schools successful and effective.

Finally, the significance of the study lies in the fact that, the research was interested in exploring a number of challenges facing headteachers and supervisory activities that can be characterized as effective in order to find out which practices of instructional activities by

heads of selected basic schools are effective and ineffective, from the perspective of this research context. The findings of this study may influence the policies of the government on selection and training the head teachers.

1.7. Scope of the Study

This study was focused on the administrative challenges public basic schools head teachers face in the Atronie circuit. Hanson (2005) categorised the problems head teachers faced into six main administrative tasks. These are curriculum and instruction, financial and business management, pupil personnel, staff personnel, school community relations and physical and material resources. This study focused on three of them namely: pupil personnel, staff personnel and school community relations. Moreover, only the head of the institutions were asked to participate in the study. The study covered a sample of public basic schools head teachers in the Atronie circuit of the Sunyani Municipality.

1.8. Organization of the Study

The study was organized into five chapters. Chapter one dealt with the background to the study, statement of problem, purpose of the study, objectives, research questions, significance of the study, delimitation of the study and organization of the study. Chapter two covered review of available literature relevant to the study, while chapter three focused on research design, the population, sample size and sampling procedure, instrumentation, data collection and the procedure used in data analysis. Chapter four sought to analyse the result of the study and chapter five dealt with the summary of the research findings, conclusion and recommendation of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter, the researcher review literature relevant to the study. That is the researcher look at the relevant literature under the headings including theoretical framework, school administration, the role of the head teacher, the management tasks of the head teachers, challenges head teachers face in school administration and summary of literature review.

2.2. Theoretical Framework

The proponents of human relations approach to administration and management share the view that developing and maintaining harmonious relations between employees and supervisors and among employees is quite fundamental to all organizations. Miles (2005) was one of the early advocates of this theory, and in her works, she emphasized the human side of administration .The underlying principle behind this theory is that a satisfied worker is an effective one. The theory therefore emphasizes that an increase of employee motivation and morale will increase his productivity.

This theory emerged as an opposition to the classical organization or scientific management movement advocated by Miles (2005), which viewed man as a machine that needs to be directed to achieve high level of productivity irrespective of his personal feelings and needs. Man has to obey instructions without protest despite individual idiosyncrasies and lack of interpersonal relations with heads and teachers. Miles (2005) argue that teachers are human beings and not machines, whose individual differences and inter-personal relations at work ought to be taken into consideration. As a result, questions relating to the physiological and psychological factors of the work environment began to emerge followed by research on the salient issues. The human relations theory basically holds that financial remunerations though a significant motivator is not the only driving force behind workers effectiveness

(Miles, 2005). Other non-economic factors such as the physical and psychological work atmosphere can be powerful motivators (Robbins, 2006).

According to Robbins (2006), the main criticism against the human relations theory has been that, it ignores the formal structures of organizations. For example, it assumes that a participatory leadership style will be effective in all situations thus ignoring the need for teachers to obey heads in formal organizations. Despite these criticisms, that theory still holds important implications for schools as organizations, primarily because schools are basically involved with people and not machines as is the case with some organizations. Schools as organizations consists of different groups of people who interact to achieve organizational goals.

These include teachers, administrators, students and parents. The key personnel here are the teacher whose duty is to teach in such a way as to enable students learn. By implication he has to be effective and this has to be enhanced by the cooperation of the others involved. While the head teacher has to provide the needed financial and material resources and conducive school plant and community relations, the student's, support staff, parents, and colleagues have their own contributions to make towards a harmonious working environment. This in essence is what the human relations theorists advocate (Miles, 2005).

2.3. School Administration

Harris (2008) defines administration as the process of directing and controlling the activities and behaviour of human beings in any social organization. It is generally accepted today that administration is basically the same in all organizations whether educational, industrial, governmental, military or ecclesiastical. According to Fullan (2007), schools are

institutions built for the sake of providing conditions and services which will enable children to learn. They therefore need head teachers with strong administrative qualities to achieve and accomplish the educational goals and objectives.

Barth (2000) defines school administration as the process of integrating the efforts of the school personnel, i.e., the members of the staff, the students and their parents and of utilising appropriate materials in such a way as to promote effectively the development of students' academic performance. However, Dinham (2005) argues that, the rapid expansion of student enrolments coupled with inadequate resources to cope with the ever-increasing demand for educational provision, has made school management a much more complex and difficult enterprise. To ensure effective and successful management, the school head must not only be innovative, resourceful and dynamic, but also able to interact well with people both within and outside the school; staff and pupils, parents and many other members of the community.

Coea (2009) points out that there are characteristics relating to the nature of the educational enterprise which make it, to some extent a special case.

These include distinct objectives as a particular kind of service organization, an especially close relationship with a primary clientele (the pupils) and potentially, with a secondary clientele (the parents), a lack of competition for clientele in the public sector though some exceptions can be cited and a staff of professionals who are given a high degree of discretion in their work.

To understand the importance of school administration, we would have to view it as a formal organization. Just as an organization is judged by its workers, a school is judged by the way the head teacher relates himself to the pupils, his staff and to the community as a

whole (Chapman, 2002). The success of the school lies in the hands of the administrator whose major task is to facilitate development of the organization. Chapman (2002) summarised the functions of school administration include, administration as decision-making, administration as problem-solving, administration as a social process and administration as leadership. Chapman (2002) argues further that the function of a school is determined by factors inside and outside the school. On the other hand, it is important to remember that school administration is not a goal in itself, but a means of organising learning so as to attain the goals of the school. Chapman (2002) further states that, for school administration to be effective, it must have the following characteristics. It must have well-planned goals. He suggests that these are best implemented through systems and good planning for the benefit of children. It must be flexible, and at the same time have clearly defined leadership roles and it must respect the opinions and ideas of individual workers.

2.3.1 Administration and Institutional Development

Adams (2007) 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 channeling 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 (2010) 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 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 school 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 dignitaries 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 (Chuan & Penyelidikan, 2006).

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 (Chuan & Penyelidikan, 2006).

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. 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 (Chuan and Penyelidikan, 2006).

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 (McFerland, 2014).

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 institutions would be done through contribution of administration to the development of the school, organizational structures put in place to ensure effective management of resources, strategies put in place to ensure timely and consistent report and budget presentation, measures put in place to motivate staff to work effectively and effective student involvement in administration of the school (McFerland (2014).

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 (McFerland (2014).

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 (McFerland (2014).

2.3.2 Administrative Responsibility for Staff Retention and Development

Under this function, the administrator sees 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 (McFerland, 2014).

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 building capacity for institutional and organizational analysis and change, staffing and personnel management, performance management (Education Management Information System and Performance Appraisal System), decentralization and district capacity building and budgeting and financial management.

2.3.3 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 (McFerland, 2014).

2.3.4 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.

2.3.5 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 (McFerland, 2014).

2.3.6 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. Formal structure consists of prescribed organization positions and their accompanying task responsibilities and established specified, intended relationship among occupants of positions". McFerland (2014, p.106) considers four special functions that organization structures are capable of fulfilling;

2.3.7 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 (Fullan, 2002).

2.4. The Role of the Head Teacher

Head teachers occupy very strategic and important position in the school system. The head teacher derives his importance from the role he plays as a leader. Fullan (2002) says that the head teacher is the chief executive of the school. It is necessary for the student teacher to familiarize himself with some ideas related to work of a head teacher, so that he can be reasonably well equipped with basic knowledge needed for the job. When a teacher is picked to be a head teacher he finds himself in a different world altogether, with new responsibilities, commitments, new problems and in most cases less free time.

