

# TRENDS IN EDUCATION AND SCHOOL MANAGEMENT IN

## TABLE OF CONTENTS:

### UNIT 1: MEANING AND FUNCTIONS OF EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Introduction:	3
Lesson 1: The concept of Educational Management and Administration(meaning and differences).	4
Lesson 2: Management Functions of School Authorities (headteacher and teacher)	10
Lesson 3: The Concept of Decision-Making and Delegation	14
Lesson 4: Communication- Concept and Channels	18

### UNIT 2: TRENDS IN EDUCATIONAL DEVELOPMENT

Introduction:	50
Lesson 1: Traditional African Education.	51
Lesson 2: Pre colonial and colonial education-The Castle Schools, Missionary Work, Central Government Intervention	55 60
Lesson 3: Post Independence Education/ Reforms- 1957 to date	66
Lesson 4: Contemporary Issues in Education- GNAT, Institute of Education- UCC GES,MOE,GNAGRAT and NGOs(Educational Assisted e.g.JICA, USAID, DFID, Otumfo Education Fund).	71

### **UNIT 3: LEADERSHIP, AUTHORITY AND DISCIPLINE**

Introduction:	97
Lesson 1: The Concept of Authority and Discipline	98
Lesson 2 : Causes, effects and Solutions to Indiscipline in Schools	102
Lesson 3: Leadership, Meaning, Styles and Qualities of a good Leader <sup>s</sup>	106
Lesson 4:, School Climate: Types and Effects	111

### **UNIT 4: MANAGEMENT TASKS OF SCHOOL HEADS**

Introduction:	139
Lesson 1: Types, Uses and Importance of School Records	School
Lesson 2: School and Community relations in Management	142
Lesson 3: Principles of Time tabling	
Lesson 4: Managing Instruction- Resources, Classroom Activities	149
	168

## **COURSE INTRODUCTION: TRENDS IN EDUCATION AND SCHOOL MANAGEMENT IN GHANA**

The title of this course is 'Trend in Education and School Management in Ghana'. This title indicates that the course is a combination of two aspects of Education Studies.

The first aspect covers issues in School Management in Ghana. The concepts and theoretical ideas about management, administration and supervision will be made clear to you. The course will also cover the school management structure in Ghana, the roles and responsibilities of various bodies and individuals. Also, it will look at the provisions made to support

school management and records that are used or could be used to foster school management in Ghana.

The second aspect of this course involves the trends in education. This specifically covers the issues that have pertained in educational policy, planning and provisions, from the colonial, through the immediate post-colonial to the contemporary periods in Ghana. The issues that guided decision making over this period will be examined. The practical provisions that were made as a result and their impact will also be discussed. Consequent challenges and how they were overcome as well as the options that confronted educational practice will be presented. The intention of this section will be for you to understand where this nation has come from in the past and what is being done currently. This, it is hoped, will make you ready to make your contribution to progress in educational delivery now, and in the future.

A good examination of these issues will make you aware that the intention of this course is to make you understand better your role in the school and nation on the position you have chosen to occupy as a teacher. As you study, you are also expected to observe what is happening in practice. You should be able to identify teacher attitudes and administrative arrangements that need to be improved. You should see at first hand the impact of educational policies and provisions that have been made. As you compare and judge these issues, it is expected that you will make a commitment to play your part to ensure progress in the development of education in Ghana.

At the end of the year you will be expected to write and pass an examination on this course. This examination will be a two hour written paper made up of objective and essay components. A number of the questions will require an application of what you have studied or a narration of things you have observed. You are therefore advised to be practical minded. However, you need to work towards an understanding of the issues to make you contribute your quota effectively as a teacher rather than to pass the examination only. You will enjoy this course, but it is up to you to plan your work and study carefully so that we can all benefit from you.

## **UNIT 1: INTRODUCTION: MEANING AND FUNCTIONS OF MANAGEMENT**

### **UNIT OBJECTIVES**

By the end of this unit you will be able to;

- (i) state at least one definition of the concepts "management" and

“administration”

- (ii) describe the various management tasks of the headteacher and the staff
- (iii) describe the various processes of decision making in the school
- (iv) Discuss the various channels of communication for effective school management.

## **The concept of educational management and administration (meaning and differences)**

### **Management explained**

To the layman or ordinary person in the street the term “management” means the use of few resources.

Threwarth and Newport (1982) define management as a process of planning, organizing, actuating and controlling an organization’s operation in order to achieve coordination of the human and material resources essential in effective and efficient attainment of objectives. Scheleker (1984) on his part defines it as guidance, leadership and control of the efforts of a group of people towards some common objectives. That is getting things done through people.

In the broadest sense according to Everand and Morris (1990) management is about:

- setting direction, aims and objectives
- planning how progress will be made or a goal achieved
- organizing available resources so that the goal can be economically achieved in the planned ways
- controlling the process against plan and taking corrective action where appropriate
- setting and improving organizational standards.

The various definitions given suggest that management is a process that is a sequence of coordinated events which involve planning, organizing, coordinating and controlling or leading in order to use available resources (human and material) to achieve a desired outcome in the most efficient way.

It can also be explain as the ability to use limited resources in an organization to achieve its goals to the highest possible point, or to succeed in achieving organizational goals against various odds in the environment whether economic, social, cultural or political, thus effective and efficient way of using available resources.

In the school situation management can be associated with the ways and

means of reducing lateness to school. For example, the school head can sit down with other teachers to agree on the need to halt lateness. Appropriate strategies and techniques can also be used by the head of the school to ensure that pupils and teachers come to school early. For example he will discuss with pupils and teachers the negative effects of lateness and what they can do to come to school early. Do you agree? Good. The head can also use techniques like rewards and punishment for those who come to school early and late respectively.

### **What is educational management?**

Now that we have defined management, let us go on to explain the term “educational management.” Recall how the following activities that take place in your school.

- teaching and learning
- sports and games
- morning assembly
- cleaning of the compound
- staff meetings
- parent-teacher association meetings, etc.

Educational management is generally considered to be concerned with the planning and formulation of educational policies or programmes with the aim of achieving educational goals.

Some educational policies or programmes are as follows:

- Preparation of lesson notes before teaching
- Assessment of pupils learning
- Marking of attendance register
- Procuring curriculum for the school
- Organizing in-service training for teachers, etc.

**Educational Management** can be considered as a process of planning, directing, coordinating and evaluating human and material resources in order to achieve stated educational goals or objectives

### **Administration Explained**

The concepts “management” and “administration” are sometimes used interchangeably. This is because it is difficult to draw a distinction between management and administration. No doubt therefore, the Concise Oxford dictionary defines administration as management. Like management administration is also defined in various forms by different writers.

According to Nwankwo (1987) administration is a careful and systematic arrangement and opportunities for the achievement of the specific objectives of a given organization.

Besides, administration can be said to be the process of controlling and directing life in a social organization to achieve its goal.

Gulick and Urlick (cited Campbell et al, 1977), came up with the coined word POSDCORB which stand for Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting.

Reasons why administration and management are used interchangeably

- Both concepts describe effectively and efficiently how resources are mobilized for the attainment of goals.
- Both are regarded as a process which involves planning, organizing, staffing, coordinating, directing, controlling etc

Nwankwo (1987) defined educational administration as a systematic arrangement of human and material resources and programmes that are available for education and carefully using them systematically within defined guidelines to achieve educational goals.

**Administrative activities that take place in the school**

- Decision-making
- Allocation of TLM to pupils
- Putting subjects on the time table v;
- Assessment of classroom learning
- Preparing pupils for sporting activities etc.

**The difference between Educational management and administration are:**

- Management refers to top hierarchy while administration works “under management
- Management seeks to formulate policies whilst administration implements the policies

- Management is profit making whilst administration is non-profit making. Some of the institutions where management and administration take place are:
  - Factories
  - Hospitals
  - Banks
  - Homes

### **PROGRESS TEST**

1. Explain the concepts management and administration as applied to education.
2. Outline the relationship between management and administration.
3. Discuss the differences between management and administration.
4. How would you define Educational management?

## **The need and scope of educational management and administration**

The school as a social system is made up of:

- pupils
- teachers
- textbooks
- equipment
- buildings, etc

### **Importance of management and administration in school**

- The school as a social system with components such as pupils, teachers, textbooks, equipment etc. must be harmonized for effective teaching and learning to be produced.
- Without management and administration in the classroom no effective teaching and learning can take place
- It is only through management and administration that we can have:
  - (a) the children at school
  - (b) the teachers teaching effectively
  - (c) the teachers at the school
  - (d) the pupils learning effectively

Some the material resources include the following:

- instructional aids
- textbooks
- syllabuses etc.

What can be done to help pupils make good use of the few materials and books available are:

- grouping the pupils
- mending the worn-out books for use
- using reading cards etc.

### **The scope of management and administration:**

The task of management is to see to it that there is physical and human school environment which is conducive to effective teaching and learning.

The areas likely to be covered by school management and administration to create conducive environment for effective teaching and learning include:

- Origination of curriculum development and programmes of instruction
- Students or pupils' activities in the school
- Staff activities and their relationship
- Equipment and physical facilities
- School community relationship
- School finance etc.

For efficiency to be achieved in schools it is necessary for the headteacher to understand how he or she can organize the activities, the materials and human resources at his disposal to enhance the achievement of the aims and objectives of the school

The coin word POSCORB as the scope of administration stands for:

- Planning: i.e. working out things that need to be done and method to achieve it etc
- Organization: formal structure of authority through which work is arranged, defined and coordinated
- Staffing: bringing and training the staff and maintaining favourable condition for work
- Coordinating: inter-relating the various parts of work which involve careful arrangement of activities in the school.
- Reporting: informing those who need to know what is going on in the organization
- Budgeting: that is the fiscal planning, accounting and controlling.

### **PROGRESS TEST**

1. Discuss why there is the need for school management and administration
2. Outline and explain the scope of management
3. Systematically discuss the coined word POSCORB as the scope of administration

## **The Concept of Decision Making And Delegation**

### **LESSON OBJECTIVES**

By the end of the lesson you will be able to:

- explain the expression decision-making in administration
- state two administrative techniques involved in decision-making
- state four limits to good decision-making

### **Meaning of Decision-making**

Decision-making is regarded by modern administrators as the heart of the administration process. Apart from the fact that you report the behaviour to your superior, the other options that can be used to contain the situation are as follows:

- Punishing them e.g. let them stand, cane etc.
- Counseling them
- Leaving the classroom etc.

Pondering over the options or options to be taken in a situation is also part of decision-making. Decision-making can therefore be looked at as conscious choice from among a well define set of often competing alternatives.

It can also be said to be a sequential process that culminates in a single decision or series of choices that stimulate moves or actions.

A decision which summed up views and suggestions from others is what Bernard refers to as composite decision. To make composite decision two administrative techniques are required;

Planning is one of them; this is where the administrator will think through the problem with experts. He also will gather relevant and pertinent advice from others. The advice from the experts is critically looked at in the second techniques called the Review. Here you have to evaluate the activities to be carried out in relation to the objectives. Going through the two techniques will lead you to make a good decision.

Decision-making pervades the entire administrative organization of the school. This is because decision making is cyclical in nature. By this, decision-making is cycle of events. These include identification of a problem, or diagnosis of a difficulty,

reflective development of plan and

evaluation of its success or otherwise.

In decision making the ends you suggested can be describe as intentions. This is because until the ends are achieved through the means it remains an intention

A good decision is taking an appropriate alternative solution to a problem. That is why administrative decisions are described as complex. It is not possible that all the alternatives possible to solve a particular problem can be considered. This is because alternatives are too many to be exhausted. It is also not possible to consider all the consequences associated with a particular alternative to a problem this is because future events are exceedingly difficult to predict accurately and evaluated realistically.

#### **Factors that limit good decisions**

- Habit
- Training
- Experience
- Knowledge
- Values
- • Time limit etc

#### **PROGRESS TEST**

1. Explain decision making
2. What is composite decision making?
3. What is a good decision?
4. Discuss four factors that limit decision making

## **Processes of decision making**

Decision making as we have already discussed has to do with the selection of those alternatives that will lead to the achievement of the desired ends. In doing so, you choose from alternatives. This can be likened to the scientific method of solving problem.

### **The scientific method of solving problem**

The first in the scientific method is recognizing existence of a problem, and then gathering pertinent information about the problem, analyzing the information gathered, then, developing a possible solution, trying it out and finally developing a final course of action to take.

This method though useful does not really provide the fresh administrator like you with sufficient guide to take action to enable you make decisions without further help. There is of course a lot more that can be said. This is because group consensus in decision making is more effective than a decision made by an individual using the scientific method. This is because a decision arrived at by the group or in consultation with the group is more likely to be successful.

Despite the fact that group decision is useful it is not devoid of problem.

Group discussion can sometimes run into more problem than the one taken by an individual. This is because where more aggressive members of the group dominate discussion that decides the course of action

### **Process of Decision Making**

Planning which is one of the characteristics of administrative decision involves choosing alternative course of action. The first process in decision making therefore is the **problem choice**. This means the various course of action must be recognized and the limiting factors attendant upon each considered. Choose from the many alternatives the one which seem to be correct.

The next process after problem choice is **information**. Information is very important therefore after your recognition and definition of the problem, fact gathering is most important. In order to avoid more risks the more facts you gather about definite course of action the fewer the risks.

The next process after information on course of action is **formulation of decisions**. Formulation of decision is the stage where you further probe into the problems to ascertain what problems are likely to be created

which warrant further decision.

Once the decision has been made you assign individuals to carry out the action. You can break the task into bits and assign individuals to specific areas to pursue. The **breaking of the tasks** takes us to the last process in decision making which is the Human Element. Decision tends to change in kind and degree as the hierarchical ladder is climbed. This is because technical and functional competency is necessary. Results are likely to be influenced by factors that are outside your control. As an administrator you can make decision easily though the danger exists of you tending to do so without sufficient thought. Impulsive decisions tend to cause you problems and in fact leave the situation worse than before.

In consideration of human element in decision making, the following should be concerned about;

- Use school policy to save decisions on routine matters
- Delegate as much as you can especially routine matters.
- Consult and evaluate before making final decision
- Try not to decide under pressure
- Avoid emergency decision
- Do not expect to be right all the time
- Expert occasional failures
- Do not postpone decision making etc

### **Staff and Pupil Participation in Decision Making**

You can involve your staff and pupils in your administration through the following means;

- Informing or announcing: Decisions taken by you on problems without your staff and pupils should be brought to their notice. This will ensure cooperation between you and your subordinates and pupils.
- Consulting: This is where a tentative decision is taken by and presented to the staff and pupils to know their reaction. Their reaction will help modify the decision for the better.
- Soliciting or Tapping: Here before a decision is taken everybody's view is taken into consideration. Though you are not bound to choose from the suggestions they will help shape the final decision.
- Delegation: This is where decisions are taken on your behalf by a member or members of your staff at your will.
- Joint Decision-Making. As the name implies you and your staff and pupils come together as equals and take a decision

When to and when not to involve your staff and pupils in decision making or Which areas in the decision making process you don't have to consider your

staff and pupils.

- Do not involve the staff and pupils in a decision that will not affect them. Issues outside their competence would not involve them. On the other hand issues that affect the personal lives of the staff and pupils involve them in the decision making. Examples of the issues are; salaries of staff, allowances of staff, pupils' food, discipline etc.

### **PROGRESS TEST**

1. Why is decision making considered as problem solving?
2. outline the scientific method
3. List the various processes of decision making
4. Discuss three of the processes of decisions making
5. Discuss when and when not to involve staff and pupils in decision making



## **Steps in decision making**

---

The first step in decision making is identification and definition of the problem.