The major role of the head teacher is in the implementation of curriculum and instruction. Head teachers are evaluated by the community on the basis of how well their schools perform in curriculum and instruction. According to Bush and Glover (2002) some of the instructional roles of the head teacher are organizing the school timetable, seeing to the daily operations of the school, ensuring that there is adequate teaching, learning materials and equipment, designing and implementing appraisal programmes and reporting pupils' progress in the school, supervising instructional activities of teachers and helping teachers to grow professionally by encouraging them to attend in service sessions.

After the objectives of an instructional program are formulated, facilitating the development of the program is the task of the head teacher. School performance is related to school headship. Good school leadership also leads to timely and adequate supply of tuition

equipment. These factors in turn improve the performance of the school. Bryk (2010) asserts the school is as great as the head because everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, human relationships bear the impress of his personality. Schools do not become great because of buildings but because of magnificent heads.

2.5. The Management Tasks of the Head Teachers

Bryk (2010) identifies the principal duties of the head teacher as supervision of instruction, curriculum development and improvement, co-curricular programme, registration work, and manager of school plant, equipment and supplies, school business and school office. In addition to these, the head teacher prepares the school calendar, purchases necessary equipment and distributes teaching work.

Duhou (2013) defines the head teacher's operational areas as student management, teacher management and school community relations.

2.6. Challenges Head Teachers Face in School Administration

According to Duhou (2013) the basic administrative problems the head teachers face in their administrative duties are students' management in the school administration, school administration in relation to the teacher's management and problems the head teachers face in school community relations in the school administration.

2.6.1. Head teachers' Educational Approach to School Administration

The Head teacher is responsible for the overall management, control and maintenance of standards in the school (Dunning, 2003). Head teacher is therefore accountable for all that happens in the school. The head teacher has a charge over a community of teachers and students and it is to him that they look for guidance and direction. He plays leadership role of steering the school community towards realization of educational goals. Handy and Aitken (2006) emphasizes the importance of the head teacher whom he notes as the keystone in the arch of school administration and has the steering wheel in his hands. The head teacher therefore occupies a very significant office in any educational System. For him to be efficient, he needs among others drive, energy, vision, personality and professional competence.

Pupils Management Task: Hellowell (2001) asserts that the head teacher must chart out his or her course with the pupil. Bell (2008) concurs with him when he observes that the student is at the centre of the educational process. What activities take place in the school should therefore have students as the focal point. Both Bell (2008) and Hellowell (2001) look at the student personnel task as entailing the following: ensuring that instructions take place; taking care of students interests and rights; student accounting; giving health, guidance and counseling services; maintaining disciplinary standards; giving career guidance and identification of students individual problems and helping to sort them out (Hellowell, 2001).

Teachers Management Task: Bell (2008) asserts that the head teacher must conduct orientation programmes and guide all teachers in the school to understand their role and contribute to the students' improvement, supervise teachers, ensure teachers are well disciplined, punctual, improve upon teaching and learning among others.

School Community Management Task: The community's critical role is to be a friend of the school system and to address the issues and problems of school management from the

side of the community. Community hostility to the head teacher and teachers should be managed by head teachers. Henry (2006) noted that effective involvement of communities in school management that involve communication between home and school, parenting skills are promoted and supported and the integral role in assisting student learning among others should be managed by head teachers.

2.6.1.2. Students' management in the school administration

2.6.1.2.1. Students' Behaviour and Discipline

Behaviour according to Gowin (2004) is a way in which an individual acts or conducts herself or himself. Skinner (2005) sees behaviour as a difficult subject matter not because it is inaccessible but rather it is extremely complex. Since it is a process, it cannot easily be held still for observation because it changes. Behaviour could be termed as good or bad, normal or abnormal according to societal norms. Some other authors use the word challenging behaviour to mean disruptive or dangerous behaviour that are chronic, resistant to common interventions (Gowin, 2004).

Each society has acceptable ways of life which are known as norms. The way one conforms to or deviates from these norms will form good or bad behavior (Gowin, 2004). Students who do not conform to the school rules and norms are termed defiant. Defiance ranges from verbal abuse, bullying, fighting, drug use, to destruction of school property and at worse causing other peoples death.

Some students exhibit a lot of character that is in opposition to schools laid down rules and the norms of the society. Muse and Wallace (2008) explain that literature describe serious misconduct, behaviour problems, aggressive behaviour, misbehaviour or challenging behaviour as meaning students who do not comply with rules or the norm expected for their

behaviour. Such behaviour of students goes a long way in disrupting the peaceful atmosphere of the classroom and the entire school. According to Muse and Wallace (2008) many head teachers have reported that substantial amount of time and energy go into trying to instill discipline in classroom. Nias and Yeomans (2009) note that despite all attention given to such students by heads, teachers and parents there is often little or no improvement in either their behaviour or academics. Most of the new teachers who left the teaching profession was as a result of students' defiant behaviour and lack of support by parents and school administrators (Nias & Yeomans, 2009).

Discipline in school is done to ensure that the school environment is conducive for teaching and learning. Once discipline is not introduced in a school system, the peaceful atmosphere of such school will face the danger of being hampered by defiant students (Cole, 2004). According to Cole (2004), discipline involves courage to do what is right, firmness in carrying out what the rule stipulates and consistency in putting in practice all the time what was decided upon as disciplinary tone. Cole (2004) concluded that discipline does not mean strictness or being permissive, rather it involves cause and effect relationship. Nias and Yeomans (2009) describe discipline as growth thus if schools are able to apply good discipline the outcome will promote growth emotionally, socially and intellectually.

Cole (2004) also highlighted the three main components of discipline which include the process of discipline, the prerequisites of discipline and the goals of discipline. The process of discipline involves courage to tackle disciplinary issues without turning away from it or handing the problem to others to tackle. Part of the prerequisite involves courage and concern. Educators are to be concerned about students' behaviour and have the courage to discipline them. The major goal of discipline is to help students to grow socially, emotionally

and academically. It is also used to instill in them self-discipline (Freeman, 2004). Gupta (2006) stressed this by saying that the goal of good discipline is to produce a balanced human being who is emotionally mature, happy and responsible, a person who functions in a harmonious way not a person who responds automatically to issues without thinking it through; a person with a good value-judgment and social awareness. Thus discipline develops one's character and personality.

2.6.1.2.2. Head teachers' performance of student management responsibilities

According to Hoy and Miskel (2001) the main role of head teachers is to maintain discipline in school. Discipline is in real terms the epicenter of success of a school. This is because the effectiveness of all organizational activities depends on the overall organizational degree of discipline. While the educational organisation strives to attain self-discipline, there will be always some students who would still require corrective discipline as a result of so many complicated psychological, moral issues, and modern technology influences challenging student. In such scenarios the disciplinary person should apply appropriate procedures in handling discipline (Kaufman, 2002). It is evident from the literature review that assistant head teachers are in charge of discipline in many schools, hence the importance of disciplinary role of the head teacher as administrator cannot be underscored (Kaufman, 2002).

Effective management of students requires that a comprehensive effort is made by the school heads to ensure that the student activities and operations in a school are effectively and efficiently administered. This calls for disciplined heads who are properly grounded in the techniques of educational administration (Fullan, 2002). Harris (2008) contends that if

there were no students, there would be no schools; there would be no teachers and head teachers. There is interdependence between students and teachers. We live in a world where values and lifestyles change constantly, therefore head teachers should explore and understand the needs of their students. They should be aware of the physical, mental and moral changes in students as they grow into young adults. In addition, heads should know the students well, records of students should be kept in the students files' and discuss school policies with students and come up with school behaviour code (Harris, 2008).

Included in this task is administering admission and attendance services. Organizing classes, maintaining pupil records, reporting pupils' progress, guidance and counseling, maintaining pupil discipline and supervising pupil activities. Head teachers should ensure that the school prepares children adequately for life and in adulthood and that the school is well-disciplined and organized institution where children learn what they need for future. The head teacher should communicate with the pupils and as part of his supervisory role, attempt to influence and control their behavior (Harris, 2008).

2.6.1.2.3. Management of Students

According to Mosha (2006) school heads who put all their attention into trying to improve the teaching/learning of academic subjects is likely to be disappointed by the ultimate examination results Whereas the head who concentrates on creating a happy and harmonious school - a school which develops qualities of integrity and habits of service in its pupils - will find that academic success is added unto it (Mosha, 2006). Mosha (2006) further emphasizes the importance of making the pupil the centre of focus in order for the school

programmes to be successfully managed. Mullins (2006) says the head teacher must chart out his course with the child (pupil) at the classroom. Mosha (2006) underscores the place of the student in the school system by stating that the pupils are the legitimate occupants of the school - it is for them that all the educational effort is organized. It is they who occupy the focus of the lime light - the pivot, the centre of the educational administration. It is for their wholesome development that curricula are designed and planned, plant is set, qualified teachers and principals are appointed, auxiliary services are arranged (Mosha, 2006).

Bryk (2010) also holds the view, that students are the focus of the educational programmes. He emphasizes individual differences among students and how they should be treated. He asserts that guidance is a labour intensive process, which means that any one academic can only service a small number of students. Assessment is also labour intensive, as each case must be judged on its own merit, not in terms of a pre-defined model answer. Bryk (2010) look at the pupil personnel task as entailing making pupil inventory, ensuring that instruction takes place, giving health, guidance and counseling services, maintaining disciplinary standards, and giving career guidance, identification of pupils' individual problems and helping to sort them out.

The head teacher should ensure that effective learning takes place in the school by facilitating proper deployment of the staff on the basis of their subject specialization, skills and experience. The head teacher should ensure that there is a complete and up-to - date student's inventory and other student's records (Bryk, 2010).

2.6.2. School administration in relation to the teachers' management

The head teacher has the responsibility of ensuring that there are adequate human resources to implement the school curriculum (Stoner & Gilbert, 2004). The school staff personnel include both teaching and non-teaching. According to Dean (1995); the responsibilities of head teacher in human resource management involves leading and motivating staff, delegating responsibilities effectively, conflict management and staff development.

The head teacher is expected to assign duties to the staff, orient new ones, and motivate them to perform to the best of their abilities, maintain staff discipline and contribute to staff professional development. According to Stoner and Gilbert (2004) the head teacher must make clear, the channels of communication and the basis for promotion. The head teacher should encourage his staff members to develop themselves through studies and in-service training. Human resource management is an important element in any organization (Freeman, 2004). The success of any organization depends among other factors on how efficiently the manager can deploy the staff for the best use. The head teacher is the manager of a school, and therefore he/she has a duty to deploy the teaching and non-teaching staff for the best use of the school. Freeman (2004) indicated the duty of the head teacher includes staff selection, staff development, staff appraisal, staff motivation, staff records and managing meetings

From the responsibilities listed above, the head teacher needs to be equipped with the skills necessary for personnel management to assist him/her in managing the school more efficiently. No period is more important for the development of teachers than the initial induction into the profession. For too long and in sad contrast to most other professions; many new teachers have been left to struggle with the complex and challenging demands of their

first job completely by themselves in professional isolation. Moving on without assistance, often with classes and in rooms that other teachers do not want (Southworth, 2007). It is the responsibility of the head teacher to ensure that newly employed teachers are inducted into the profession. Cole (2004) points out the characteristics of teachers in the most successful schools as including:

They are motivated for work, they are regular and punctual, they use new methods, they are knowledgeable, they are able to motivate students, they work better with the community and they work more and better together. For the teacher to have the above mentioned characteristics, the head teacher must possess adequate human resource management skills which would enable him/her to co-ordinate and supervise the teachers (Cole, 2004).

2.6.3 Relationship between the School and Community

According to Bunwaree (2012), the word community may refer to a group of people living in one place or locality such as a village or town, or it may refer to a group of persons having the same or similar interests. Community is a part of the society and education is the counterpart of both the mentioned elements. School is the social institution where consciously designed learning experiences are provided with the objectives of achieving social needs at large, over a period of time. School is also defined as a subsystem of the larger system of the society. It has to functionally coordinate with its immediate environment, the community in which it is situated.

Moreover, Sullivan (2013) explains that, the main group and agents involved in the dynamics of the relationship between school and community are school administration, teachers, non-teaching staff, students and parents, governing bodies and school board.

Furthermore, Andrews and Soder, (2007) assert that communities are naturally interested in their own well-being and survival, and so have a keen interest in their offspring or new recruits. Hence, they attempt to hand on the knowledge, values and skills which are special to their group. The school is the main institution for the transmission and acquisition of the knowledge, values and skills, and thus it might be regarded as the most important asset of any community. Thus, it is quite natural that we should expect close links between schools and their communities (Andrews & Soder, 2007).

The parents within a ward are responsible to share the learning cost by paying some of the expenses to make sure the students acquire full knowledge offered by the school. The school plays an important role in determining the levels of parental involvement in school. Moos (2013) assert that schools can outline their expectations of parents and regularly communicate with parents about what children have achieved through parents report forms. Parents are more likely to support a school program in which their children learn through participating in decision-making, visiting the school even at times other than when their children are in trouble. Parents interest and support for the school and its staff makes it easier for their children to relate to and identify themselves with the goals, values, and personnel of the school, a powerful motivation to tune in and turn on to education. At the same time, parental involvement ensures that their cultural values and interests are respected (Moos, 2013).

In a more focused outlook, the community is involved in a school development through a school board. A school board is comprised of members that are usually elected by the residents of the particular community. It has a big responsibility to make sure that the school objectives are well attained (Coea, 2009). Furthermore, the community has the

responsibility to deal with teachers' and students' discipline. The school head who is a secretary on this committee could build a good relationship with board members to make sure that the school's vision is achieved with the help of the school board. Through the school board the school head can utilize both human and non human resources to improve the students' academic performance in community secondary schools (Coea, 2009).

2.6.3.2. Parents and their Roles in Schools

Another important factor is that of the relations between school and the home. Parents are seen as very important components at school (Arnott & Raab, 2013). They would seek the best for their children; they may try to have some influence on the management of the school in one way or another. School environment is affected by internal as well as external involvement and my attention will be on parental involvement, family structures and their communication with the school (Arnott & Raab, 2013). Robbins and Wolter (2012) believed that no education system exists in a vacuum, and that school environments help define school purpose and meaning, and define school functions and limitations. Focusing only on what happens behind the closed doors of the school or classroom is missing a large part of the total picture. They added that parents bring values, beliefs, attitudes, and behaviours from outside the schools that affect the internal workings of schools (Chunga, 2012).

2.6.3.3. Parental Involvement

Fullan (2002) indicated that the more involved parents are with their children's schooling, the greater it seems are the chances of their children doing well. They added that parental involvement has positive effect on pupil motivation. Baiz (2013) asserted that parental involvement has the following five-step strategic planning process they include:

Awareness - increasing community-wide understanding of the need to strengthen and promote family involvement. Commitment - developing shared commitments by families, schools, and communities to act jointly. Capacity building - developing the capacity of families, schools, and communities to work together. Knowledge development - identifying and developing knowledge of the use of programs and practices that successfully connect families, schools, and communities and Performance improvement - supporting the development of appropriate performance benchmarks that assess progress toward greater family involvement through family, school, and community partnerships.