### **Step 1: Identification and Definition of the Problem.**

The first step involves a thorough study of the situation and identification of the problem. Here you inquire into the nature of the problem and how it developed. The scope and the magnitude of the problem should also be your concern at this stage. Having done this you move to the second stage.

### **Step 2: Statement of the desired state of affairs.**

In decision making you have to define your objectives. That is formulation, of what constitute a desirable situation that would eliminate or solve the problem. In doing so goal setting techniques would be of help to you. This will help you to come with the right kind of goals and objectives.

### **Step 3: Consideration of alternatives**

Decision making has to do with selecting the best alternatives out of a lot when confronted with a situation. There are many possible alternative solutions to any problem. You must identify alternative method available in solving the problem and assess the cost and consequences of each alternative.

### **Step 4: Selection of alternative solutions**

Here you explore all the possible alternatives and weight their cost and consequences and select the best alternatives; the one with most advantage in terms of cost and results.

### **Step 5: Implementation**

Remember that alternatives not implemented remain intentions. Therefore at this stage the alternatives so selected must be put into use. You must set an organizational structure and charge them with the responsibility of implementing the decision arrived at that is not all, you provide the implementing organization with the necessary resources and the needed motivation to carry out the implementation. This should not be devoid of setting up limits with the structure responsible for the implementation.

### **Step 6 Evaluation**

This is the last step in the stages of decision making.

Evaluation is the process where you assess the results of the implementation and find out whether the results of the decision tallies with

the objectives set. The result you obtain will help to modify your objective if necessary.

### **Types of Decision Making**

In the course of your work as a manager and administrator you will be face with three types of decisions. These are:

- Intermediary decisions
- Appellate decision
- Creative decisions

In the case of intermediary decision it has to do with decisions originating from superiors or authorities. Here decisions are taken by your superior or authorities and you will have to make decision on it.

Appellate decisions are cases referred by your subordinates.

Creative decisions are those decisions you the administrator initiate aimed at bringing desirable changes in the organization.

### **PROGRESS TEST**

1. Identify the six steps in decision making systematically
2. Discuss the first three steps in decision making
3. I low relevant is the last three steps in decision making
4. Discuss the three types of decision making
5. Which type of decision making bring changes in the organization and why?

## Management function of the teacher

### LESSON OBJECTIVES

By the end of this lesson it is expected that you will be able to

- (i) identify at least three classroom management tasks of the teacher
- (ii) discuss what the teacher really needs to do with regard to classroom management
- (iii) identify and describe four management task of the teacher in the school in general

The main function of the classroom teacher is imparting of knowledge. This can be done effectively in the classroom through the performance of some functions. The first management functions of the teacher are, first to plan the content to be imparted systematically in the syllabus based on the background class to be taught. The factors that will guide you in planning your teaching/learning activities are the:

- Syllabus
- Class
- Number of weeks in the school term/year
- Number of periods for each week in the subject area
- Possible linkage of topics
- Appropriate time to teach the topics etc.

You realized that there are a lot of decisions you have to take in order to come out with a working document

**Planning in teaching** is important if the teacher is to succeed in imparting knowledge effectively. This is done at the beginning of the year or term. The syllabus would have to be broken down into scheme of work and finally lesson plan.

### **What is scheme of work?**

Another important area in planning teaching learning activities is the lesson. A lesson planning helps you in formulating good objective, selecting the most appropriate content and activities to use. Planning also helps you structure the lesson in a logical sequence. Appropriate instructional materials and effective use of the material can be achieved through planning.

Another management function of the teacher is organizing teaching learning activities. After planning the lesson you need to organize how you will deliver the lesson to achieve your intended objectives. This has to do

with

- Sitting arrangement to suit the lesson
- Effective use of teaching learning material
- Distribution of exercise books
- Teaching activities within time
- Conducting class exercises, text etc

After carefully planning a lesson you organize how you are going to deliver the lesson to achieve the desired objectives. This involves how you **arrange the classroom** to suit the various lesson. Effective use of teaching learning materials and distribution of exercise books must be organized. Your teaching activities should be organized within the stipulated time for a particular lesson.

### **Coordinating teaching and learning activity**

Coordinating is the careful arrangement of activities in the school in order to obtain a smooth running of the school. Therefore you are to effectively coordinate your learning with other activities so that the lesson is not disrupted with other activities outside the classroom.

### **Decision Making**

Another management function of the teacher is decision making in the classroom. The areas you will make decision in the classroom are as follows:

- The conduct of the pupils
- Teaching method to adopt in handling a particular topic
- What to do next after feedback on a lesson etc

### **Student Control**

Some children break routine and do things in their own way. You will realize that many pupils, especially the younger ones, do not know what behaviour is expected of them. Older pupils may.

You are to maintain general discipline in the classroom so as to have congenial atmosphere conducive to effective teaching and learning in the classroom ;

### **Some things you will have to do to control pupils' behaviour in your classroom**

- Formulation of policies

- Rules and regulations
- Marking and closing attendance register on time
- Keeping of records of pupils and recording assignment and test marks'
- Rewards and punishment

### **Management of classroom facilities**

Some of the things you can procure and manage in the classroom are:

- Chalkboard and set of furniture
- Charts, globe, wall clock
- Textbooks etc

### **How is the procurement done?**

You will have to put in requisition to the head teacher for the materials or improvise where such materials are not available. Management of classroom facilities also includes learning and teaching pupils the correct methods of operating the materials and care of the equipment. You are to see to it that the equipment are in good condition and readily available always. Proper storage and periodic service is part of the classroom management. Finally there should be proper inventory of all facilities in order that they can be properly accounted for.

### **The Teacher's General Management Role in the School**

The management tasks of the teacher in the school are the general roles the teacher needs to perform. As noted earlier administration is a team work. You as a member of staff of the school has the responsibility of assisting your headteacher in the management of the school. You are therefore required to accept responsibilities that might be delegated to you by your headteacher.

Some responsibilities of the teacher in the school are:

- Staff secretary
- Sanitary monitor
- Sports teacher
- Teacher on duty
- Decision making
- Implementing decision
- Maintaining discipline in the school etc.

You can do these by offering your expertise and suggestions. You are required to be present at all staff meeting and other functions where decisions are taken.

### **PROGRESS TEST**

1. Outline six management task of the classroom teacher
2. Discuss what is required by the teacher with regard to management of classroom facilities
3. In what ways can you assist your headteacher the school?

4. Distinguish between care of the national property and care for the national property.

## **Management function of the headteacher**

### **LESSON OBJECTIVES**

After successfully going through this lesson you will be able to:

- (i) identify at least four management tasks of the school head.
- (ii) discuss at least four management tasks of the school head
- (iii) explain reasons why the school head should involve the staff in performing his management tasks

### **School Community Relationship**

The school is established by the community for the community hence for the school to achieve its objectives there must be close relationship between the school and the community. Other reasons why the school and the community should relate cordially include:

- The school can rely on the resources of the community to carry out its activities and programmes
- The school head is to know the community in which he is operating
- The pupils who attend school are to be socialized by the school to fit into the community
- The school has to help the community to progress and therefore needs to be aware of the community's aspiration
- The school's programme must address the needs of individual pupils. As a result; parents have the right to be informed about what goes on in the school so that they can support their children at home.

- The school helps to develop and implement plans for the improvement of the community.

Other reasons apart from what have been raised above, concerning why the school and the community should relate well are as follows:

- People like the chief and prominent people in the community can be used as resource persons.
- Again you should try and get the cooperation of the parents for the good of proper upbringing of the children. This you can do through PTA meeting, open day etc.
- Further you should always keep the community informed about the activities, new friends and policies of the school.
- • Finally the head should cooperate with other stakeholders of the educational enterprise such as the church, mosque, the mass media etc.

### **Curriculum, Instruction and Appraisal**

Another important management function you have to shoulder is in the area of curriculum. This means that you should plan school activities and see to it that they are implemented and evaluated for positive decision making.' It is your responsibility to make good use of instructional time. You are to see to it that teachers and pupils come to school and engage in learning activities.

### **Instruction and appraisal**

Consider the following

- You should assist in formulating curriculum objectives and determining content and organization to meet needs of the community.
- You should provide materials, equipment and other resource for the implementation of the instructional programme
- Appropriate materials like syllabuses, time tables, note books for lesson plan, textbooks, and other relative materials should be provided to the teachers
- Organizing assessment of pupils achievement through test, quizzes, class exercise etc
- You should systematically supervise your teachers work. E.g. lesson notes, class attendance and effective teaching
- You should provide in-service training for your teachers to update their knowledge and professional skills

- Encourage your staff to attend prescribe and promotion courses

### **Pupil Personnel**

Management of curriculum, instruction and appraisal can only be effective when pupils are properly managed.

The ways by which pupils can be well managed are:

- You should see to the admission of the children to the school year according to the regulations of the Ghana Education Services (GES). At what age should the child be admitted in the basic school in Ghana?
- You should monitor the attendance of the pupils in the school
- You should make sure that each class teacher helps every individual child to make reasonable progress
- You should see to it that there is systematic assessment and reporting of pupils performance
- You are to see to the health needs of pupils,
- You are to ensure discipline in the school
- You should provide guidance and counseling service to the pupils

### **Staff Personnel**

What you can do as a school head in management of people

- You are to ensure there is co-operation among your staff
- You are to give orientation to your staff especially new teachers
- You are to assign your teachers classes and other responsibilities
- You are to organize in-service training for your staff
- You **are** ,to see to it that your staff is working effectively and have job **satisfaction**

### **The Physical Facilities**

Another important area of your management function is that of physical facilities. This includes

- School building
- School grounds
- Equipment etc

You as the head must see to the maintenance of the school plant. See to it that the school plant is kept safe, neat, attractive and in readiness for use.

## **Management of Finance**

Money they say is the root of all evils. It is therefore important that we discuss how you should manage financial matters in your school.

- As a school head you have the responsibility for the control and management of the school finance
- You are also responsible for accounting for all financial matters
- You are to prepare budget for all items and activities that are to be procured and done in the school respectively
- You are to arrange and secure revenue for your school from various sources
- You are to make sure that funds are provided to help the running of the school
- Finally you are to keep proper account of the school

## **Other Management Function**

- Attending school function e.g. assemblies
- Organizing and conducting meetings
- Attending head teachers meeting
- Writing annual reports

## **PROGRESS TEST**

1. Discuss any four management function of the school head
2. Identify three other management function of the school head apart from Gorton's six categories
3. Explain what is meant by school plant
4. Discuss how effectively the head can perform all the management roles expected of him.



## **The role of the school head in effective school management**

School effectiveness can be experienced in the following ways

- Doing the right thing as expected of society
- Set appropriate goals
- Teaching pupils to acquire knowledge and skills
- Having a neat compound
- Discipline in the school
- Accepts responsibilities of success and failures.

A careful study of Owens (1995) five basic assumptions to determine effective school outline the following characteristics of effective school

1. Whatever else a school can do and should do, its control purpose is to teach/ success is measure by pupils' progress in knowledge, skills, attitudes and effective teaching to meet the needs of pupils.
2. The school is responsible for providing the overall environment in which teaching and learning occur. The congenial atmosphere.
3. School must be treated holistically, that is there should be cooperation and unity among pupils and teachers
4. The attitude and behaviors of the teachers and other staff must be such that they can perform their best
5. The school accepts responsibility for success or failure of the academic performance of the pupils.

Having studied carefully Owens' five basic assumptions outline characteristics of effective school. Consider the following

Good climate

- Unity of staff or a strong cohesive school culture
- Effective use of teaching time
- Neat and orderly environment
- Effective communication between the head and his staff
- Collective decision making
- Parental and school community involvement

### **The Role of the Headteacher in Managing the School effectively**

- Managing people
- Managing instructional time
- Managing co-curriculum activities
- Managing learning resources
- Managing financial matters
- Improving quality of learning, assessing teachers and pupils performance

- Staff development and improving relationships

### **Administrative skills require by the school administrator**

Katz (1985) identifies three basic administrative skills by the head. These are

- Technical skills
- Human skills
- Conceptual skills

### **Technical skills**

Refer to proficiency or ability to use the tools, methods, processes, procedures and techniques of a specialized field. E.g. professional skills like lesson note preparation, vetting of lesson notes etc.

### **Human skills**

This is the interpersonal skills where the head should work effectively with and through other people both individual and groups. He needs to understand himself, the group dynamics etc. in short he should relate nicely with the people he is working with.

### **Conceptual Skills**

This is the mental ability to coordinate and integrate the entire interest and activities of the school. It is also the ability to apply information and concepts to practice. This he can do by effective decision making.

### **PROGRESS TEST**

1. Explain briefly school effectiveness.
2. identify and discuss four characteristics of an effective school management
3. Discuss how the head can manage instructional time effectively
4. What are the three basic administrative skills required of the school head? Discuss two of the

# COMMUNICATION

## LESSON OBJECTIVE

By the end of this lesson, you will be able to

- (i) explain the concept communication
- (ii) state the difference between communication and language
- (iii) describe the process of communication
- (iv) identify the channels of communication

Communication talks about any form of language in which thoughts and feelings are symbolized to convey meaning to others. Language on the other hand is any form of communication in which thoughts and feelings are symbolized to convey meaning to others.

Comparing the two meaning communication and language one may be compel to use them interchangeably, but the two concepts are not the same. Whereas language involved the use of spoken or written words communication go beyond that to include the process of giving information or of making emotions of ideas known to someone. Thus whereas communication has a target language may or may not.

Herbert Simon has succinctly stated that without communication there can be no organization. The need for communication skills is important in virtually every career, not just that that are traditionally regarded as people-oriented.

### Process of communication

No matter what the setting or number of people involved air communication consists of a few elements. Although the process of communication is more than the total of these elements, understanding them will help you explain what happens when one person tries to express an idea to others.

Sender: the communication process begins with the sender.

Message: A sender must choose certain words or non-verbal methods to send an intentional message. This activity is called encoding. This can make a tremendous difference in-how the message is received.

Receiver: A receiver is any person who notices and attaches some meaning to a message. In the best of circumstance, a message reaches its intended receiver with no problems.

Decoding: Even if a message does get to its intended receiver intact, there is

no guarantee that it will be understood as the sender intended it to be. The receiver must still decode it, attaching meaning to the words or symbols. Decoding is not always accurate.

Feedback: Receivers don't just absorb message like sponges; they respond to them. The discernible response of a receiver to a sender's message is called feedback. Some feedbacks are non-verbal as in smiles, sighs and so on. Therefore the process of communication begins the sender, the message, encoding, the receiver decoding and feedback.

### **Channel of communication**

There are a number of ways in which you communicate with the people around you.

- Speaking to them
- Writing to them
- Using the telephone etc

Remember also that you often communicate information without saying anything at all. The reason for this is that we pass on non-verbal message by means of our;

- Facial expressions such as frowns or smiles
- Body language such as. an angry gesture or tired drop of the shoulders
- Way of dressing in traditional fashions and colours or modern styles and colours.

An essential task facing all educational executives in high position is that of effective supervision of staff. There are some tendency in schools to disregard this responsibility until factors make it essential. There are however, ways of communicating ideas and observations which if successful will lead to the desired change in behaviour. If this communication is not successful it will lead to resentment and antagonism.

We communicate with our facial expressions and body language. What sort of message do you pass on by your dress, gestures, behaviour and tone of voice.