2.6.3.4. Parent - School Relationships

Bunwaree (2012), argued that schools should be held accountable for educating the student. Accountability can be broken down into two distinct processes: top-down accountability and bottom-up accountability. Top-down accountability comes from the expectations and standards of government authorities. Bottom-up accountability comes from the expectations and standards of parents. Bunwaree (2012) talks of a head teacher having to deal with the top-down accountability of accreditation standards, worker safety, disability, wage and hour standards, tax withholding etc), Bunwaree (2012) explained that the larger accountability challenge for the school head was bottom-up accountability. Bunwaree (2012) pointed out that the accountability feature of schools brings out the key role of accountability in the schooling system. In most schools, the teachers are accountable to the head who can fire them, and, through him or her, to the parents (who can withdraw their children).

In schools, the chain of accountability is much weaker, as teachers have a permanent job with salaries and promotions unrelated to performance. Davies (2009) said that improving relationships between families and schools can bring some advantages and benefits

particularly for pupils themselves. Davies (2009) view of partnership was one in which there is sharing of power, responsibility and ownership - though not necessarily equally, degree of mutuality, which begins with the process of listening to each other and incorporates responsive dialogue, shared aims and goals, based on common ground, but which also acknowledge important differences, and commitment to joint action, in which parents, pupils and professionals work together to get things done.

DeGrauwe (2006) talks about partnership in education, but stressing the responsibility of the parents and said that teaching becomes more difficult if the parents do not take their responsibilities seriously enough. Sergiovanni (2000) discussed forming connections among families and schools in order to foster positive school and learning experiences for children and youth. They meant by connections‘, developing an intentional and ongoing relationship designed to enhance directly or indirectly children‘ s learning and development, and to address the obstacles that impede it. Virmani (2006) on the other hand developed a set of questions and encouraged schools to have answers to those questions in order to have involved and supportive parents. Virmani (2006) concluded that partnership is easy to talk about, but much more difficult to achieve in practice; he added that perhaps it is more helpful to see partnership as a process, a stage or something to work towards rather than something that is a fixed state or readily achievable.

The head teacher should involve the community in school activities and the school in the community activities. The head teacher has to facilitate and enhance school – community relations (Bell, 2006). The effective school will be one which enjoy a high profile in the total community i.e. sensitivity to and willingness to be involved in those issues which are a concern to the whole community has a welcoming atmosphere to parents, pupils and other

interested adults, without brooking interference or disruption: shares its facilities with the same magnanimity with which it expects the community to make its facilities available: and takes much pride in the community in which it is situated, as it does in its own image, traditions and performance (Bell, 2006).

The head teacher has a duty to disseminate information about the school to the community, which includes parents, politicians, other neighboring schools etc. He or she has a duty to promote and market the school to the community (Bell, 2006). Another major responsibility of the head teacher as stated by Berger (2007) is to involve the parents in the work of the school especially in relation to their children's academic work. Parents should be made to feel that they are needed and useful partners in their children's education. Berger (2007) explains this concept of partnership to constitute a shared sense of purpose, mutual respect and a willingness to negotiate between the teachers and parents on any matters regarding the academic performance of students.

Another way that the head teacher can improve the school - community relationship is by allowing the community to use the school plant and facilities for recreation, meetings and cultural events (Bowlby, 2006). When the community is supportive to the school, the school will benefit enormously in the following ways including the community will attend and contribute in fund raising meetings and the community will support school programmes such as fighting drug abuse amongst students.

2.7. Challenges Facing Community Involvement in Schools

According to Bryk (2010), teachers appear not to accommodate and entice parents to become more involved. Some teachers provide fewer instructions for parents, vary meeting

times for parents, find less effective communication mechanisms and do less or none home visits. In most cases the family-community are not given chance in doing the business of schooling, create site-based decision making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming barriers to parent involvement in the broad context of needed systemic changes (Bryk, 2010). In this case, the role of parents and community members seem already cut out for them and restricted to provision of resources.

Hunter (2012) indicates that teachers tend to view students, parents and community, through their own cultural prism and may not be ready to understand or address the learning needs and issues of the students and families of the communities in which they teach. Such experiences cannot allow pre-servicing teachers the opportunity and challenge of examining their own cultural views and beliefs and developing openness to new ways of understanding and thinking (Hunter, 2012). Moos (2013) believes that building and maintaining a genuine partnership with parents is a process of continually seeking to understand assumptions and to share meanings and expectations. Partnerships can only grow when they are based on mutual trust and respect for the other's values, perspectives and experiences. It is not uncommon, however, for minority parents and families to feel alienated from the school.

But Sergiovanni (2000) points out that minority parents may lack knowledge about school protocol and may feel inadequate or unwelcome due to differences of income, education or ethnicity compared to school personnel. This difference may result in the perception that the school is indifferent or even cold. In turn, the school then judges parents as uninterested in school involvement. Additionally, the psychological distance between minority group parents and teachers is compounded when school personnel do not see

themselves or the school as a part of the surrounding community and the families (Dinham, 2005). This kind of assumption further alienates parents and community members who feel less endowed. In such situations, parents and community members are not given an opportunity to participate in school management because of the assumption they will not add much value in decision making (Dinham, 2005).

Barth (2000) shows that a correlation of increased levels of parent involvement is an increase in student achievement as well as improved student attendance and reduced dropout rates these are desirable outcomes from an "educentric" perspective, however they fall short of fully addressing the educational goals to increase parental involvement and participation in promoting the social, emotional, and academic growth of children (Barth, 2000). Clearly, schools should not be expected to single-handedly undertake this task. Teachers and parents together must promote the well-being of students within family and community contexts (Bender, & Bryk, 2000).

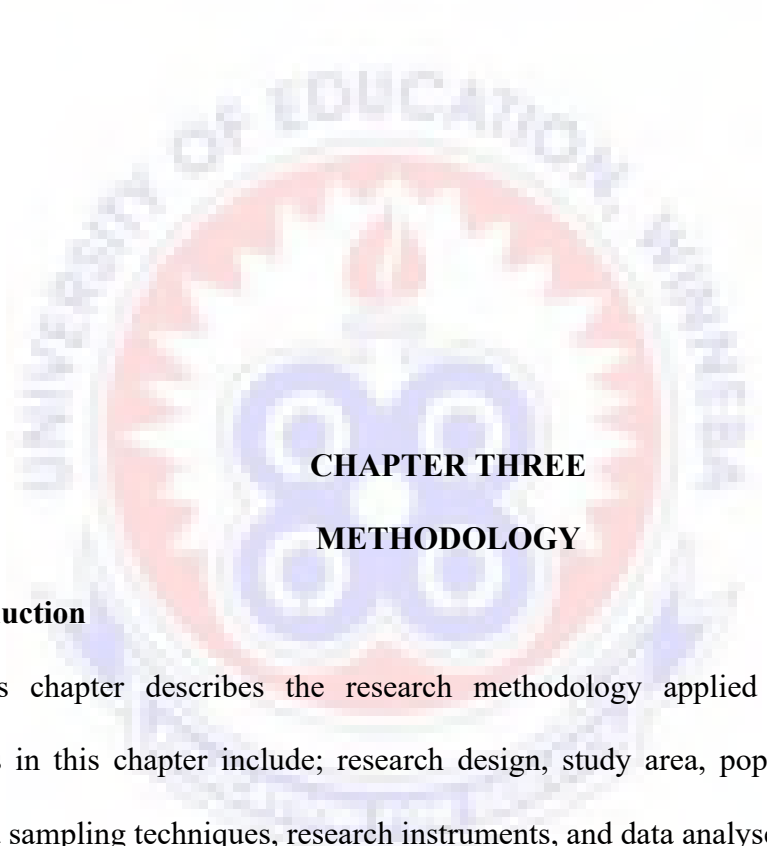
Alexander (2002) agrees that school collaboration with other institutions and agencies provides rich and varied possibilities and realities. Additionally, collaborating with parents and communities, while capitalizing on their resources and strengths, promotes social and emotional growth for children. This simultaneously promotes parent, family and community empowerment and well-being. This is supported by Fullan (2007) who argues that successful parent-school collaborations must include opportunities for parents to recognize and value their skills and knowledge, utilize those strengths and resources present among the parents and the community and create multiple opportunities for parents to expand their abilities. This is particularly true for low income parents whose only access to education may be through their children's school (Moos, 2013). Collaboratively promoting the well-being of the student