### **PROGRESS TEST**

1. What is communication?
2. What is language?
3. Distinguish between language and communication?
4. Discuss the process of communication
5. Identify two major means of communication. Discuss one of the major

means with example

## **Effective Communication**

### **LESSON OBJECTIVES**

By the end of this lesson you will be able to:

- (i) identify different types of communication
- (ii) list the key characteristics of effective communication
- (iii) apply communication principles and practices to running affairs in your school
- (iv) Identify barriers of communication.

### **Types of communication**

Communication can take place through:

- Speech
- The written word or other visual displays
- Body language (i.e. Non-verbal forms)

Basically there are three types of communication.

- Verbal communication i.e. spoken words
- Written communication i.e. forms of letters
- Non-verbal communication i.e. facial expression etc

### **Channels of communication in an organization**

Conceptually the directional flow of communication networks within any organization can be classified into two that is formal networks and informal networks.

The formally recognized channels through which information is expected to flow in an organization are:

- Vertical i.e. downward and upward flow of information
- Horizontal i.e. lateral flow of information within an organization
- Diagonal i.e. all transmission that cut across an organization

The informal communication also known as the grapevine or "rumour mill". The grapevine normally contains gossip or information that appeals to sentiments of rank and file of an organization.

### **Effective Communication**

The overriding objective of communication is to make a message understood. When communicating, that is when passing on information or giving instructions or orders to your pupils, the following guidelines should be taken into consideration.

- Know your objectives
- Know your receiver e.g. learners
- Formulate your message be clear, specific and understandable

- by using short sentences in simple English
- Be brief: do not include unnecessary information
- Do not under communicate
- Consider how the message is best communicated
- In delivering the message be aware of your attitude, behaviour, non-verbal communication etc
- Keep in mind that positive feeling and emotions inspire positive attitude among pupils
- Be yourself i.e. respect the pupils, trust and accept them
- Be enthusiastic and inspirational in your communication
- Listen carefully
- Make use of effective feedback.

### **Different channels of effective communication in schools**

- Use of notice boards for both staff and pupils
- Stall meetings
- Meeting SRC
- Making announcement at school assemblies
- Staff or pupils get together
- Staff seminars
- Use of suggestion boxes etc

### **Barriers of Effective Communication**

The overriding objective of communication is to make a message understood; this is often not achieved because we fail to communicate effectively.

A number of barriers or obstacles are responsible for such ineffective communication.

They include the following:

- Differing perception: Hardly do people observe, analyze and react to an event in the same way. Likewise, the information given to say five people at a meeting may result in live different interpretations. This is caused by selective perception in which each person's brain selects the stimuli that seem most important
- Semantic problem: use of words and phrases above understanding of recipients
- Poor listening habit
- Mistrust or lack of credibility. Superiors are in the habit of giving vain promises or saying one thing and doing the very opposite of it.
- The kind of rapport among workers

- Inconsistency in language
- Lack of empathy
- Emotional reactions like anger, love, hate, jealousy etc influence how we understand each other's message
- Inattentiveness
- Noise
- Incorrect evaluation: communication is often distorted because we evaluate it incorrectly.

### **PROGRESS TEST**

1. Discuss three types of communication that can take place in school
2. what are the advantages and disadvantages of each
3. outline the three channels of communication networks in an organization
4. identify and discuss six guidelines of effective communication
5. discuss five barriers of communication

## **Introduction: trends in educational development in Ghana**

---

This unit shall principally discuss traditional African way of preparing the young ones for acceptable adulthood, before the introduction of western formal education. We shall also look at the development of education in Ghana from the period of the early merchants, through the missionary, colonial and post-colonial eras. Attention shall also be given to contemporary reforms and their effects on Ghana. Other partnership arrangements that complement educational delivery shall be discussed.

### **IMF OBJECTIVES**

It is expected that by the end of this unit you would be able to:

- (i) describe the nature and scope of traditional African education
- (ii) discuss the nature, challenges and achievements of the castle schools.
- (iii) trace the emergence, activities, and achievement of the missionary societies
- (iv) trace the development of education during the colonial era
- (v) describe the main features of the various post-colonial and post-independence reforms
- (vi) examine the strengths and weaknesses of the reforms
- (vii) identify areas of partnership in educational delivery

### **Traditional African Education**

---

The 20<sup>th</sup> century philosopher, Castle said that “education is what happens to us from the day we emerge from the womb, to the day we enter the tomb”. It is indeed true that education is a process, as it is implied in the definition. If we accept this fact, then every society may have its own form of education. The African, and for that matter .Ghanaians, had their own way of nurturing the young ones into responsible adults before the coming of the Europeans. This form of education has been described as the traditional or informal education. This form of education existed before western education was introduced several years later

The scope of traditional education embraced the social, moral, spiritual, intellectual and psychomotor development of young ones. They were nurtured in all activities and behaviors that were relevant to the stability and improvement of the society. These areas were:

- character building and instilling of qualities like honesty, courage and endurance
- development of physical attributes through games, gymnastics and dances
- Survival skills through occupations like agriculture, blacksmithing, art and craft

The entire society, family members and adult siblings are teachers in the Traditional African society. It is important, however, to note that there were areas that needed specialized skills whose training needed special facilities also took a long time. We can mention vocations like

- blacksmithing and goldsmithing
- hunting
- preparation for priesthood or chieftain

Let's take a quick look at the teaching methods that were applied in the (delivery) of traditional education. Children learned a lot through:

- observation - children closely watched adults as they went about daily responsibilities .
- imitation - young ones copied adult behavior
- participation - learners took part in the activities of adults. Do you think these methods are still relevant in the upbringing of children in modern times? Brainstorm on this question at the cluster meeting session.

Having gone through the nature, scope, mode of teaching and learning in traditional education, can you think of any strengths or weaknesses of the system? Write these down in your notebook. Did the strengths you identified include the following :

- the home, the family and the society had a collective responsibility in the upbringing of children
- every adult was a model to the young
- a lot of moral lessons were learnt by young people.

On the other hand, it could be argued that there were inherent weaknesses which made the traditional system inadequate for current society. The weaknesses are identified as follows:

- much attention was focused on group as against individual development
- development of potentials was inhibited since it was dictated by birth and environment
- there was little room for a new career for the individual. In effect, there was lack of motivation to change one's environment
- no figures or letters were learnt to prepare them for further encounter with the outside world

I am sure you have enjoyed the lesson so far. Let's do a summary of what we have learned. We looked at the nature and scope of traditional African education and learned that:

- education affected all young people in the society

- it embraced the social, moral spiritual, intellectual and psychomotor aspects of development
- the society, in general, had a collective responsibility in the education of the young
- attention was paid to character training, physical development and survival skills
- observation, imitation and participation constituted the teaching methods.

## PROGRESS TEST

Discuss four (4) differences between the traditional African education and modern western education.

### **The Castle Schools**

The first castle school was founded in 1529 in the Elmina Castle through an order from King George III of Portugal. Between 1529 and 1794, several efforts were made by the Portuguese, the Dutch and English to found schools in the castles at different periods. Though these schools experienced difficult moments, their presence made a big impression, in the beginning of literacy on the country. 'The prominent castles that provided education for African children were Cape Coast, Elmina and Christiansburg at Osu.

The Dutch, in 1637, started a school in the Elmina castle for African children. Between 1712 and 1794, the British Royal African Company, a trading company, ran the Cape Coast' castle school under different teachers, who were mostly reverend ministers, who often accompanied the merchants to Africa.

I am sure what is bothering your mind now' would be the reasons why the white man would be so interested in the education of African children.

Being merchants I am sure you know what these travelers came to do. They came to engage in trading activities with the African.

### **The reasons for the introduction of western education into the country**

- In the first place since the white man and the African are from different

cultures, and therefore cannot communicate effectively, there was the need to find the best way to interact. There was therefore the need for interpreters to be trained to facilitate communication.

- Clerks were needed to keep records.
- Moreover, the merchants, who were mostly from Portugal, Holland and England, came along with priests who served as chaplains in the castles. One of their major objectives was to convert the African to Christianity. The African had always been considered **'heathen'**. Western education was the tool to be used to facilitate the spread of Christianity in Africa.
- Human beings will continue to be human despite our colour or how we perceive issues and wherever we find ourselves. Despite the fact that the African could not speak the white man's language and was even considered not 'civilized', the white man could not resist the beauty of the African woman. Many of the traders had relations with the local women and produced a crossbreed of children; mulatto is the term used to describe children between white and black parents. They are often called the half-caste. If you ever visited places like Cape Coast, Elmina, Osu in Accra and other coastal towns, you would see a lot of these fair-skinned individuals who are descendants of these mulattoes. The castle schools were established so that these children could be offered western education.
- Some children of the wealthy African merchants were also admitted into the castle schools to undergo western education.

### **The curriculum offered by the castle schools**

The subjects were basically reading, writing, arithmetic (the 3 Rs), and religious instruction. Music was sometimes added to the curriculum. One important fact that must be noted well is that the language of the owners of the castle was always the medium of instruction. For instance, in the Dutch school in Elmina, Dutch was used and the English used English in Cape Coast.

Being a new thing altogether, there were going to be several challenges. Here are some of them:

- There was poor enrolment. The local people refused to get their wards enrolled in the castle schools. Can you think of any reasons why they did not cooperate with the castle school authorities? One reason was that the children would be losing their cultural identity if they were converted into Christianity. The second reason was that if girls got educated, they would not respect their uneducated husbands.

- The Anglo-Dutch wars created a state of insecurity along the coast. These also disturbed effective and continued academic work.
- The Asante-Fante wars also created instability along the coast.
- Later when Africans, like Philip Quaque ran the Cape Coast castle school, he was poorly supported financially.

### **Achievements by the castle schools**

- The school introduced the idea of full-time qualified teachers who are paid for their work
- A good number of brilliant students enjoyed the idea of scholarship abroad for further studies. Names like Jacobus Capitein, Anthon Wilhelm Amo (Anthony William Amo), and Philip Quaque could be mentioned as some of the beneficiaries. Wilhelm Amo studied and later obtained a doctorate degree in Germany. He lectured at the Universities of Hall, Jena and Wurtenburg in Germany.

Jacobus Capitein was sent to Holland at the age of nine. In 1737, at eighteen he entered Leyden University. He later became a protestant priest and returned to Elmina as a minister. Though he lived for only five years, after his return, Capitein was able to help translate the Lord's Prayer, the Ten Commandments and parts of the catechism to Fante. He was referred to as the 'pioneer of vernacular Literature'. When he died in 1747, there were 400 boys and girls in the school he ran. Owusu Ansah and Owusu Nkwantabisa of the Asante royal family went abroad and returned, well educated.

- The castle schools were founded along the coast of Ghana.
- The trading merchants used the schools to educate and evangelize
- Mulattoes and children of wealthy African merchants were the students
- The schools trained clerks and interpreters as well
- The curriculum comprised the 3Rs and religious instruction
- There was poor enrolment because of insecurity and disinterest
- They marked the beginning of literacy and western education in Ghana
- Jacobus Capitein, Wilhelm Amo and Philip Quaque and others went abroad for further studies

### **PROGRESS TEST**

What benefits has Ghana derived from the Castle Schools'

## Missionary Education

The term 'missionaries' refer to a body or a group of individuals who are Christians and are committed to converting non-Christians to Christianity through the medium of evangelization and education: we shall look at the activities of five pioneer missionary societies, which are:

- The Society for the Propagation of the Gospel (SPG)
- The Basel Mission
- The Roman Catholic mission
- The Wesleyan Missionary Society
- The Bremen Mission

### **THE SOCIETY FOR THE PROPAGATION OF THE GOSPEL (ANGLICAN)**

The Anglican Church started in Ghana as the Society for the Propagation of the Gospel (SPG). The missionaries came from the Church of England in 1752. Reverend Thomas Thompson, an English priest who used to work with slaves on the Plantations in North America and West Indies was the first minister of the society in Ghana.

At the age of fourteen, the young Ghanaian Philip Quaque was sent to Islington, England to be trained as a minister of the society. Philip graduated with a Master of Arts degree from Oxford and became a minister (Priest) of the SPG. Philip returned to the Cape Coast castle to work as a teacher and priest. Philip's work suffered because:

- The society could not sufficiently support his school financially. Even his salary was in arrears of £369 at the time of his death
- the constant Asante wars with the British and the coastal states disrupted effective school work

Two other boys - Thomas Caboro and William Cudjo, who went together with Philip to Islington could not survive the weather abroad and died

### **The Basel Mission**

The Basel mission originated from Germany but had its headquarters in Basel, Switzerland. Governor Richelieu of Christiansburg Castle (1822-25) returned to Denmark and requested that educational and missionary work at the castle should be put in a permanent basis. In 1828, at the invitation of Governor Richelieu of Christiansburg (Osu), four pioneer missionaries were sent down to evangelize and establish schools. Governor Richelieu took part in the teaching himself.

The Basel missionary arrived a few years before the Wesleyan missionaries.

They opened the first boy's school at Akropong in 1843, and girls' school 1847. The girls' school was re-located to Aburi in 1854. This school remained Aburi till 1930 when it became the nucleus the training college and secondary school. By '1880, the Basel mission had established 45 schools with 1,200 pupils.

The Basel missionaries realized that any thorough system of education depended on the supply of trained teachers. They also believed that girls' education is just as important as that of boys' and finally training of the individual must not be confined to academic subject alone. These three were the principles on which the education that was giving by the Basel missionaries depended. These principles are now so generally accepted that they might be thought too obvious to mention now a days over the past 50 years the Basel mission was among the educational bodies in this country that recognized three principles, and succeeded in putting them into practice. These principles influenced their educational provision in the following years five years after a boys' school at Akropong when they had pupils with some education, a seminary was started at the same town in 1848 for the training of catechists and teachers. Another seminary was opened at Abetifi in 1896. In 1924, this seminary was merged with the one at Akropong the brighter pupils, from what would now be called the primary schools were sent to one of three middle schools at Akropong Christiansburg and Begoro. They schooled there for the three years. After this those who wished to be teachers or catechists had one year preparatory course before entering their seminaries. The teachers were giving a two-year course in the teacher training school.

Although the Basel mission met great opposition by people who did not see any need for girls' education, by 1918, their schools in Akuapem area had almost as many girls' as boys'. The ratio for all their schools was seven boys to one girl as compared to six to one in government and seven to one in Wesleyan schools. The effort of the Basel mission in the development of girls education in then gold coast, go to buttress Governor Gordon Guggisburg's comments that nothing is more detrimental to the progress of these race than the old system of educated husbands' and illiterate wife's'. They also add meaning to the saying of Dr. kwegyiri Aggrey that when you educate a man you educate an individual but when you educate a woman you educate the whole nation.

On the need to diversity academic subjects, the Basle mission made effort in technical education in this country for many years. The Basel mission opened industrial establishment in Christiansburg where joiners, carpenters, lock-smith, black smiths, shoe makers and book binders were trained. The effort in this direction by the Basel mission made the people benefited from this type of education self-supporting and there was general improvement in

the standard of living. The building industry also saw much improvement. Unfortunately, all the four died. The sole survivor, Reverend Andreas Riis moved from Christiansburg to Akropong in 1835. This period marked the beginning of the mission's work in Ghana.

There are other activities of the mission that marked a giant step in the development of education in Ghana. These activities are:

- In 1848, the first teacher training college was opened at Akropong, Akwapim
- The mission adopted the vernacular as the medium of instruction in its schools
- The mission made Twi and Ga written languages.
  - J.G. Christaller, between 1853-1868, translated the
  - Whole Bible in 1871 to Twi. He was also created
  - a Twi dictionary
  - Zimmermann by table, had translated the
  - four gospels into Ga, produced a Ga grammar
  - and dictionary and translated the whole
  - Bible into Ga.
- Basic education was divided into primary and middle schools
- The curriculum was improved at the middle school with the introduction of subjects like history and Greek and Hebrew in some schools for catechists
- Vocational and technical education was encouraged with the studying of subjects like agriculture, woodwork, blacksmithing, bookbinding, metalwork, shoemaking, pottery and painting. Girls were encouraged to learn needlework, dressmaking and home science.

### **The Roman Catholic Mission**

In 1573, the first attempt was made by the Augustinian Friars in the Gold Coast to start evangelical work and open schools. Their efforts were, however, short-lived. The people of Komenda and Eguafo murdered all the missionaries. It was not until 1880 that Fathers Argoste Moreau and Eugene Morat arrived in Elmina to set the foundation for Catholic evangelism. The activities of the mission within a short period had been extended to Cape Coast, Amisano, Agona, Komenda and Shama. The sister of Our Lady of Apostles (OLA) and Fathers of the Society of African Missions (SMA) spread catholic activities to the Volta region. The activities of the mission spread to the north through the white Fathers Mission.

Some of the important activities the Roman Catholic mission in the 1880s.

- By 1881, the first catholic school had been founded in Elmina by

- Fathers Morat and Moreau. At a point there were 150 students
- In 1884, another school was founded by our Lady of Apostles sisters in Elmina to offer opportunities for girls
  - In 1889, Father Granier and Wilhem Haizel, an African founded a Boys' school in Cape Coast
  - OLA sisters opened another Girls school in Cape Coast. The subjects read included sewing and housecraft
  - It is gratifying to note that the Catholics were also interested in the use of the vernacular in their schools, like the Basel.

It is gratifying to note that the schools founded by the Roman Catholic missions have survived the 19<sup>th</sup> to become great institutions in modern Ghana

### **The Wesleyan Missionary Society**

The Wesley missionaries opened their first school in the existing British settlement at Cape Coast, Discove, Anomabu and Accra. They also opened schools inland and by 1880, the Wesley mission had more schools than any other body. The mission had 83 schools with an enrolment of over 3,000. This dynamic pioneer missionary society started its activities in Cape Coast in 1835. Like the other early missionaries, Reverend Thomas Dunwell, Mr. & Mrs. Wrigley and Mr. & Mrs. Harrop died a few months after arriving in the country. Reverend Thomas Birch Freeman, who arrived in 1838, however, survived to start the activities of the society. The activities of the Wesleyan mission were mainly around Cape Coast, Anomabu and Saltpond and later Accra and Kumasi. When the Wesley mission found that their enrolment figures were increasing, they saw the need to train teachers in their schools. Rev Thomas Birch Freeman started a theological seminary in Accra in 1842 to prepare two students to become teachers. The school was headed by Rev Samuel Shipman. This effort at teacher training was abandoned due to the death of Shipman in 1842 and the paucity of the number of students. It was found that the number of teachers demanded for the Wesleyan school could not be met by the supply of teachers from the theological seminary. The Wesleyan mission decided to abandon the idea of training teachers locally for their schools in favour of training them abroad.

The Wesleyan mission trained their teachers at the Fourah Bay College in Sierra Leone. They continued to do this until 1918, when the Aburi "Kemp" which was originally established as a girls' school, was chosen as an institution for the training of teachers and catechists. Before this teacher training institution was moved to Kumasi in 1924 to be known as the Wesley College, it had 26 students. Five of them were training as

ministers of the gospel, twelve as teachers and nine as catechists.

- In 1876, Mfantshipim School came into being. The first headmaster was Reverend W.T. Balmer.
- Wesley Girls High School was founded in 1925
- Wesley College, formerly at Aburi was relocated in Kumasi in 1924
- The medium of instruction in most basic Wesleyan schools was English
- Some of the prominent products of the Wesleyan mission were Kofi Asaam, E.S. Hayford, who trained as teachers for their Cape Coast School, Reverend Attoh-Ahumah, George Ekem Ferguson and Reverend Egyir-Asaam, J. Mensah Sarbah and J.E. Casely Hayford, products of Cape Coast High School became political icons in Ghana.

Two universities in Ghana have named halls of residence after Mensah Sarbah and Casely Hayford

- Dr. James Eamman Kwegyir Aggrey of Africa, the great Ghanaian scholar was a product of the Wesleyan school in Cape Coast

### **The Bremen (North German) Missionary society**

The society started work in Togo, and by 1880, it had only four schools in the part of Togo that became part of the Gold Coast Colony. It was not until the First World War of 1914-18 that part of Togo and consequently its schools came under the Gold Coast Government's control.

The entry of this mission differed from those we have already discussed. Its pioneers did not start their work from existing European –control bases on the coast. They went directly some seventy miles inland to Peki in Eweland country at the invitation of the chief. Their attempt at development of education at that time was not easy due to constant death of the missionaries. They were also hampered by the distance of Peki from the coast and the outbreaks of tribal wars. The missionaries therefore made their next attempt of developing education at Keta in 1855. From Keta they steadily advanced inland once more.

The educational work of the Bremen missionary society in Togoland was similar in pattern to that of the Basel mission in the Gold coast. They all emphasized trade instructions, particularly in building. All the main mission stations had seven-class schools. After a hill-station was opened at Amedzofe in 1890, a seminary was established there to train teacher-catechists. These teacher-catechists went out to open single-class village schools. By 1906, about 3000 pupils were attending Bremen missionary schools in the Gold Coast.

These missionaries from Germany concentrated their activities in Togoland and modern day Volta region of Ghana. They evangelized and provided for education at Peki, Ho, Kpando, Hohoe, Keta and Amedzofe. The Reverend Lorenz Woff is greatly remembered for his pioneering work in the region.

- By 1906, the mission had about 3000 pupils attending its schools
- In 1890 a seminary was opened by the mission at Amedzofe to train teachers and catechists
- The seminary is now serving as the premises of Amedzofe Teacher Training College.

One notable achievement of the Bremen missionary education was their preference for the use of the vernacular in schools. The Bible was translated into Ewe and the language was developed into writing

- Schteyel produced the first Ewe grammar in 1858
- In 1905 Westsmann produced the Ewe dictionary

### **ISLAMIC MISSIONARY EDUCATIONAL ACTIVITIES**

Another set of foreign element introduced into the Ghanaian society and culture are Islamic religion and Islamic education. Islamic was the first foreign to be introduced into Ghana; and an effect Islam came to the country before Christianity.

Islamic religion was introduced into West Africa in the eleventh AD. By the 14<sup>th</sup> Century, Islam had reached the modern day Ghana. They Mende Dyula traders who came into Islam spread the religion and its associated educational practices to northern Ghana down to Asante. The Mende traders came as far as Salaga, Bono, Takyiman and eventually Kumasi to trade and brought the religion with them. Ghanaians living in those areas at that time accepted the Islamic faith and for that matter Islamic education.

#### **The nature of Islamic education and its levels**

Islamic education is slightly different from African traditional education and the western (formal/school) education that was introduced by the Christian missionaries. Unlike traditional which is incidental and not structured, islamic is structured.

Unlike the western education that is based on a broad curriculum, islamic education is directly based on the Quran- the authoritative source of the islamic faith and its religious practices.

In Ghana two major Islamic has been in a existence 1922 and they are Sunni Muslims (the traditional orthodox and conservative islamic sect which originated from Arabia )

Ahmadiyya Movement (originated from Pakistan and had a missionary Emir)

### **Orthodox Islamic education levels**

#### **Levels of education**

The orthodox Islamic education has two main levels

- Elementary or Quranic schools (makaranta)
- Secondary level education (madradas)
- Tertiary education (makarantun ilmi )

The makarantun ilmi education comparable to that provided in a university.

#### **Text or curriculum**

The orthodox Islamic education is based solely on the Quran. In effect the Quran forms the source of the curriculum.

#### **Access and participation**

- Opened to all- mass participation is encouraged but most especially to Muslim males
- Not based on the ability to pay fees because every Muslim sculler has the pious duty to pass on what he has learnt from the Quran to the younger generation.
- Islamic teachers are rewarded by alms giving

#### **Course content**

- The Tafsir (Quranic exegesis or explanation)
- The hadith (prophetic tradition)

These were central to excellent Islamic education.

#### **Instructional Approaches**

- Rote learning which involved mass recitation of aspect of the Quran is the principal method of teaching and learning.
- Explanation of aspects of the Quran (Quranic exegesis) is done at a higher level.
- Reading, commentary and exegesis remain dominant at the Makarantum Ilmi level.

#### **Medium of instruction**

Arabic language

### **Ahmadiyya Muslims and Islamic education**

The Ahmadiyya Muslim Islamic education was introduced into the country in 1921 with its headquarters at Saltpond in the Central Region.

#### **Levels of education**

They adopted the educational approaches of the Christian Missionaries i.e;

- Primary level
- Secondary level
- Tertiary level.

#### **Access and participation**

- Open to all

- They encourage all faithful's to attain higher level education
- They stress on female education more than the Orthodox Muslims.

### **Course content**

- Same as done in the orthodox Islamic schools
- Western education and technology (their children are therefore exposed to the other subject in the public and secular schools in Ghana )

### **Instructional approaches**

- Rote learning is encouraged at the lower levels
- Learners are exposed to secular methodologies in public schools

### **Medium of Instruction**

English and Arabic

### **Achievements of Islamic education in Ghana**

- It has produced many distinguished scholars in the country.
- Many Quranic schools have been established and Ahmadiyya Movement in Ghana has moved a step further to establish a number of primary and secondary schools. Examples of schools are I.T. Ahmadiyya secondary schools in Kumasi, Gomoa potsin and Ekumfi Essarkyir. Mention can also be made of the N.J. Ahmadiyya training College at Wa as another achievement.
- Islamic education has also contributed to social mobility among the Muslim population
- Islamic education is now provided in all parts of the country. It is also based on text, is written and structured.

### **Problems of Islamic Education**

- Islamic education has the tendency to neglect western forms of knowledge and technology as in the case of Orthodox Muslims. And in our modern Western sector of economy, it has affected occupational opportunities for many young and brilliant Muslims.
- The tendency of Orthodox Muslims to emphasize Arabic to the neglect of English has also affected the educational advancement of many Muslim youth.
- The emphasis on rote learning and memorization does not foster critical thinking among learners.
- Non –Muslim and Non-Arabic speakers are not encouraged to learn more about Islam in view of the fact there are no readily available translation of basic Islamic texts.

## **The Colonial Government in Education**

The reasons why the colonial administration, after disinterest, decided to play a more active role in education in the colony.

- In the first place, by 1850, the competing European countries namely Portugal, Denmark and Holland had left the shores of modern Ghana. The British therefore had complete control over activities in the colony
- After the 'Sagrenti War', fought between the Asante and the British, the whole of southern Ghana and Asante were annexed to become part of the British colony
- Furthermore, by 1871, the Fante Confederacy, which was a threat to the activities of the British in southern Ghana, had been suppressed.
- Again, the need for more clerks and administrators which the missions alone, could not satisfy, called for the intervention

### **The 1852 Education Ordinance**

In 1850, Governor Stephen Hill was appointed solely for the Gold Coast. He worked with an Executive council and an appointed Legislative Council. (The legislative council was similar to modern day parliament). In 1852, an Education Ordinance was passed, to make way for the improvement of education in the colony. The ordinance sought to:

- provide for the education of the inhabitants of Her Majesty's (Queen's) forts and settlements on the Gold Coast
- provide education of neglected children of wealthy African traders
- • make room for girls education

It is important to note that the proposals made was to be supported with revenue from the Poll Tax

The 1852 ordinance failed to achieve the desired results. The following reasons account for the failure:

- the people of the Gold Coast refused to pay the poll tax of one shilling, complaining that it was not affordable
- the people of the Gold Coast complained that they didn't understand the purpose of the tax
- Mr. and Mrs. Vinall, who were to train teachers, could not survive the weather conditions here. Mrs. Vinall died a few weeks on arrival and Mr. Vinall had to go back home because of poor health.

The failure of the 1852 education ordinance led to the passing of another one in 1882, after the Asante-British war of 1874.

### **The 1882 Education Ordinance**

This ordinance went a step further than the previous one by looking at a single control of education in the colony. The main features of the ordinance include the following:

- a board of education was to be set up to supervise and inspect schools
- two types of schools were recommended: government schools and assisted schools founded by the missions or private individuals
- government's schools were to be wholly financed from government resources and assisted schools to receive grants according to their efficiency

Despite the forward-looking nature of this ordinance, it suffered its implementation. The Reverend Sunter, who was appointed inspector of schools, had responsibility over the whole of British West Africa. He was therefore ineffective in providing the needed attention.

It must, however, be noted that this ordinance gave legal backing to the partnership between the government and the missions, which partnership has existed to this day.

The colonial government, in its determination to play a more active role in education in the colony, was not deterred by the failures of the initial ordinances. It persisted in 1887, it passed yet another ordinance.

### **The Education Ordinance of 1887**

This ordinance addressed some of the weaknesses that led to the failure of the previous ones. The main features are presented below:

- A central schools board was to be created to inspect schools
- All assisted schools were to come under managers instead of local school Boards
- Managers and Boards could appoint local managers of school
- Industrial schools were to be established for boys and girls

The provisions implemented went to the extent of providing the following important developments:

- Grants to schools were increased
- The first Gold Coast Director of Education was appointed in 1890
- The Department of Education was created

Payment by results was introduced. Under this arrangement, grants to schools depended on passes pupils made in the subjects taught, during the annual examination conducted by the Inspector of schools

There was the urgent need to produce more clerks and administrators.

Moreover, the schools in the colony had to be properly organized and managed. The establishment of the department of Education and introduction of grants-in-aid, all marked a good development in the evolution of education in the colony.

### **PROGRESS TEST**

Describe the major contributions of the colonial administration to the development of education between 1852 and 1887

## **Colonial Education from 1900 To 1927**

Despite the new interest of the British colonial government in the development of western education, there were several challenges. This lesson shall mention the reforms of Governor John Rodger and the contribution of Governor Guggisberg to the development of education in the country. The achievement of Sir Gordon Guggisberg in this country has remained indelible in the history of this country. His work marked a dramatic improvement in education during the immediate post-war period in the country

### **Governor Rodger's 1908 Reforms**

In 1908, Governor John Rodger put a committee in place to consider various matters in connection with education in the Gold Coast. The committee's report, which was accepted by the secretary of state in Great Britain, had a big impact on the colony.

- The 1909 Education Rules aimed at improving teaching methods, and making primary school programme less bookish
- Hence payment by results was abolished. Grants from government now depended on efficiency of teaching but not the passes made by pupils.
- The government was advised to take more interest in technical education
- In 1909, the Government Technical School, the first of its kind was founded in Accra. It was later moved to new premises at Takoradi as the Takoradi Secondary Technical School
- The Accra Training Institute for the training of teachers was opened in 1909. Governor Rodger whilst emphasizing the acquisition of literacy, called for the development of the best of African culture.

Had it not been the First World War between 1914 to 1919, Governor Rodger would have done far better.

### **Governor Frederick Gordon Guggisberg (1919-1927)**

This British army officer, of Canadian origin assumed office as governor of the Gold Coast immediately after the war in 1919. In colonial Ghana, Guggisberg's contribution to education, health and transportation was unmatched.

Guggisberg's work in education was informed by the work of the Educationists Committee he had put in place to advise him. An overview of the committee was as follows:

- The Chairman of the Educationist committee was J.D. Oman, the Director of Education
- Josiah-Spio-Garbrah, a Ghanaian headmaster of Cape Coast Boys' School was a member
- The members were to investigate past attempts at education in the Gold Coast, their successes and failures and look at wide range of issues bothering education.