and the family develops human and social capital that strengthens families and communities. However, this good will is lacking in schools because such would be argued as time consuming and putting unnecessary demand on the school (Moos, 2013).

Sullivan (2013) says a new definition of parent involvement is that one not limited to traditional parent activities in the school building where families are viewed not as deficient, but as sources of strength. The guiding principles help parents; value their own knowledge, share their knowledge with others, learn new skills and talents to benefit themselves and their families and become involved on their own terms in the life of the school. According to Virmani, (2006) parents are encouraged to self-assess their strengths, talents, and set the collaborative school-parent agenda by voicing their needs and wants to guide and shape the nature of their involvement in the school.

2.8. Summary of Literature Review

The first part of the literature review looked at the body of research pertaining to the importance of a head teacher in secondary schools. The second part examined the various administrative tasks performed by the head teachers. The third part looked at literature pertaining to training of secondary school head teachers. From the literature review, the head teacher plays a very important role in the management of secondary schools. His management skills will determine whether the school will be well managed or poorly managed. The various administrative tasks of secondary school heads were categorized differently by the various authorities. There was no clear universal definition .of the administrative tasks of head teacher. However, the researcher found elements of commonness among the task areas. These areas are: Pupil personnel, Staff personnel and School community relations.

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst or starburst design in white and red, set against a blue background. The text "UNIVERSITY OF EDUCATION" is written in a semi-circle at the top, and "WINNEBA" is written at the bottom. The entire emblem is surrounded by a decorative border.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter describes the research methodology applied in this study. The discussions in this chapter include; research design, study area, population of the study, sample and sampling techniques, research instruments, and data analyses techniques.

3.2. Research Design

The design of the study was a descriptive survey design. Descriptive study centered on individuals and their opinions on a given subject. According to Creswell (2009), this design is used to collect data on a given population so as to describe or present the facts of that population as it is. Punch (2007) maintained that a survey research design is one in which

a group of people or items are studied by collecting and analyzing data from a few people or items that are representative of the entire group. This design is chosen in line with the purpose of the study which was to assess the administrative challenges facing public Basic school head teachers in the Atronie circuit of the Sunyani Municipality

In terms of research approach, the researcher employed quantitative approach. Quantitative research approach relies on the principle of verifiability that means confirmation, proof, corroboration or substantiations (Punch, 2007). It focused on measurement, which is assignment of numerical events according to rules. Quantitative approach involves the generation of data in quantitative form, which can be subjected to rigorous quantitative analysis in formal and rigid fashion (Amin, 2005). In this study, the quantitative data were obtained through questionnaires.

3.3. Population of the Study

According to Creswell (2009), population of research study is any group of individuals that have characteristics in common that are of interest to the researcher. On the other hand, a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. Usually, the description of the population and the common binding characteristic of its members are the same. The target population for the study was made up of all basic school head teachers in the Atronie circuit of the Sunyani Municipality comprised of 50 head teachers.

3.4. Sample and Sampling Technique

A census sampling technique would be employed. This involves collecting data from all individuals in the target population due to the small nature of the population. It is called a

census sample because data is gathered on every member of the population. Bryman (2012) indicated that the key advantages to using a census sampling is the true measure of the population (no sampling error). A sample size of 50 head teachers would be used to collect quantitative data. To Babbie (2001), the key advantage of a census is that (assuming perfect compliance) the results are known with certainty

3.5. Research Instrument

Questionnaire for the respondents had four sections, i.e., section A, B, C and D. Section A collected data on the heads background information. Section B was designed by the researcher consisted of 6 items to measure the problems the head teachers face in students' management in the school administration. Section C of the questionnaire and to measure the problem facing the head teachers in the school administration in relation to the teachers. Section D of the questionnaire had 6 items and to measure problems do head teachers face in school community relations in the school administration. It is 5-point scale ranging from strongly disagree (1) to strongly agree (5).

Likert scale type was used as categories mainly ranging from strongly disagree, disagree, neutral, agree to strongly agree. The researcher used the likert type scale because the scale has variables that could help the respondents to provide responses suitable for the study. The data that was gathered was analysed statistically using Statistical Package for Social Sciences (SPSS) software version 20. Tables and figures were used to present the results of the study. Data was collected through the use of a well-designed questionnaire and interview guide that would be administered to participants in their classrooms. Questionnaires were filled out by participants and the researcher had to go for the questionnaires in three days' time.

3.6. Testing Validity and Reliability of the Instrument

Validity is a measure of how well a test measures what it is supposed to measure. Creswell (2013) defines it as the accuracy and meaningfulness of inferences which are based on the research. Assessment of content and construct validity was achieved by use of non-statistical approaches including my supervisor review and pilot testing was involved. Reliability refers to the consistency of the instruments in tapping information from more than one respondent. To obtain reliability of the instrument, a pilot –test was conducted for 20 heads at Atronie Circuit that was not part of the study area where the result was computerized into SPSS version 20.0 to obtain the overall reliability of the instrument.

3.7. Pilot Study of the Survey Instrument

A pilot study was conducted to determine the clarity and readability of the questionnaire, and to test the internal reliability of the measures. A pilot study was conducted at the Atronie circuit. Twenty (20) heads were selected to participate in this pre-test. The purpose of the pre-test was to remove ambiguities, and unnecessary items in the questionnaire. Pilot testing of the questionnaire helped to unearth the face and content validity and reliability of the questions in measuring what it was intended. The questionnaire was then amended accordingly for use in the field. The refining of the items in the questionnaire was intended to make the items very simple for the respondents to understand so that they could provide the appropriate response to the items. The pre-test also gave a fair idea of the responses to be obtained from the field. The responses were fed into the SPSS version 20.0 and run the reliability analysis and obtained the overall reliability of 0.801 cronbach alpha. This shows that the questionnaires were accurate for mass distribution.

3.8. Data Collection Procedure

The researcher sought permission from the various heads of the selected schools. Four days after this, the researcher met the head teachers of each school to seek their willingness to answer the questionnaire. The questionnaires were administered a day after the preliminary contact. This was done during school days between 10am – 2:00pm. The researcher visited each school and personally administered the questionnaires to the head teachers and collected them later when the researcher was informed about the completion of the instrument.

3.9. Data Analysis Procedure

Data collected was edited, coded, classified and tabulated. After tabulation, the data would be analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0. Descriptive statistics (frequencies, percentages and means) were used to answer the research questions. The data was presented using frequency tables and bar graphs. The researcher sent a total of 50 questionnaires to gather information from the head teachers. Out of 50 questionnaires sent out for primary data, 48 questionnaires were received while 2 questionnaires were not received. Therefore, the analysis of the study was based on 96% response rate (see Figure 3.1).

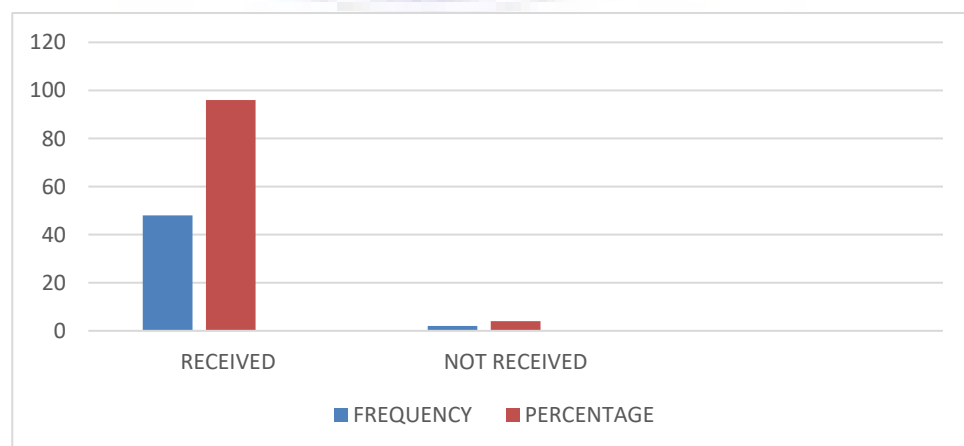


Figure 3.1: Response rate of the questionnaires

3.10. Ethical Considerations

The researcher at all times observed the ethics of research. Some of the ethical issues to consider normally include privacy, confidentiality, and sensitivity to cultural differences, gender and anonymity (Creswell, 2009). Guiding principles of research such as acknowledgement of sources of published information to avoid plagiarism (Punch, 2007), were also observed. The researcher got a letter of introduction from the Municipal Educational Directorate who gave authority to visit the selected school. The researcher then visited the head in the school, established a rapport, and they gave consent for data collection from the parents. A rapport was also established with the parents who agreed to fill in the questionnaires.

Before the data collection process, the researcher assured the respondents of confidentiality and anonymity. The respondents were informed not to write their names or that of their schools on the questionnaires. This coding for anonymity was to elicit cooperation from the respondents to give valid and truthful information for the successful completion of this study.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The purpose of this study was to find out the administrative challenges facing public Basic school head teachers in the Atronie circuit of the Sunyani Municipality. Specifically, the study sought to find out the challenges basic school heads teachers faced in managing students' in the schools in the Atronie circuit of the Sunyani Municipal Education Directorate. Secondly, the study examined the challenges facing the head teachers in the school administration in relation to the teachers and thirdly, identified the challenges the head teachers faced in school community relations in the school administration.

4.1.1 Demographic characteristics of the respondents

The study assessed the demographic information of the respondents. The following demographic responses were assessed including, gender, age categories, working experience and highest educational qualification of the respondents.

Table 4.1 Gender of the respondents

Gender	Frequency	Percent
Male	11	22.9
Female	37	77.1
Total	48	100.0

N=48, Source: Field survey, (2018)

Table 4.1 shows that 37 respondents representing 77.1% were females while 11 respondents representing 22.9% were males.

Table 4.2: Age category of the Respondents

<i>Age category</i>		
26-35 years	20	41.7
36-45 years	12	25.0
46-55 years	9	18.8
above 56 years	7	14.6
Total	48	100.0

Furthermore, 20 respondents representing 41.7% were between the age ranges 26-35 years, 12 head teachers representing 25% were between the age ranges 36-45 years, 9 respondents representing 18.8% were between the age range of 46-55 years, 8 respondents representing 16.7% were below 25 years while 7 respondents representing 14.6% were above 56 years.

Table 4.3: Working Experience

<i>How many years have you being working as head teacher?</i>		
Below 5 years	10	20.8
6-10 years	11	22.9
11-15 years	17	35.4
more than 16 years	10	20.8
Total	48	100.0

To add more, 17 respondents representing 35.4% affirmed that they had 11-15 years working experience, 11 respondents representing 22.9% have 6-10 years, 10 respondents representing 20.8% have less than 5 years and more than 16 years working experience.

Table 4.4: Highest Educational Background

<i>Highest educational background</i>		
Diploma	16	33.3
Bachelors' degree	11	22.9

Masters' degree	21	43.7
Total	48	100.0

Moreover, 121 respondents representing 43.7% were holding Master's degree as their highest academic qualification, 11 respondents representing 22.9% were bachelor's degree holders and masters' degree holders while 16 respondents representing 33.3% were possessing Diploma as their highest academic qualification.

The challenges basic school heads teachers face in managing students' in the schools in the Atronie circuit of the Sunyani Municipal Education Directorate

The first objective of the study was to find out the challenges basic school heads teachers faced in managing students' in the schools in the Atronie circuit of the Sunyani Municipal Education Directorate. Table 4.5 shows the challenges head teachers face in teachers' management

Table 4.5 Challenges head teachers face in teachers' management

Statement(s)	Disagree f(%)	Neutral f(%)	Agree f(%)	Total f(%)
Teacher indiscipline behaviour can affect school administration	-	11(22.9)	37(77.1)	48(100)
Interpersonal conflict	-	5(10.4)	43(89.6)	48(100)
Inability of teachers to perform tasks on time	-	5(10.4)	43(89.6)	48(100)
Unauthorized absenteeism on the part of teacher	-	5(10.4)	43(89.6)	48(100)

Taking too much alcohol	-	8(16.7)	40(83.3)	48(100)
Dictatorial tendencies on the part of teachers	-	5(10.4)	43(89.6)	48(100)

Source: Field survey, (2018)

Table 4.5 revealed that 37 head teachers representing 77.1% agreed that teacher indiscipline behaviour can affect school administration, while 11 head teachers representing 22.9% were neutral. Also, 43 head teachers representing 89.6% agreed that interpersonal conflict affected school administration, while 5 head teachers representing 10.4% were neutral. Moreover, 43 head teachers representing 89.6% agreed that inability of teachers to perform tasks on time can affect school administration, while 5 head teachers representing 10.4% were neutral. To add more, 43 head teachers representing 89.6% agreed that unauthorised absenteeism on the part of teacher can affect school management, while 5 head teachers representing 10.4% were neutral. The study results revealed that 40 head teachers representing 83.3% agreed that teacher's alcohol consumption can affect school administration, while 8 head teachers representing 16.7% were neutral. Also, 43 head teachers representing 89.6% agreed that dictatorial tendencies on the part of teachers affected school administration, while 5 head teachers representing 10.4% were neutral.

These results are in agreement with Stoner and Gilbert, (2004), they affirmed that the head teacher has the responsibility of ensuring that there are adequate human resources to implement the school curriculum. The school staff personnel include both teaching and non-teaching. According to Dean (1995); the responsibilities of head teacher in human resource management involves leading and motivating staff, delegating responsibilities effectively, conflict management, staff development.

The head teacher is expected to assign duties to the staff, orient new ones, and motivate them to perform to the best of their abilities, maintain staff discipline and contribute to staff professional development. According to Stoner and Gilbert (2004) the head teacher must make clear, the channels of communication and the basis for promotion. The head teacher should encourage his staff members to develop themselves through studies and in-service training. Human resource management is an important element in any organization (Freeman, 2004). The success of any organization depends among other factors on how efficiently the manager can deploy the staff for the best use. The head teacher is the manager of a school, and therefore he/she has a duty to deploy the teaching and non-teaching staff for the best use of the school.