The Committee, set up in March 1920, presented its report in May, the same year. 52 recommendations and 53 suggestions were made. The recommendations of the Phelps-Stokes Commission Report, and a later visit by JD Oman to Tuskegee and Hampton in the USA, enriched the work of the committee.

Three important recommendations that were all in line with Guggisberg's vision were:

- the use of the vernacular in lower primary;
- the need for teachers and better conditions of service and
- the need for a Boys' Boarding School in the country.

In 1925, after a careful study of the report, the governor presented to the legislative council, what has been termed, Guggisberg's Sixteen (16) Principles of Education. A close look at them is presented below.

### **Guggisberg's Sixteen Principles of Education,**

- Primary education must be thorough and be from bottom to the top
- The provision of secondary schools with an educational standard that will fit young men and women to enter a university.
- Equal opportunities to those given to boys should be provided for the

education of girls

- Co-education is desirable during certain stages of education
- The staff of teachers must be of the highest possible quality
- Character training must take an important place in education
- Religious teaching should form part of school life
- Organized games should form part of school life
- The course in every school should include special references to the health, welfare and industries of the locality
- A sufficient staff of efficient-African inspectors of schools must be trained and maintained
- Whilst an English education must be given, it must be based solidly on the vernacular
- Education cannot be compulsory nor free.
- "There should be co-operation between the government and the missions; and the latter should be subsidized for educational purposes
- The Government must have the ultimate control of education throughout the Gold Coast
- The provision of trade schools with a technical and literary education that will fit young men to become skilled craftsmen and useful citizens. (McWilliams and Kwamena-Poh, 1975).

Governor Guggisberg quickly started putting many of his principles into practice. However, it was not until the passing of the 1925 Education Ordinance (Asante and the Colony), that they were given a legal frame. It may surprise you to note that until the time of independence the 1925 Ordinance was the legal framework for education in the Gold Coast.

Among the 16 Principles those which were given attention during the period of office of Governor Gordon Guggisberg are as follows:

- Guggisberg closed down 150 'bush schools'
- Achimota College was founded in 1924, with Reverend A.G. Frazer as the first principal.
- Achimota also represented the idea of co-education and equal opportunities for boys and girls.
- Inferior teachers were dismissed from the service and a register was opened for qualified teachers. The Three-year and Four-year Teacher training programmes were introduced
- In 1924, Wesley College was provided with new buildings and moved from Aburi to Kumasi.
- The Presbyterian Training College at Akropong was also provided with new building in 1928.

It must be noted that though Governor Guggisberg left colonial Ghana in 1927, many of his Principles continued to receive attention in later years. The greatest colonial Governor in the Gold Coast, in terms of the provision of transportation, health and more importantly, education was Sir Gordon Guggisberg

**PROGRESS TEST**

Discuss four Principles' of Guggisberg which are still very relevant and are making an impact on modern day education in Ghana

## **The Accelerated Development Plan (ADP) 1951**

You would agree with me that by 1950, western education had taken deep roots in colonial Ghana. The work of Sir Gordon Guggisberg had given a greater hope for the development of a good foundation for education in the colony. It was now the responsibility of future administrations to maintain this interest. This lesson discusses the efforts made by the CPP administration of Dr. Kwame Nkrumah to see these educational developments to their logical conclusion. The Accelerated Development Plan (ADP) 1951, is our subject for discussion now.

### **LESSON OBJECTIVES**

**By the end of the lesson, you are expected to:**

- (i) state the main objective of the ADP
- (ii) identify the provisions made in the ADP
- (iii) discuss efforts made at implementing the provisions

In 1951, after strong agitations by several nationalist groups, a new constitution came into being. Dr. Kwame Nkrumah became the leader of Government Business: The then minister of education Mr. Kojo Botsio laid before parliament, the Accelerated Development Plan for Education. The main objective of the ADP by quoting Graham (1976) was: "... to help develop a balanced system, working towards universal primary education as rapidly as consideration of finances and teacher training allowed, but maintaining at the same time, proportionate facilities for further education for those most fitted to receive it".

Graham (1976) further provides the main proposals as the following:

- A six year basic primary course for all children at public expense; primary school fees to be abolished as from 1<sup>st</sup> January 1952.
- Infant-junior schools were to be known as primary schools. " Senior primary schools were to be known as middle schools, and were to be regarded as part of the post-primary system
- Facilities for the training of teachers were to be increased by the addition of ten new colleges and the doubling in size of the six existing ones.
- Additional day secondary schools were to be provided, and certain non- assisted secondary schools were to be assisted
- Four secondary-technical schools were to be provided including the conversion of the government technical school at Takoradi-Technical institutes were to be established at Tarkwa, Accra, Kumasi, Sekondi-Takoradi

- All teachers in training, except those possessing a school certificate, were to take the certificate 'B' course, and entry to the certificate 'A' course was to be made from among certificate B teachers who had taught for a period
- The middle schools in the northern territories were to be increased in number as quickly as possible and more potential teachers were to be provided. A new training college was to be opened at Pusiga. Primary schools in the north were to be increased in numbers as teachers became available.
- The salaries of teachers trained and untrained were to be reviewed. It was proposed that in future all teachers in training would be treated as if on a study leave and would draw the salaries they would have received if they had been teaching in a school.
- Considerable increases in scholarships to secondary schools, technical and trade schools were recommended.

From 1952, many provisions made in the ADP were implemented. An overview of the provisions made are as follows:

- More primary and middle schools were opened
- Fees were abolished for elementary school children of ages six to twelve (6-12)
- The certificate 'B' Two-Year Teachers programme was introduced to increase the rate and produce- more teachers
- The certificate 'A' Post 'B' course was introduced
- A secondary school for girls was opened by the sisters of St. Louis at Kumasi and a Teachers college was later founded
  - Archbishop Porter founded St. Johns day school for boys in Sekondi.
  - In 1952 Opoku Ware Secondary School was founded by the Catholic mission.
  - The same year Bishop Herman's Secondary was founded at Kpando and a girl's school founded at Ho in 1953 by the OLA sisters.
  - The first secondary school for boys was opened at Tamale in 1951.

By 1957 when Ghana attained her independence there had been a marked improvement in the number of schools in the country.

- By 1958, there were 3,402 primary schools and 1030 middle schools
- Between 1951-1957, secondary schools increase from 12 to 38
- The 6<sup>th</sup> form course was introduced
  - In 1958, the National Teacher Training Council was set up to address

the issue of teacher education and quality products.

As usual, lack of funds was a limiting factor for the implementation of the ADP. There was also the need for qualified teachers.

The Accelerated Development Plan was a dynamic move by Nkrumah administration to fast-track the pace of educational development in Ghana. The enthusiasm of the people and support from government, the missions, the Ghana Cocoa Marketing Board and others, helped to meet to a great extent, the expectations of the plan.

### **PROGRESS TEST**

Discuss the efforts made in the area of teacher education under the ADP

### **The 1961 Education Act**

This Act was passed to give legal backing to earlier educational provisions and to make room for more reforms. This was the first major act passed in the immediate post-independent Ghana.

In this lesson, we shall look at measures that were put in place to direct educational practice in Ghana. The powers of the minister of education, Local Education Authorities (LEAs) compulsory education among others shall be discussed.

### **LESSON OBJECTIVES**

By the end of this lesson, you would be able to:

- i. list the major provisions of the 1961 Education Act
- ii. discuss how far the provisions were implemented
- iii. identify the challenges that affected implementation of the provisions

The 1961 Act provided far-reaching measures that made the running of education in Ghana, more organized than before. Mr. Kojo Botsio outlined the provisions of this legal instrument before Parliament in 1961. Among the key provisions made were the following:

- The powers of the minister of education were defined to generally deal with matters relating to education. These powers included areas like examination, appointment of teachers, curriculum, admission and promotion of pupils and defining duties of managers
- Compulsory and fee-free basic education for all children of school-going age
- Basic education was structured into two stages - 6 years primary school and 4 years middle school
- Institution of terms and conditions of service for teachers

- A teachers' council was to be set up
- ,Freedom of private groups and individual to open schools
- Freedom worship was to be ensured in all schools. No pupil was to be denied admission on religious grounds
- The establishment of Board of Governors for all non-government secondary and teacher training colleges
- The establishment of Board of Governors for schools

Though there were several challenges, the 1961 Act achieved some of its objectives as presented below:

- The number of public primary schools increased from 3514 to 8144 by 1966
- Public middle schools increased from 1 234 to 2777 during the same period
- Public and private secondary schools increased from 36 in 1961 to 59 by 1966
- Teachers received salaries as if on study leave, which situation is still practiced
- By 1966, the number of certificate 'A' colleges had grown from 19 to 82.

The challenges that confronted the full implementation of the provisions under the 1961 Act were as follows:

- There was inadequate financial resource to meet the great demand for infrastructure and other resources
- The increase in pupil enrolment did not go with corresponding training and recruitment of adequate teachers for the classrooms
- Rural schools suffered the non-availability of teachers as against the urban schools
- The churches also complained about interference by the Minister of Education in the running of their school

The 1961 Education Act gave legal backing to the 1952 Education Act such that

- The role of the minister of Education became much more felt
- The local Education Authorities played a more involving part in education
- Between 1961 and 1966, enrolment in both primary and middle schools as well as secondary schools doubled
- The number of students in teacher training colleges tripled
- Free and compulsory primary and middle school education offered a lot of opportunities for the people of Ghana

## **PROGRESS TEST**

Discuss the role of the District Education office in the delivery of education in your district.

We have come to the end of the lesson. Congratulations. Read further for more information on the topic.

## **The Immediate Post-Nkrumah Reforms**

When the CPP government was overthrown in 1966, the National Liberation Council (NLC) put a committee in place to look at the existing educational system and advise it.

This lesson looks at the Kwapong Education Review Committee and the Mills-Odoi Commission of the NLC and the 1974 Education Reforms under the Acheampong regime.

### **LESSON OBJECTIVES**

It is expected that by the end of this lesson, students would be able to:

- i. explain the rationale for the institution of the Kwapong committee
- ii. recall the recommendation by the committee
- iii. discuss the outcome of the committee's report
- iv. discuss the Mills-Odoi Commission report
- v. tell the rationale for the 1974 Reforms
- vi. assess the impact of the 1974 Reforms.

## **The Kwapong Education Review Committee of 1966-67**

In June 1961, the National Liberation Council (NLC), the first military government in Ghana, put in place a committee under Prof. E.A. Kwapong, the Vice Chancellor of the University of Ghana, to look at the existing educational system and make recommendations to the government. The main reasons why the government wanted some reforms were that:

- the 1961 Act did not address the needs of Ghanaian especially the churches, with respect to the management of schools,
- falling of standards in education and
- general indiscipline among pupils, students and teachers

In July 1967, the committee presented its report. The nature of the recommendations made were:

- Textbooks fees of 01.50 per child in the primary school and 03.00 for middle schools were proposed
- An integrated 8-year course was to replace the 6 and 4 years primary and middle school respectively pupils were to continue to the

secondary school through the common entrance examination conducted by WAEC

- Some basic schools were to run the 6 year primary and 4 year middle school programme
- Pupils who could not enter secondary school, were to pursue a two year continuation school programme to be equipped with skills to be able to enter the job market
- The period for secondary education for the GCE ordinary level, was to be 5 years and a 2-year sixth form programme for the GCE 'A' level.
- Post-middle leavers were to train for 4 years and post-secondary leavers, 2 years, to become professional teachers
- Specialist programmes in basic school English, mathematics, history, geography and science being taught in nine colleges were to be transferred to Winneba

Before the Education Review Committee presented its report, the NLC had in January 1967 set up a commission under Justice G.C. Mills-Odoi, Judge-Advocate-General. The Commission was to look at the structure and remuneration of Public services in Ghana.

In its work, the commission saw that there was too much wastage in the teaching service because of the high rate at which teachers leave for other areas in the public service because of poor remuneration. The Commission, among other things, recommended:

- the decentralization of secondary schools and training colleges from the Ministry of Education to the regional and district authorities
- establishment of a Teaching Service Division within the public service
- improvement in the salaries and service conditions of teachers

### **The 1974 educational reform**

By 1974, succeeding governments had not stopped trying to fine-tune education delivery in Ghana. In 1974, there was the need to take another look at the existing educational system. Prof. K.N. Dzobo of the University of Cape Coast was the chairman of the committee that was to address the following challenges:

- The purely academic curriculum that did not provide school leavers with employable skills
- The need for changes in the system to place more emphasis on science and technology
- The urgency for as many Ghanaians as possible to become literate and be able to participate in the day to day administration of their

communities

- Ensuring that the basic human rights of all children to be provided opportunities to acquire numeracy and literacy is fulfilled
- The need for school-children to have a better .cultural identify to ensure national unity
- Making Ghanaians conscious of the environment, ensuring agricultural productivity and conserving our forests.

The recommendations made by the Dzobo Committee to address the issues raised were as follows:

- Kindergarten education for children between the ages of 4 and 6 year must be introduced
- First cycle education of 6 years primary and a new 3-year junior second education
- Undergraduate courses for secondary school leavers at the tertiary level to last 4 years
- Vocational and technical courses to start at the junior secondary school
  - Artisans and tradesmen were to act as resource persons in the technical/vocational courses
- Upgrading of polytechnics to facilitate the supply of middle level manpower

## **PROGRESS TEST**

Do you think governments must continue to review the existing curriculum?

## **Contemporary Educational Reforms**

This lesson looks at three important developments in education in contemporary times. These are:

- The Educational Reforms of 1987
- The Free Compulsory Universal Basic Education
- The 2002 Education Review Committee

## **The 1987 Education Reforms**

In December 1981, Ft. Lt. J. J. Rawlings came back to power as the chairman of the Provisional National Defence Council (PNDC). In 1987, this government took another look at the existing structure of education with the objective of achieving the following:

- reducing the period of pre-university education from 17 to 12 years (6 years primary education, 3 years junior secondary school, 3 years senior secondary education and 3 or 4 years tertiary education)
- increasing access to basic and secondary levels of schooling
- improving quality, efficiency and relevance of pre-university education
- ensuring prudent use of monies put into education, and recovery of such monies

The then PNDC government took the following measures:

- World Bank loan was contracted to facilitate implementation
  - good number of classrooms and workshops were constructed
  - Many teachers were retrained, especially for the JSS
  - Continuous assessment became part of assessment policy in schools
  - Basic Education Certificate Examination (BECE) and the Senior Secondary School Certificate Examination (SSSCE) replaced the Common entrance, Middle School Leaving Certificate (MSLC) examinations and the GCE
  - New subjects such as life skills, religious and moral education and music and dance were introduced
  - The University Rationalization Committee (UCC) was established to:
    - ensure that monies given to universities were effectively used
    - course run in the universities met national needs ensure that enough graduates were locally trained

### **SOME ACHIEVEMENTS OF THE 1987 EDUCATIONAL REFORMS**

- support by communities in putting up school buildings and running the schools
- improvement in the supply of textbooks and equipment
- appointment of circuit supervisors and improvement of supervision
- reduction of school years from 17 to 12 years

### **LIMITATIONS OF THE 1987 REFORMS**

These limitations included:

- insufficient textbooks and technical skills equipment to go round the schools
- inadequate classrooms and workshops

- too many pupil teachers, especially in the rural areas
- many JSS graduates who could not gain access to SSS end up in the streets selling dog chains
- the JSS could not become an exist point because the products did not have adequate skills
- cost-sharing is making it difficult for brilliant but poor students to move on
- there is a question mark over the quality of the graduates of the system.