No period is more important for the development of teachers than the initial induction into the profession. For too long and in sad contrast to most other professions; many new teachers have been left to struggle with the complex and challenging demands of their first job completely by themselves in professional isolation. Moving on without assistance, often with classes and in rooms that other teachers do not want (Southworth, 2007). It is the responsibility of the head teacher to ensure that newly employed teachers are inducted into the profession.

The second objective of the study examines the challenges facing the head teachers in the school administration in relation to the teachers. Table 4.6 assessed the challenges head teachers face in students' management.

Table 4.6 Challenges head teachers face in students' management

Statement(s)	Disagree f(%)	Neutral f(%)	Agree f(%)	Total f(%)

The unsafe school environment can affect students' academic performance	-	11(22.9)	37(77.1)	48(100)
Teachers unwilling to help in supervising students	-	5(10.4)	43(89.6)	48(100)
Lack of adequately qualified guidance and counseling personnel in the school	-	4(8.3)	44(91.7)	48(100)
Withdrawal of the cane as a tool to control indiscipline	-	4(8.3)	44(91.7)	48(100)
Negative attitude towards the school and education in general	-	6(12.5)	42(87.5)	48(100)
The indiscipline attitude of truancy of learners	-	7(14.6)	41(85.4)	48(100)

Source: Field survey, (2018)

Table 4.6 shows that 37 head teachers representing 77.1% agreed that the unsafe school environment can affect students' academic performance, while 11 head teachers representing 22.9% were neutral. Also, 43 head teachers representing 89.6% agreed that teachers unwilling to help students' supervision affected school administration, while 5 head teachers representing 10.4% were neutral. Moreover, 44 head teachers representing 91.7% agreed that lack of adequately qualified guidance and counseling personnel in the school can affect school administration, while 4 head teachers representing 8.3% were neutral. Furthermore, 44 head teachers representing 91.7% agreed that withdrawal of the cane as a tool to control indiscipline in the school, while 4 head teachers representing 8.3% were neutral. To add more, 42 head teachers representing 87.5% agreed that negative attitude towards the school and education in general affects school administration, while 6 head teachers representing 12.5% were neutral. Also, 41 head teachers representing 85.4% agreed that the indiscipline truancy attitude of learners affected school administration, while 7 head teachers representing 14.6% were neutral.

These results concord with Hoy and Miskel (2001), he indicated that the main role of head teachers is to maintain discipline in school. Discipline is in real terms the epicenter of success of a school. This is because the effectiveness of all organizational activities depends on the overall organizational degree of discipline. While the educational organisation strives to attain self-discipline, there will be always some students who would still require corrective discipline as a result of so many complicated psychological, moral issues, and modern technology influences challenging student. In such scenarios the disciplinary person should apply appropriate procedures in handling discipline (Kaufman, 2002).

The challenges the head teachers face in school community relations in the Atronic Educational Circuit

The third objective of the study identified the challenges the head teachers face in school community relations in the school administration. Table 4.7 evaluated the challenges head teachers face in school community relations.

Table 4.7 Challenges head teachers face in school community relations

<i>Statement(s)</i>	<i>Disagree f(%)</i>	<i>Neutral f(%)</i>	<i>Agree f(%)</i>	<i>Total f(%)</i>
Poor community support	-	5(10.4)	43(89.6)	48(100)
Unemployment status of parents affected students' care taking at the school.	-	10(20.8)	38(79.2)	48(100)
Hostility from the community to the teachers	-	5(10.4)	43(89.6)	48(100)
Poor communication between the school and community	-	4(8.3)	44(91.7)	48(100)
Lack of parents school involvement	-	11(22.9)	37(77.1)	48(100)

Source: Field survey, (2018)

Table 4.7 reveals that 43 head teachers representing 89.6% agreed that poor community support affected school administration, while 5 head teachers representing 10.4% were neutral. Moreover, 38 head teachers representing 79.2% agreed that unemployment status of parents affected students care taking at the school affected school administration, while 10 head teachers representing 20.8% were neutral. Also, 43 head teachers representing 89.6% agreed that hostility from the community to the teachers affected school administration, while 5 head teachers representing 10.4% were neutral. To add more, 44 head teachers representing 91.7% agreed that poor communication between the school and community affected school administration, while 4 head teachers representing 8.3% were neutral. The study further shows that 37 head teachers representing 77.1% agreed that lack of parents' involvement in school matters affected school administration, while 11 head teachers representing 22.9% were neutral.

These results agree with Bell, (2006), who indicated that the head teacher should involve the community in school activities and the school in the community activities. The head teacher has to facilitate and enhance school – community relations. These study results further contradicts with Bryk (2010), he asserted that teachers appears not to accommodate and entice parents to become more involved. Some teachers provide fewer instructions for parents, vary meeting times for parents, find less effective communication mechanisms and do less or none home visits. In most cases the family-community are not given chance in doing the business of schooling, create site-based decision making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming barriers to parent involvement in the broad context of needed

systemic changes (Bryk, 2010). In this case, the role of parents and community members seem already cut out for them and restricted to provision of resources.

Moreover, Hunter (2012) indicates that teachers tend to view students, parents and community, through their own cultural prism and may not be ready to understand or address the learning needs and issues of the students and families of the communities in which they teach. Such experiences cannot allow pre-servicing teachers the opportunity and challenge of examining their own cultural views and beliefs and developing openness to new ways of understanding and thinking (Hunter, 2012). Moos (2013) believes that building and maintaining a genuine partnership with parents is a process of continually seeking to understand assumptions and to share meanings and expectations. Partnerships can only grow when they are based on mutual trust and respect for the other's values, perspectives and experiences. It is not uncommon, however, for minority parents and families to feel alienated from the school.

Sergiovanni (2000) points out that minority parents may lack knowledge about school protocol and may feel inadequate or unwelcome due to differences of income, education or ethnicity compared to school personnel. This difference may result in the perception that the school is indifferent or even cold. In turn, the school then judges parents as uninterested in school involvement. Additionally, the psychological distance between minority group parents and teachers is compounded when school personnel do not see themselves or the school as a part of the surrounding community and the families (Dinham, 2005). This kind of assumption further alienates parents and community members who feel less endowed. In such situations, parents and community members are not given an opportunity to participate in school

management because of the assumption they will not add much value in decision making (Dinham, 2005).



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to determine the administrative challenges facing public Basic school head teachers in the Atronie circuit of the Sunyani Municipality. The design of the study was a descriptive survey design. Quantitative research approach was used for the study. The population for the study was made up of all basic school head teachers in the Atronie circuit of the Sunyani Municipality comprised of 50 head teachers. Census sampling technique was used to select all the 50 respondents for the study. Questionnaires were the main instrument used for data collection. The data was analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0.

5.2 Major findings of the Study

The first objective of the study sought to find out the challenges basic school heads teachers face in managing students' in the schools in the Atronie circuit of the Sunyani Municipal Education Directorate. The study revealed that 77.1% of the respondents agreed that teacher indiscipline behaviour can affect school administration. Also, 89.6% agreed that interpersonal conflict affected school administration. Moreover, 89.6% agreed that inability of teachers to perform tasks on time can affect school administration. To add more, 89.6% agreed that unauthorised absenteeism on the part of teacher can affect school management. The study results revealed that 83.3% agreed that teacher's alcohol consumption can affect school administration. Also, 89.6% agreed that dictatorial tendencies on the part of teachers affected school administration.