### **The Free Compulsory Universal Basic Education**

The 1992 Constitution of Ghana, under article 39(2), makes it mandatory that government shall within two years after coming into force of the constitution draw up a programme for compulsory and universal basic education. To fulfill this constitutional demand, in 1995, the NDC government drew the FCUBE programme to ensure that all Ghanaian children of school-going age had free universal basic education. The FCUBE seeks to address three major concerns or challenges. These are:

- limited access to basic education
- the poor quality of education resulting in poor numeracy, literacy and problem-solving skills
- ineffective and inefficient school management practices

For the challenge of access to basic education, the following arrangements are in place:

- desks have been created at the national, regional and district offices to encourage the education of the girl-child
- massive improvement in the provision of classrooms and accommodation for teachers
- to promote interest in mathematics, science and technology among girls workshops are organized annually in all the districts
- teacher-trainees enjoy sponsorship packages from district assemblies so that on completion of their courses they will serve in these districts
- school management committees (SMCs) are collaborating with educational authorities in the running of schools
  - all school fees have been abolished in the basic school with the introduction of the capitation grant
  - the institution of the school feeding programme
  - shepherd schools in the northern part of Ghana

To ensure delivery of quality education government has put in place the measures below:

- in-service training for all categories of teachers to make them

- abreast with modern practices
- encouraging all certificate 'A' teachers to upgrade themselves with at least the diploma
- all initial teacher training colleges are offering diploma programmes
- constant review of the curriculum and textbooks
- provision of incentives for teachers in deprived areas and the institution of the Best Teacher Award
- re-training of pupil teachers to diploma status

Looking at the area of management, the following arrangements were made:

- district directors, circuit supervisors and managers of schools are benefiting from training programmes
- accommodation is being provided for head teachers close to their schools
- heads of schools are appointed according academic and professional qualifications
- the existence of SMCs and DEOC

It is heart-warming to observe that both the NDC and NPP administrations have pursued the FCUBE programme with the seriousness it deserves. Though the targets have not been achieved yet, the efforts are impressive.

### **The 2002 Review Committee**

On January 17, 2002, President J.A. Kufuor inaugurated the Committee on Review of Education reforms in Ghana. Prof. Jophus Anamuah- Mensah, the Vice-Chancellor of the University of Education, Winneba was the chairman of the 29-member committee. The task of the committee was "to review the entire educational system in the country with the view to making it more responsive to current challenges"

The Review Committee, inter alia, was required to address the following concerns:

- Examine the content to be given to the constitutionally mandated FCUBE
- The limited provision of further education and skills training facilities for most JSS and SSS products
- The inadequate provision of technical and vocational education at the

second cycle level

- The unstructured provision of apprenticeship training for majority of school leavers
- The crisis at the tertiary level, with insufficient places to meet the needs of a modernizing economy; particularly the limited opportunities for post-secondary education for the products of vocational, technical and agricultural education
- The problem of finding a sustainable financing of tertiary education
- The continuous depletion of basic schools of trained teachers
- The upgrading of teacher training colleges into the tertiary system.

In October 2002, the committee presented its report to government. On the structure, the government accepted the recommendation that follow, to be implemented from September 2007:

- Universal and continuous basic education from 4-15 years, and thereafter, a new four-year Senior High School (SHS) system to replace the present primary, JSS and SSS structure. This comprises:
  - 2 years of kindergarten (4-6 years) 6 years
  - primary education (6-12 years) 3 years
  - Junior High School (12-15 years)
- The present three-year senior secondary school will become a 4-year Senior High School (SHS) After Junior High School (JHS), students may choose to go into different streams at senior high school, comprising general education, technical, vocational and agricultural education; others may enter apprenticeship schemes with some support from government

Curriculum for the different levels of education was presented in the report as follows:

- At the kindergarten and lower primary levels, the medium of instruction shall be Ghanaian language and English
- The basic level shall place emphasis on literacy, numeracy, creative activities - music and dance, physical education, I C T and problem-solving skills
- Primary education shall stress on the teaching of English language and Ghanaian languages, with subjects like life skills, science, religious and moral education, hygiene and culture at the lower level. Basic mathematical skills and integrated science shall be emphasized at the upper primary
- English language shall be the medium of instruction from upper primary
- At the Junior High School (JHS) level, the core subjects shall be English, mathematics social studies and integrates science, including

agriculture, technical vocational, I C T, Ghanaian language and French shall be offered

- At the SHS level, the core subjects shall be English, mathematics, integrated. science, social studies and I C T. In addition, elective courses in Agriculture, Business, technical, vocational, general arts or science programmes shall be offered.
- Technical/Vocational (TVET) shall provide employable skills through formal and informal apprenticeship .
- Special education and French-are to be emphasized at the basic level

Tertiary education, in order to meet the changing needs of society are to be given the needed attention. There shall be:

- Specialized institutions
- Open Universities and Distance Education
- Post-graduate training and research
- Resourcing of Polytechnics

The management arrangements in place to ensure the effective implementation of the reforms include the following

- District Directorates of Education shall become the education departments of the Decentralized Assemblies
- A new National Inspectorate Board (NIB) outside the GES but under the Ministry of Education Science and Sports shall supervise basic and secondary schools
- A National Council for Technical and Vocational Education and Training shall be established
- A National Apprentice Training Board, among other things, shall supervise and regulate apprentice training
- The National Teaching Council shall be established to be a licensing co- coordinating body and be responsible for teacher education

The Reviewed Committee has also recommended 'cross-cutting' to be considered in the implementation of the reforms. These include:

- Information and Communication Technology (I C T)
- Distance Education
- Library and Information Services
- Science and Technology
- Guidance and Counselling
- Private Participation in education

These are important considerations, which if properly established, shall complement efforts at working toward the goals of the reforms

**PROGRESS TEST**

Why has there been the need for curriculum review after the 1987 reforms?

## **Partnerships In Educational Delivery**

This lesson discusses the partnership arrangements between Ghana and other development agencies in the delivery of quality education. Mention shall be made of US AID, JICA and DFID.

### **LESSON OBJECTIVES**

By the end of this lesson, it is expected that you can:

- i. identify the agencies that complement the efforts of government in educational delivery
- ii. discuss the nature of the support offered by each of the partnership agencies
- iii. discuss the impact of the support given by the partner agencies

### **ACTIVITIES OF USAID**

The acronym USAID means United States Agency for International Development. The intervention or support of the agency in educational delivery is through the Quality Improvement in Primary Schools (QUIPS) programme.

**QUIPS** has the Improving Learning through Partnerships (**ILP**) programme. Under ILP, circuit supervisors, headteacher and teachers are assisted to identify the potentials of every teacher so that we can play a more effective role through positive and creative ways.

Under ILP, partnership schools enjoy the following services:

- residential in-service training which embraces two workshops for teachers, head teachers circuit supervisors, district directors, district training officers.
- assistant directors and regional training officers on leadership and training skills
- school-based in-service training on lesson notes preparation, effective teaching, class management, preparation of TLMS and assessment of pupil and teacher behavior
- creation of a team of teacher-trainers who work with teachers, head teachers and circuit supervisors in partnership schools
- a reading programme to assist teachers to develop reading skills for their pupils

### **ACTIVITIES OF JICA**

Another important agency assisting in delivery of good educational practices in schools is JICA- Japan International Cooperation Agency. This agency founded in 1974 is assisting Ghana in several ways at providing quality education. Notable among the activities of JICA are:

- provision of financial and physical support

- training of basic education personnel
- granting of scholarship to GES personnel for further studies
- improving the skills and competencies of tutors in teachers training colleges in the areas of science and mathematics
- Japanese volunteers teaching at the basic levels of education

## **ACTIVITIES OF DFID**

The acronym means Department For International Development. It is the British agency for cooperation outside the United Kingdom. In Ghana, one intervention of the DFID is the whole School Development programme. The WSD programme has this important aim:

- To provide funds to districts and schools to effectively run their programmes through coordinators across the length and breadth of the country. It is to provide resources for the districts and schools to improve teaching and learning.

Several strategies have been put in place to ensure that quality education is achieved. The level of motivation the WSD provides, among other things are:

- provision of in-service and support for serving teachers and head teachers through the district teacher support programme
- recognizing and reward hardworking teachers and head teachers
- provision of accommodation and welfare services for teachers in deprived communities
- making sure children take in good food and remain healthy
- provision of teaching learning materials
- taking care of needy children with uniforms and scholarships
- rewarding hardworking children
- providing office accommodation for district personnel
- motivating district personnel with the provision of residential accommodation and welfare services
- improving initial teacher education

## **PROGRESS TEST**

Identify the type of intervention n provided by any one of these agencies - JICA, USAID, DFID.



## **UNIT 3 INTRODUCTION: The Concept of Authority and Discipline**

### **Meaning, Nature and Types of Authority**

#### **Explanation of the concept Authority**

- Authority may be defined as the right or power to give command, enforce rules and regulations, take actions and make final decision.
- Authority can also be defined as the power conferred on an individual or group of people to direct or take decisions at some specific functions and see to their implementation.
- centre of authority in order to integrate the work of the teachers, students, parents and supervisors.

You should take note that leaders use authority to achieve the goals set for the, organisation or school.

#### **The relationship between Authority and Power**

- Authority is often associated with power
- Authority is the right to do something or act
- Authority implies legitimacy. It is the legal or lawful kind of power.
- Legalized power becomes authority
- Power is associated with force, but when power has legal backing it becomes authority
- Power is the ability to do something or act

Why do we refer to a book as an authority? This is because it provides guidance. Authority is based on experience, knowledge, tradition, wisdom and age.

#### **SOURCES OF AUTHORITY**

- **Traditional Authority:-** This is derived and conferred by custom or inheritance. An example of such authority is the chief or head of family. E.g.: Asantehene i,
- **Charismatic authority:-** A person may exercise such authority due to the attractiveness of the personality that the person is having which) appeals to the followers: The Authority of such a person is derived from the personal qualities or some special personal appeal. It is Charismatic. In other words the person commands respect and obedience from the people because of the charming personality he or she has. Such a leader is an informal one in religion or politics.

The next source of Authority is

- **Legal-rational Authority:** This is where authority is administered based on codified rules and regulations by virtue of the position of the leader. It is the rightful authority which is imposed on someone by law or formally established procedures. For example, the headteacher of a school who exercise legal-rational authority over his or her staff and pupils, because he or she is legally appointed by the Ghana education Service (GES).

In this situation, it is not the person 'perse' who is being respected or obeyed, but it is the seat or the position that is being given the respect.

- **Professional Authority:-** This is authority of the person's expertise, authority by means of one's special knowledge or special competence in a field of learning or study, for example Biology/English /mathematics/ Education tutor. This can also be called pedagogical authority. This authority is usually exercised by a person who has access to more knowledge by reason of his or her superior education and greater experience or maturity. For example, the authority exercised by the teacher in a school. We also refer to a book as an authority because it provides guidance. Authority is normally based on experience, knowledge, traditional, wisdom and age.

When a young person heads a school older staff must still obey the person because such a person has

- Legal Rational Authority
- Charismatic Authority
- Traditional Authority
- Authentic Rational Authority

## **Meaning Types And Purpose Of Discipline**

### **LESSON OBJECTIVES**

By the end of the lesson you will be able to:

- i) explain the meaning of Discipline
- ii) state the purpose of Discipline
- iii) list the steps to follow to maintain Discipline in schools

### **MEANING OF DISCIPLINE**

- Submission to rules or some kind of order
- The act of respecting the school authorities
- The act of good conduct and the habit of good behaviour.

- Behaving in a particular way which conforms to rules and regulations of an organization or institution.

**Discipline** has its root from the word “disciple” meaning a follower, pupil or learner, it is derived from the Latin word “disere” meaning to Learn. Therefore when we think of discipline we are thinking of disciple, we are thinking of a way of learning.

According to Adesima (1990) discipline can be defined as readiness or ability to respect authority and observe conventional or established laws of the society or any other organization.

**School discipline** is the system of rules, punishment and behavioural strategies appropriate to the regulation of children or adolescents and the maintenance of order in schools. Its aim is to controls the students’ actions and behaviour.

Discipline can therefore be defined as the means, by which children are trained in orderliness good conduct and the habit of getting the best of themselves.

Discipline connotes readiness, willingness or tendency to respect authority. It also means observation of conventional or established locus without compulsion. It is the tendency or a process of doing what is right and avoiding what is wrong. In short, it is behaving in line with socially accepted standards of etiquette and manners.

As a concept Discipline deals with submission to rules or some kind of order. A child is said to be disciplined when without external guidance. Children are said to be disciplined when they respect the school authorities, observe the school rules and regulations and maintain an established standard of behaviour.

An obedient student is in compliance with the school rules and codes and conducts. These rules may, for example, define the expected standards of clothing, time keeping, social conduct and work ethics. The term discipline is also applied to punishment that is the consequence of breaking the rules. The aim of discipline is to set limit restricting certain behaviours or attitudes that are seen as harmful or going against school policies, educational norms, school tradition et cetera ( school discipline Wikipedia, the free encyclopedia <https://en.m.wikipedia.org/.../ school> - retrieved ..2016)

### **KINDS OF DISCIPLINE**

- (i) Externally imposed discipline and
- (ii) The Self - imposed discipline

#### **(i) Externally imposed Discipline**

This is, the kind of discipline which is imposed on an individual by an external

authority or laws It consists of influences that come upon us from our teachers, parents or by other external force. This means that if the external force or authority is no more present, the individual is likely to return to his or her natural behaviour. This is a situation where pupils obey the rules and regulations for fear of punishment.

**(ii) Self-imposed Discipline”**

This could be termed “Inside Discipline”. It is the type of discipline from within the individual which does not require the presence of an external force. It is intrinsic. It results from an individual’s own self-control as a result of his or her acceptance of: authority. Self- discipline deals with a person’s ability to control, desires temper and able to do the right thing without being made to do it.

In school situation a child who realizes that, his or her aim is to get educated and any misbehaviour would cause his or her dismissal would control himself or herself so as not to break any school rules and regulations.

**The purpose of discipline in schools**

- The purpose of discipline in schools is to produce well behaved pupils or students who will develop respect for themselves, school authorities and regulations and the society at large.
- In the schools the teacher should use external discipline to develop self -discipline in the children. According to Adesina (1990) the general aim of discipline is to establish a community of people who would learn the principles and ways of life of that community freely and willingly.
- The children need to learn the painful lessons of growing into useful, constructive and unselfish members of an adult society.
- This is very important because the children are going to be adults in the future who would be on their own. They therefore need to learn to be submissive to authority and this can be achieved by means of the rules and regulations in the school.
- Teachers in the school are no exception to the maintenance of discipline in schools. They need to comport themselves very well and perform their duties as required of them. This will ensure the smooth administration of the school.

**HOW TO PROMOTE DISCIPLINE IN SCHOOLS**

(i) Teachers must set good examples, they must be regular and punctual at school

(ii) When teachers and pupils do something good they should be given praise and prize by their leaders

- (ii) Heads of schools must encourage P.T.A's to organise a party to give Present to hard working teachers and pupils
- (iii) Proper assessment records must be kept on students by teachers to motivate them to learn
- (iv) Provide support for teachers and pupils when necessary
- (v) Set up a disciplinary committee to deal with disciplinary problems

### **Causes, Effects and Ways Of Addressing Indiscipline**

**Indiscipline:** this is the lack of control in the behaviour in the group of people.

#### **Symptoms of indiscipline**

- Pupils demonstration
- Mass disobedience
- Deliberate breaches of school rules, drug-abuse, delinquency, drunkenness, stealing, truancy, absenteeism, persistent lateness to school etc.

#### **Factors Responsible for Indiscipline in Schools**

There are various factors which can contribute to indiscipline in schools. Some of these are: a) bad and inadequate food, b) ineffective teaching c) Bad staff behaviour d) Authoritarian methods of administration e) Harsh school rules f) The influence of home and society g) harshness of school prefects h) Unsatisfactory School Curricula i) Poor Examinations Results and j) Poor communication between the school administrator, staff and pupils.

#### **The Headteacher's Management of the School**

The following are some of causes of indiscipline arising from the management of the school head

- Where there are authoritarian methods of administration resulting in lack of proper communication between the head-teacher, staff and pupils. This makes it impossible for the staff and pupils to cooperate with the head in matters of rules and regulations of the school.
- Another cause is lack of facilities and equipment. For example pupils may be fighting for chairs if they are not sufficient in the classroom and that can disrupt lessons.
- When there is not sufficient moral and religious education, unsatisfactory curricula and poor examination results can also cause indiscipline in schools
- When the headteacher admits stubborn children with poor academic standards into school.

- When the Headteacher is not fair and firm in dealing with staff and pupils
- When the school rules are harsh and not understood by the pupils
- When the headteacher fails to check the harshness of the school prefects

### **Bad-Staff Behaviour**

- If teachers are not devoted to duty they may not help to implement school regulations and students will be left to do their own thing
- Moral laxity on the part of the staff can also cause indiscipline in schools. Inappropriate social and moral modeling by teachers; for example being over- friendly with the pupils, when the teachers indulge in immoral behaviour such as flirting with the school girls making it difficult for the head to control the pupils.
- When teachers are not fair and honest with the pupils
- When the teachers are not academically and professionally competent resulting into poor teaching
- Where there is disunity among teachers.

### **Student/Pupil/Related Causes**

- Some of the causes of common disciplinary problems coming from the pupils are immoral behaviour such as drug abuse and drunkenness by stubborn and disrespectful students
- Poor attitude to learning on the part of students
- Other problems come from the way the pupils are trained or brought up in their homes. This tend to make them stubborn, thieves, aggressive, cheat, bully and engage in lying
- Another cause may result from pupils not interested in learning which make them to be persistent latecomers or truants which lead them to indulge in immoral behaviour such as drug abuse, drunkenness and also joining bad companies which will influence them to practice violence.

### **Influence from the Home/Society**

Indiscipline in school can be attributed to the general breakdown of discipline in the society.

If a child comes from a good home, the school has few problems. Some disciplinary problems of the school need to be traced from the home. These among other things are: -

- When the parents are not good role model to the children
- When the children do not get adequate care and love in the home

When the parents do not stay together e.g., broken homes can create unhappiness

for the children and make them discontent with circumstances and thus make them to take drugs, alcoholism and other immoral practices

- The attitude of parents or the public to the school and teachers is also a contributing factor for example, poor parent relations and
- Cooperation with teachers and school for example when some parents interfere unduly in the affairs of the school for instance challenging teachers for punishing their wards and sometimes going to the extent of assaulting the teacher in the presences of the pupils
- When parents do not show interest in the education of their children and therefore do not cooperate with the school to discipline their children.

### **Ways by which indiscipline can be handled so as to promote discipline.**

These are:-

- Formation of workable rules and regulations; that is use of rules and regulations to establish routine. Students should be made to diagnose and understand the rationale of these rules and regulations.
- The use of rewards and sanctions should be consistent and must commensurate with offences committed. All forms of rewards and punishment should be used appropriately e.g.:- praises, prizes, comments, remarks, approval including punishment of various forms which must suit the offence committed.

Establishing activities for preventive discipline such as group counselling sessions, talks and seminars, identifying and counselling pupils with disciplinary problems. Setting up guidance and Counselling programmes in the school.

- Involve students in taking decisions concerning discipline in school
- Selecting their leaders, choosing and appraising curricula goals and programmes
- Assigning leadership roles and positions of responsibility to pupils and giving them support to be effective
- Providing sufficient materials and resources for teaching and recreation by the head teachers and teachers.
- Encouraging and insisting on good role behaviour by teachers
- Institute a mechanism of effective monitoring to ensure effective teaching to improve pupil performance
- Providing sufficient variety in school activities to reduce boredom and frustration in students
- Forming disciplinary committees to handle both staff and pupils problems

- The head of the school should motivate the staff and promote cordial working relationship with the staff. This will encourage the staff to be committed to students conformity to the rules and regulations in the school

Finally there should be cooperation between the school and the home, the mass media and the religious bodies; for example church or mosque.

### **PROGRESS TEST**

1. One of the following factors is more likely to cause indiscipline in schools
  - a) Teacher is not stern towards pupils
  - b) Teacher is considerate towards pupils
  - c) If a teacher cannot teach well
  - d) Teacher insists on good role behavior

## **Meaning and types of leadership**

### **Definition of Leadership**

- It is the process of providing a direction and influencing individual or groups to achieve goals
- It is the process of influencing others to work willingly towards the achievement of an organizational goal according to the best of their capabilities
- It is the act of guiding and coordinating the efforts of members in a group to perform activity. That is, the Leader in this situation is guiding and coordinating the efforts of a number of people to achieve a goal they have set for themselves. In other words, they have a common objective.

There are four basic elements in the definitions given. These are

- that there is a leader and that the leader deals with people who are his or her followers or
- the leader must have more power than his or her followers
- issue is that the leader must have power to influencing the behaviour of his or her followers
- the leader must aim at achieving the set goal or objective for the situation or organization.

### **The process of how leaders arise**

A leader can be appointed; for example, the head of a school. But a leader

can also emerge through election, for example school prefect. The following are means by which a leader can arise.

A leader can appoint himself or herself to a position. This is through self appointment for example, the proprietor of a private school

A leader can arise tacitly within a group without being appointed formally or elected, for example informally, teachers among students who originate strikes

There are leaders who impose themselves on their subordinates or the people they lead. Military leaders who come to power by force through the use of the gun are typical examples.

- Some people also become leaders through popular choice, for example, one who automatically emerges as a course prefect.

### **How leaders get power and use them to wield influences on their followers.**

- When a leader rewards his or her subordinates or followers because they obey his or her orders and commands such a leader is using Reward Power; for example a school head who writes a good recommendation about a teacher for his or promotion.
- When the subordinates or followers of a leader fear they would be punished by the leader and because of that they obey the orders of the leader, then that leader is using coercive power
- Legitimate Power:- This is conferred on the leader as the head of the organization for example the power of the headteacher.
- Expert Power:- This power is derived from the supervisor knowledge experience, and maturity the leader has, which exceed that of his or her subordinates, thus making them to respect and obey the leader.
- Referent Power:- This is derived from the charismatic nature of the leader which makes him or her attractive to the followers or subordinates. The subordinates thus submit themselves to the authority of such a leader based on the appeal and attractiveness of the leader.

### **The functions of a leader**

In the school the headteacher and the teachers are all leaders to the children they teach as leaders they are expected to perform the following functions.

- Planning: - the leader must formulate policies and programmes that will help the organization attain the set goals. This involves looking into the future and making projections, designing activities and programmes to be undertaken in order to achieve the organisational goals.

- Organizing: - This deals with mobilizing both human and material resources. The human resources include teachers, pupils and other supporting staff, whilst the material resources include classrooms,, workshops, syllabuses, textbooks and equipment, organising also involves creating good working relationships. The leader must ensure that there is cordial relationship among the group members that is staff and pupils as far as teachers are concerned. There should be good communication with the group. The leader should make sure that information gets to the people they are intended to avoid rumour mongering, anything which tends to block the normal flow of the information should be removed.
- Co-ordinating: - Leader should make sure that all the activities and efforts of individuals in the group are in tune with each other.
- Commanding: - Here the leader's role is to direct all activities and efforts towards the goals of the group.
- Controlling: - This is where the Leader makes sure that the group members obey rules and regulations that govern work and human relations.

### **PROGRESS TEST**

1. State and explain any two functions of Leaders.

- a) Planning
- b) Organising
- c) Co-ordinating
- d) Commanding
- e) Controlling

## **Qualities of a good leader**

Leaders are expected to exhibit specific qualities which make them different from other people. Some of these qualities are discussed below

### **Qualities of a good leader**

A leader must have acquired knowledge and skills, intellectual qualification and experiences demonstrated over time, this is what is termed as tangible qualities. The intangible qualities deal with the leaders understanding and interpretation of life. In other words the tangible qualities may be acquired but without the intangible qualities a person cannot function effectively as a good leader. These qualities are discussed below:

- A good leader must have a good sense of imagination, that is, he or she should be able to plan and organize things effectively. A leader must think and bring new ideas
- A leader must be committed to a single purpose and easily not swayed. However, a leader must listen to positive and constructive suggestions from his or her subordinates or followers.
- A Good Leader must maintain effective communication within the organisation by keeping the channels of communication in the organisation open to allow free flow of information.
- A good leader must cultivate the spirit of co-operation among teachers and students. A Leader must have the ability to work with others and to obtain cooperation from the subordinates so that he or she can carry through the plan of the organisation. The leader must have a good human relation.
- A leader must have positive regard for his or her followers.
- A good leader must have the ability to make the subordinates feel important, he or she must win the support, good will and loyalty of his or her followers by motivating and guiding them. A leader must have a purpose and vision which motivate the subordinates to achieve success.
- Finally a good leader must have a sound judgment, resourcefulness, initiative, broadmindedness, originality and the ability to foresee and analyse problems and be able to offer good solutions.

## **Leadership styles**

### **Autocratic style**

This is where the leader gives order which he or she insists that it should be obeyed. The Leader determines policies for the group without consulting them. He or she pushes members to work and complete on time. He or she has little regard for the desires, knowledge and experiences of the followers. He or she is jealous of other people's ideas and reject their suggestions. He is quick in blaming others for their fault and problems.

### **Demerits of this type of Leadership**

- It leads to hostility and aggression towards the Leader and other members of the group. This is because the members of the group are dissatisfied
- There is discontent. Because of dissatisfaction, the task or the work is not properly done
- There is also no originality so there may be greater output but not better quality
- There is no co-operation among the group
- The general response of the group in some cases is apathy. Especially among the staff
- Such leadership style stifles imagination and kills initiative among the pupils and students
- It leads to controlled climate

The merit of this Leadership style is that the leader achieves his objective with iron hands as he or she is goal centered.

### **Democratic Leadership**

This is where the leader gives orders only after consulting the group. He or she has interest in his or her followers which motivates them to work hard.

- The subordinates are always willing to participate in the affairs of the group
- The subordinates see the affairs of the group as everyone's concern
- While the Leader is away, the subordinates continue to work hard
- The subordinates feel happy and are willing to co-operate with the leader
- There is motivation, productivity, originality and friendliness. This leads to open climate in the school.

The demerit of this type of leadership style is that, the achievement of the objective of the task at times suffers since the process of taking decision can be too long under this leadership.

### **The Laissez - Faire Leadership Style**

- This is where the leader is passive. Everybody does what he likes. The leader gives so much freedom to his or her subordinate, which makes it

difficult for him or her to control them. The subordinates show little respect for rules and regulations.

- The Leader allows the subordinates to do whatever they like and care less about the goals of the group.
- There is low productivity and poor quality of work. There is playfulness on the part of the subordinates.
- The demerit of this type of leadership is that discipline suffers. The group members do what they like. It gives advantages to the aggressive members of
- The group to dominate the scene. Things easily get out of hand. The objective of the schools is not achieved.

### **The implications of this study to the school heads**

- The headteacher is the leader for the staff and pupils and the teachers are in turn the leaders for the pupils the head can study the situation he or she find himself or herself at any given moment and adapt himself or herself accordingly.
- The democratic style of leadership is said to be the best. The practice of the Laissez -Faire style of leadership is ruled out in our schools.
- The nature of our schools structure has put a limit to the use of democratic style of leadership. The school structure is itself primarily authoritarian type. This is because the head teacher and the teachers are appointed thus the headteacher is imposed on the staff and pupils and so also is the staff imposed on the pupils.
- The headteacher by virtue of his appointment is therefore not accountable to the staff but to the education authority. Secondly the pupils are immature and inexperienced they cannot therefore always be made to take part in decision making. It is therefore important that we need to reconcile the democratic style and the autocratic style of leadership to achieve the objective of the organization. This is necessary because where permissive leadership becomes too common; there is the danger of the leader becoming jeopardized. What the head should keep in mind in using the authoritarian styles is that he or she should make his or her demands intelligible and acceptable to the staff and pupils' in terms of the values they recognize .
- A leader should maintain some distance, for when he or she is consistently too free the group, it will reduce the group's goals for achieving efficiency

### **Compare the authoritarian Leadership style with Democratic leadership style**

<b>Authoritarian</b>	<b>Democratic</b>
----------------------	-------------------

<ul style="list-style-type: none"> <li>• Communication is centralized</li> <li>• Concern for the job</li> <li>• Less concern for members psychological needs</li> <li>• Attempts to control and manipulate the motivation of the followers. More likely to rely on power of his or her position and more punishment centered.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is decentralized</li> <li>• Concern for the people has concern for fulfilling psychological needs.</li> <li>• Concerned with the growth and development of members through group participation and a self controlling system</li> </ul>
--	--

## **School climate: type and effects**

### **Explanation of the School Climate**

- A school climate is the work environment, atmosphere, cultural feel, tone or a set of internal characteristics that distinguish one school from another and which influence the behaviour of the people in it. It is the major force which influence employee job behaviour .
- A school climate is a word intentionally formed to describe the tone, the spirit or the atmosphere existing in a school.
- Asiedu Akrofi 1978 has identified six school climates, these are open, autonomous, controlled, familiar, paternal and closed.

### **Open Climate**

- This type of school climate allows free flow of information.
- Everybody has knowledge of what goes on in the school.
- There is job satisfaction and motivation
- The school head is free to use his/her discretion without suspicion
- Institutional objectives as well as individual objectives are achieved
- It has an atmosphere where nothing is hidden from any teacher
- Power is delegated by the head to the teachers and the head does not watch the activities of the teachers closely.
- The end result is that the teachers and other staff members go about their duties with happiness.

### **Autonomous Climate**

- This is where the headteacher exerts little control over the group members.
- The school is run by consensus.
- There is group leadership
- There is job satisfaction and co-operation among members.
- Emphasis is on both institutional goals and needs of members.
- Every teacher believes that he is part of the leadership and teachers tend to be satisfied with their work.
- This climate is similar to the open type except that in the open type the Head can easily be reorganized.

### **Controlled Climate**

Here, emphasis is on institutional goals. It is characterized as impersonal and highly task oriented.' Members in the school do their work according to the rules, regulations or directives issued by the school head.

Teachers Co-operate, but are not necessarily happy as the head is in direct control of the school. Good results are achieved in a tense atmosphere. The head pays little or no attention to personal problems of staff and pupils. There is little time for friendly relations. The people feel free only when they have left the school.