The second objective of the study examined the challenges facing the head teachers in the school administration in relation to the teachers. The study shows that 77.1% agreed that the unsafe school environment can affect students' academic performance. Also, 89.6% agreed that teachers unwilling to help students' supervision affected school administration. Moreover, 91.7% agreed that lack of adequately qualified guidance and counseling personnel in the school can affect school administration. Furthermore, 91.7% agreed that withdrawal of the cane as a tool to control indiscipline in the school. To add more, 87.5% agreed that negative attitude towards the school and education in general affects school administration. Also, 85.4% agreed that the indiscipline truancy attitude of learners affected school administration.

The third objective of the study identified the challenges the head teachers face in school community relations in the school administration. The study indicates that 89.6% agreed that poor community support affected school administration. Moreover, 79.2% agreed that unemployment status of parents affected students' care taking at the school affected school administration. Also, 89.6% agreed that hostility from the community to the teachers affected school administration. To add more, 91.7% agreed that poor communication between the school and community affected school administration. The study further shows that 77.1% agreed that lack of parent's involvement in school matters affected school administration.

5.3 Conclusions

The study concluded teacher indiscipline behaviour and interpersonal conflict affected school administration. Moreover, teacher's inability to perform tasks on time and teachers' unauthorized absenteeism also affected school administration. To add more teacher's alcohol consumption and dictatorial tendencies on the part of teachers affected school administration. The challenges head teachers face in students management were unsafe school environment, teachers unwilling to help students' supervision, lack of adequately qualified guidance and counseling personnel in the school, withdrawal of the cane as a tool to control indiscipline in the school, negative attitude towards the school and education in general, indiscipline truancy attitude of learners affected school administration.

The pupil management was a key administrative challenge that faced the head teachers as majority of the head teachers were not trained in management of pupils. The teachers were not trained on alternative methods of disciplining pupils after the banning of corporal

punishment which could contribute to the increase in indiscipline cases in schools. The number of teachers in the schools was inadequate. This depicts that the high teacher pupil ratio was a key administrative challenge that led to poor quality of education offered in schools. The study established that the head teachers never attended in-service training of school head teachers on pupils' behavior management.

5.4 Recommendations

1. The study recommends that the Government of Ghana through Ghana Education Service (GES) should offer continuous in-service training to the head teachers on pupil management to keep them up-to-date with skills that will assist them to run their schools effectively.
2. On student discipline, it is recommended that the head teachers should 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 teachers. Also, they should 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. The study recommends that the head teachers should include parents in their pupil management scale to a greater extent.

4. The study also recommends that the government should address the high rate of school dropout which is major administrative challenges facing head teachers in pupils' management.

5.5 Suggestions for Further Studies

Since this study was based on the administrative challenges faced by Atronie Circuit head teachers in school administration, the study recommends that similar study should be done in other circuits for comparison purposes and to allow for generalization of findings on the administrative challenges faced by school head teachers in management of pupils in Ghana to broaden the scope of the study.



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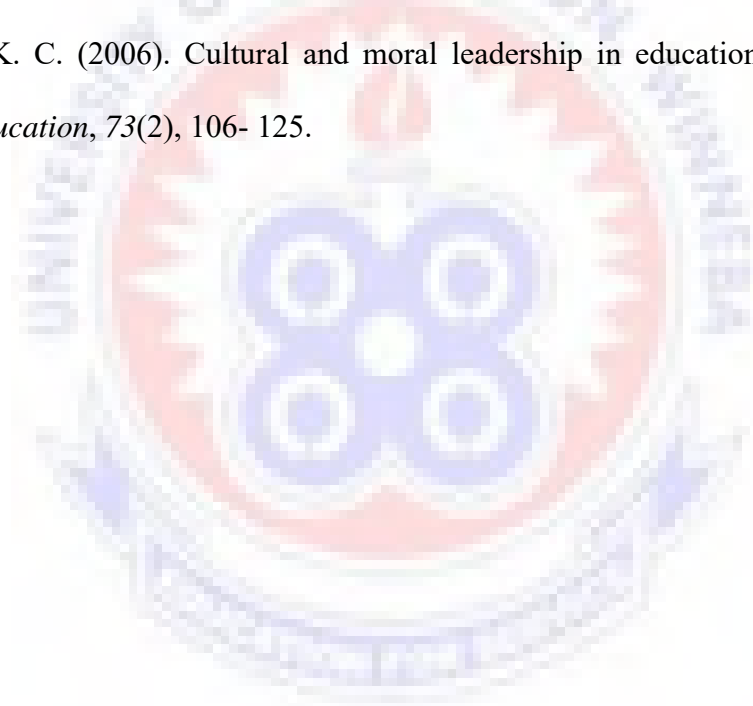
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APPENDIX A

DEPARTMENT OF LEADERSHIP

UNIVERSITY OF WINNEBA – KUMASI CAMPUS

Dear respondent,

I am a graduate student of the University of Education – Kumasi Campus, pursuing a study leading to the award of an MA in Educational Leadership. I would be grateful if you could spend some time to complete this questionnaire for me. The aim of this study is to determine the administrative challenges facing public Basic school head teachers in the Atronie circuit of the Sunyani Municipality. You are not to write your names on the questionnaire. THIS IS NOT A TEST. Please give honest answers. Information obtained will be treated with confidentiality.

Thank you.

SECTION A

Please tick/fill the appropriate option applicable to you.

1. Sex: Male: Female

2. Age Group: Less than 31 . Between 31 – 40 . 41 - 50 , 51+

3. Educational Status: Diploma First Degree , Second Degree

4. Headship Experience: Less than 5 years [], Between 5 – 9 years [], Between 10 – 15 years [], 16 years and above []

SECTION B: CHALLENGES HEAD TEACHERS FACE IN TEACHERS

MANAGEMENT

QUESTIONNAIRE

Introduction: For each of the following statements, circle the number that best describes the problem you face in the school administration with regard to teacher management. The rating scale is as follow: *1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree*

<i>Statements</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
5. Teacher indiscipline behaviour can affect school administration					
6. Interpersonal conflict					
7. Inability of teachers to perform tasks on time					
8. Unauthorized absenteeism on the part of teacher					
9. Taking too much alcohol					
10. Dictatorial tendencies on the part of teachers					

SECTION C: CHALLENGES HEAD TEACHERS FACE IN STUDENTS**MANAGEMENT QUESTIONNAIRE**

Introduction: For each of the following statements, circle the number that best describes the challenges you face in the school administration with regard to students management. The rating scale is as follow: *1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree*

Statements	1	2	3	4	5
11. The unsafe school environment can promote can affect students academic performance					
12. Teachers unwilling to help on the supervision of learner					
13. Lack of adequately qualified guidance and counseling personnel in the school					
14. Withdrawal of the cane as a tool to control indiscipline					
15. Negative attitude towards the school and education in general					
16. The indiscipline attitude of truancy of learners					

SECTION D: CHALLENGES HEAD TEACHERS FACE IN SCHOOL**COMMUNITY RELATIONS QUESTIONNAIRE**

Introduction: For each of the following statements, circle the number that best describes the problem you face in the school administration with regard to community relations management. The rating scale is as follow: *1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree*

Statements	1	2	3	4	5
17. Poor community support					
18. Parents inability to provide the needs of their children had exposed the children to deviant behaviors					
19. Unemployment status of parents affected students care taking at the school.					
20. Hostility from the community to the teachers					
21. Poor communication between the school and community					

22. Lack of parents school involvement					
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