### **Paternal Climate**

This climate exists where the headteacher is older in age. The headteacher regards the rest of the staff as his or her children. The school is run on the ideas of the headteacher. The staff have no authority to influence decisions. Decision making therefore becomes the sole monopoly of the Head. In this way the school head stifles leadership acts from the group. He or she initiates most of the leadership acts himself or herself. Co-operation between the head and his staff members is 100. Students look to the headteacher for everything. The end result is lack of discipline in the school. Teachers are dissatisfied because their initiatives are killed. They are allowed to offer suggestions but the Head does not apply them because he or she regards the teachers as "little mind"

### **Closed Climate**

- The headteacher and the teachers in the school are displeased with everything.
- Everybody is apathetic. Nobody is committed to the work
- Children misbehave with impunity
- The teachers are in the school only to get their salaries.
- The school head occasionally call for hard work is disregarded.

### **Familiar Climate**

- There is friendly atmosphere between the Head and the Teachers
- Every teacher satisfies his or her personal needs, (comfort, sex, food or freedom) at the expense of the institutional goals. For example, the produce of the school farm is shared freely among members of staff even though the original aim of the school is to generate funds internally for the school.
- The headteacher is indifferent to the purpose of the school.
- The co-operation among staff members to establish school discipline is poor.
- Examination results including internal assessments may be unacceptable.
- General objectives for which the school is established may not be achieved, the pupils as well as the parents become the losers

### **The implications of the climate for head teachers of Educational Institutions and Teachers**

#### **Implications of climate for heads of educational institutions and teachers**

- According to Getzels and Guba (1954), the climate has consequences for both the school head as well as members of staff. According to them the heads emphasis on institutional roles or organisational goals of the school implies autocratic leadership style. This they said can bring unfavorable organizational climate.
- On the other hand when heads stress individual need dispositional may be applying Laissez- faire style of leadership. This can also result in unfavorable climate.
- There is therefore the need to place equal emphasis on both institutional expectations or goals on one hand, and individual need - dispositions on the other.
- This calls for a middle way which of leadership.
- The open climate is the ideal for a school and should be aimed at.
- The knowledge about the school climate gives the school head the following hints about his or her administration.
- It emphasizes the position of the headteacher as the most important administrative officer in the school.
- The head must focus the attention of the staff and pupils on the institutional aim of the school.
- He or she should note that he or she is working with human beings while stressing the aim of the school.
- He or she should get the **co-operation** of the staff.
- He or she should respect the **feelings** of the staff and pupils and

understand why teachers behave the way they do.

### **PROGRESS TEST**

1. The type of climate where teachers are not happy but Co-operate with the head because he has direct control of affairs is called.
  - a. Open
  - b. Closed
  - c. Controlled
  - d. Familiar
2. In this type of climate, every Teacher satisfies his or her personal needs.
  - a. Controlled
  - b. Closed
  - c. Paternal
  - d. Familiar
3. State the six types of school climate as identified by Asiedu Akroti 1978
4. Discuss in detail one of the climates mentioned in question three
5. List and Explain three implications of school climates for Heads of Educational Institutions and Teacher

## **Structure and functions of ministry of education and sports**

### **LESSON OBJECTIVES**

By the end of this lesson you will be able to:

- (i) give a brief historical account of the Ministry of Education and Sports.
- (ii) discuss the functions of Ministry of Education and Sports.

### **The structure and functions of the Ministry of Education and Sports (M.O.E.)**

At the top of the ministry is the minister for Education and Sports.

To have effective control of activities the ministry has the following divisions:-

- General Administration
- School Education
- Tertiary Education
- Non-Formal Education
- Sports division
- Planning, Budgeting, Monitoring and Evaluation Division.

The general administration division serves as the secretariat for the Ministry. The ministry co-ordinates the activities of the bodies under it for economic efficient and effective utilization of all available resources. The bodies under

the Ministry of Education are:-

- Ghana Education Service
- West African Examination Council .
- Ghana Institute of Languages
- National service Secretariat
- Institute **of professional** Studies
- **Ghana** Book Development Council
- Bureau of Ghana Languages
- Ghana National Commission for, UNESCO
- The Universities of Ghana to include all the analogous institutions

The membership of the Ministry embraces

- An administrative group. This is recruited from the administrative branch of the civil service headed by a Chief Director.
- The personnel of the agencies under the ministry.

**The functions of the ministry:-**

- The ministry of Education is responsible for making policies in education.
- It is the overall responsibility of the Ministry to provide and manage education in the country.
- The ministry formulates policies and sees to the planning and monitoring of their implementation.
- The ministry has two main divisions which are Pre-University School Education under the Ghana Education Service and Higher or Tertiary Education Under the national Council for Tertiary Education.
- In addition the ministry formulates national policies in respect of Pre-University education, culture, Ghanaian and foreign languages, book development, documentation, Libraries and religious affairs.
- Ensuring that national policies not only comply with all objectives and harmonize with those in other sectors of national activities but also play their full role in the economic and social development of the nation,



## **Structure and functions of the Ghana education service (G.E.S.)**

### **LESSON OBJECTIVES**

By the end of the Lesson you will be able to:-

- (i) describe the structure and functions of the G.E.S.
- (ii) discuss the contributions of the G.E.S. to the development of Education in Ghana.

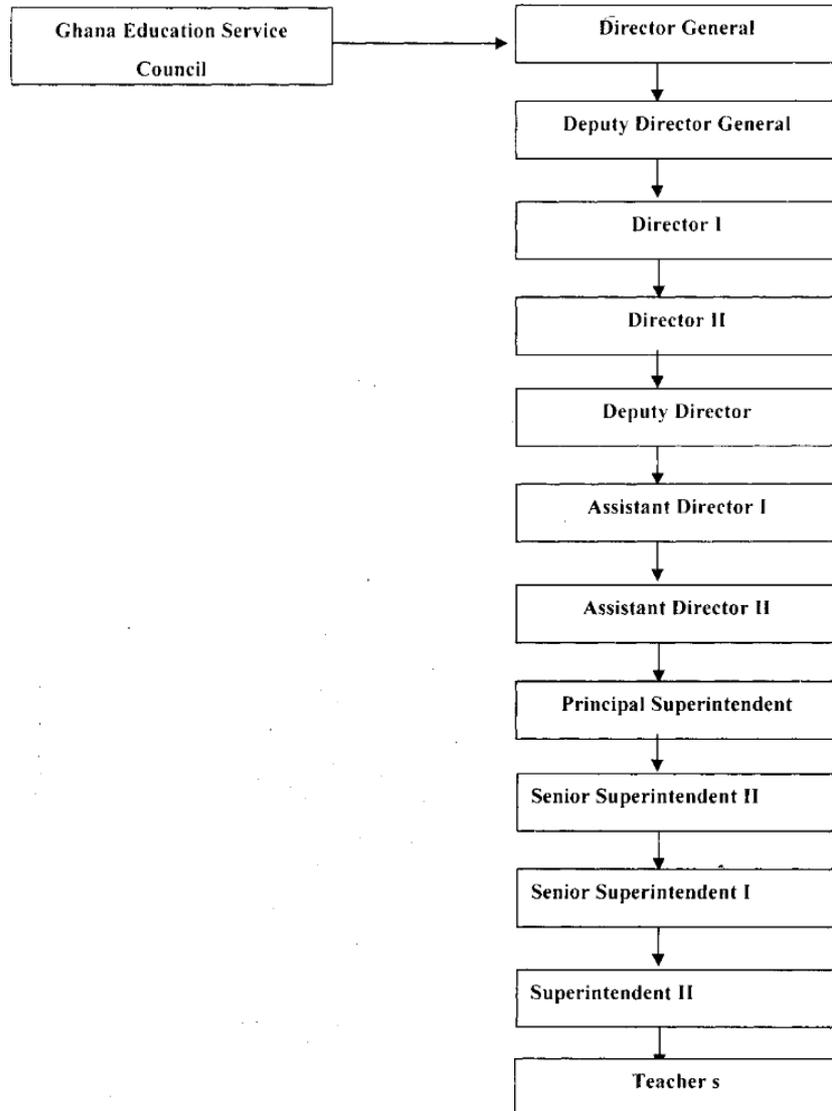
### **Brief historical background of the Ghana Education Service**

In 1967 the Mills-Odoi Commission proposed that the Public Service Commission should have a Teaching Division. This was expanded by the Kwapong committee who recommended a unified Education Service to embrace the teaching service, the Ministry of Education and Educational Units. In 1973 the Ghana Teaching Service was inaugurated by the then head of State, Colonel L.K. Acheampong. The N.R.C.D. 247 was promulgated in 1974 establishing the Ghana Education Service. The name Ghana Teaching Service was changed to Ghana Education Service when NRCD 247 of 1974 was amended in 1975 by NRCD 357. This is how the service came into existence.

### **The structure of the Ghana Education Service**

- The main body of the service is the Ghana Education Service. There is a Council which is set up to advise the Director General on educational policies, this is called Ghana Education Service Council.
- At the top of the hierarchy is the Director General. Next to the Director-General are the Two Deputy director Generals. One in charge of administration and the other in charge of quality assurance in Education. Below the Deputy Generals is the Director 1 who is in charge of the Regions. Next to them are the Director II in-charge of the districts. Next to the Director II is the Deputy Director. Below that rank is the Assistant Director 1 and below the Assistant Director 1 is the Assistant Director II next to the assistant Direct II is the Principal superintendent, next is the Senior Superintendent 1 next is Senior superintendent II next is Superintendent 1 next is Superintendent II and the last on the rank is the ordinary Teacher.

### **The organisational structure of the GES**



### PROGRESS TEST

1. State two positions below the rank of principal superintendent.
  - a ) .....
  - b ) .....
2. Mention the name of the current Director General of the G.E.S.
3. Mention five pre-University educational Institutions?

### The Ghana National Association Of Teachers (GNAT)

#### Brief historical background of GNAT

In July 25, the first association of government public school teachers was formed with the aim of improving Teaching Techniques. The formation of this teachers association in the 1930's was hindered by administrative and other factors which characterized education delivery in the country.

This resulted from the absence of uniform regulations governing the service conditions of teachers in the country. For example different salary levels and

conditions of employment for mission school teachers as against government school teachers who were regarded as part of colonial Government administration. Again the 1930's witnessed a world-wide economic depression which sent the economics of many countries in to a decline and Ghana with its monocrop (cocoa) dependency, was no exception.

A committee appointed by the colonial government under F. E. Tallard, recommended the reduction in the educational budget in the sum of 50,000 as fiscal measure the government should take to contain the situation. To meet this recommendation, the government decided to reduce the salaries of mission school teachers through a bill in 1931 to reduce the salaries of non-government school teachers by 29%. This was vehemently opposed by teachers and as a result a protest movement led by JTN Yankah of Accra Bishop School was formed. They sent a petition to the Governor-in-council and with further lobbying of the African members of the Legislative, the 29% salary cut directed against teachers was abandoned and a general cut of 5% was imposed on all salary earning people which was later withdrawn altogether. This was a great achievement. This propelled the teachers into forming a union to protect their interest. This was called Assisted School Teachers Union (ASTU) in 1932.

In 1937 in an attempt to embrace all classes of teachers in the country, the union changed its name to the Gold Coast Teachers Union (GCTU) with well defined objectives. Between 1940-1950 a number of fragmented associations based on church affiliations, subjects panels and qualifications were formed. Between 1932-1958 there were two rival teachers organisation in the country. However through the influence of the government and the Industrial relations Act, 1958 these two rival Unions were brought together in a merger under the Trade Union Congress (TUC) as Teachers and educational workers Union (TEWU). In 1962 teachers opted out of the TUC and reorganized under the new name of Ghana National Association of Teachers (GNAT). This was inaugurated on July 4 1962, since then has been operating as an independent body.

### **Membership - Who are the members of GNAT?**

According to the constitution of GNAT, which came out in 1966, the association is made up of all teachers both Professional and Non-professional in the pre- University public schools in Ghana.

### **Aims and objectives of GNAT**

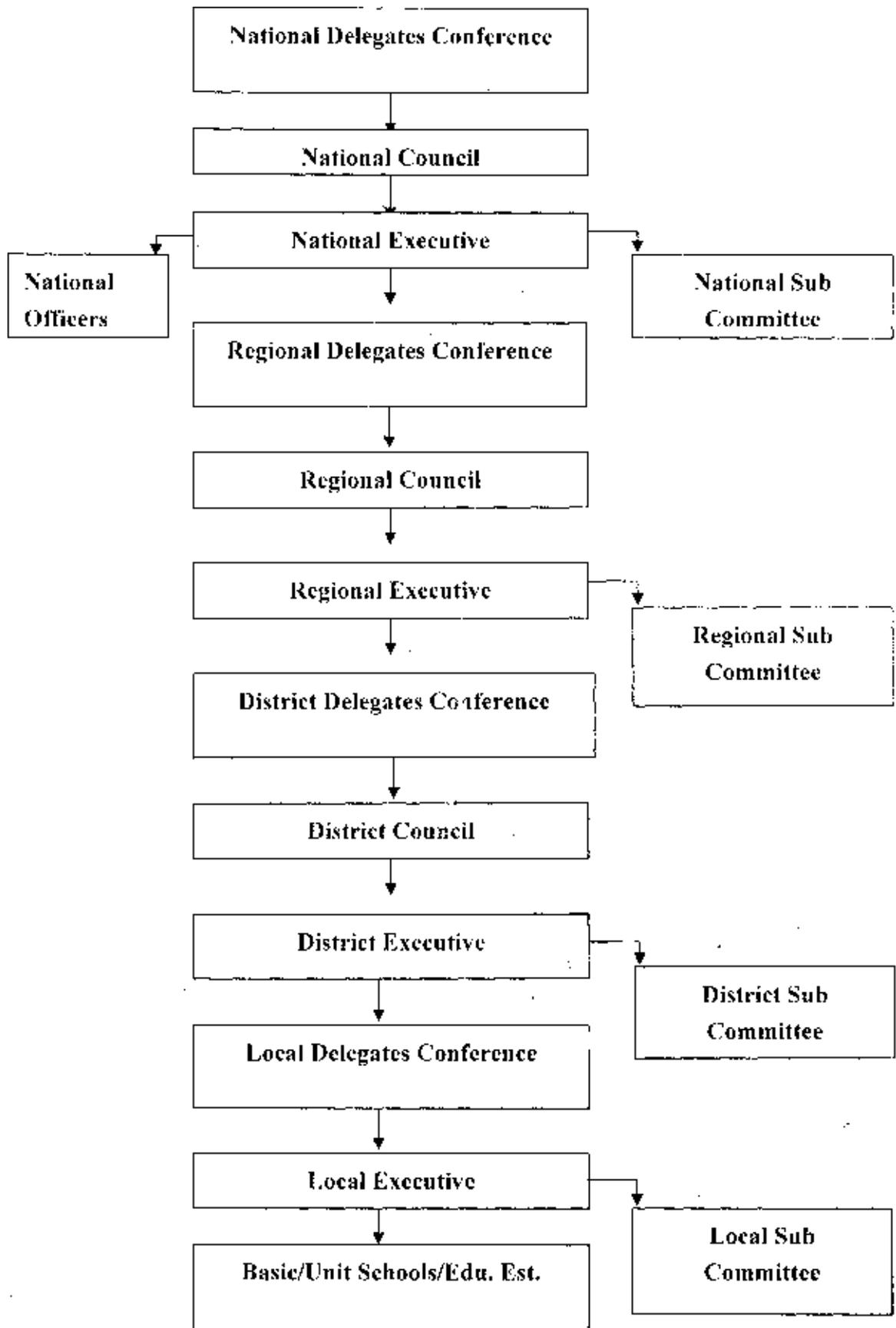
The GNAT is an organisation of teachers in Pre-Tertiary educational institutions and offices in Ghana. The mission of GNAT is to Unify all teachers in Pre- Tertiary educational institutions and strive for better conditions of service and job security as well as enhance their professional

status.

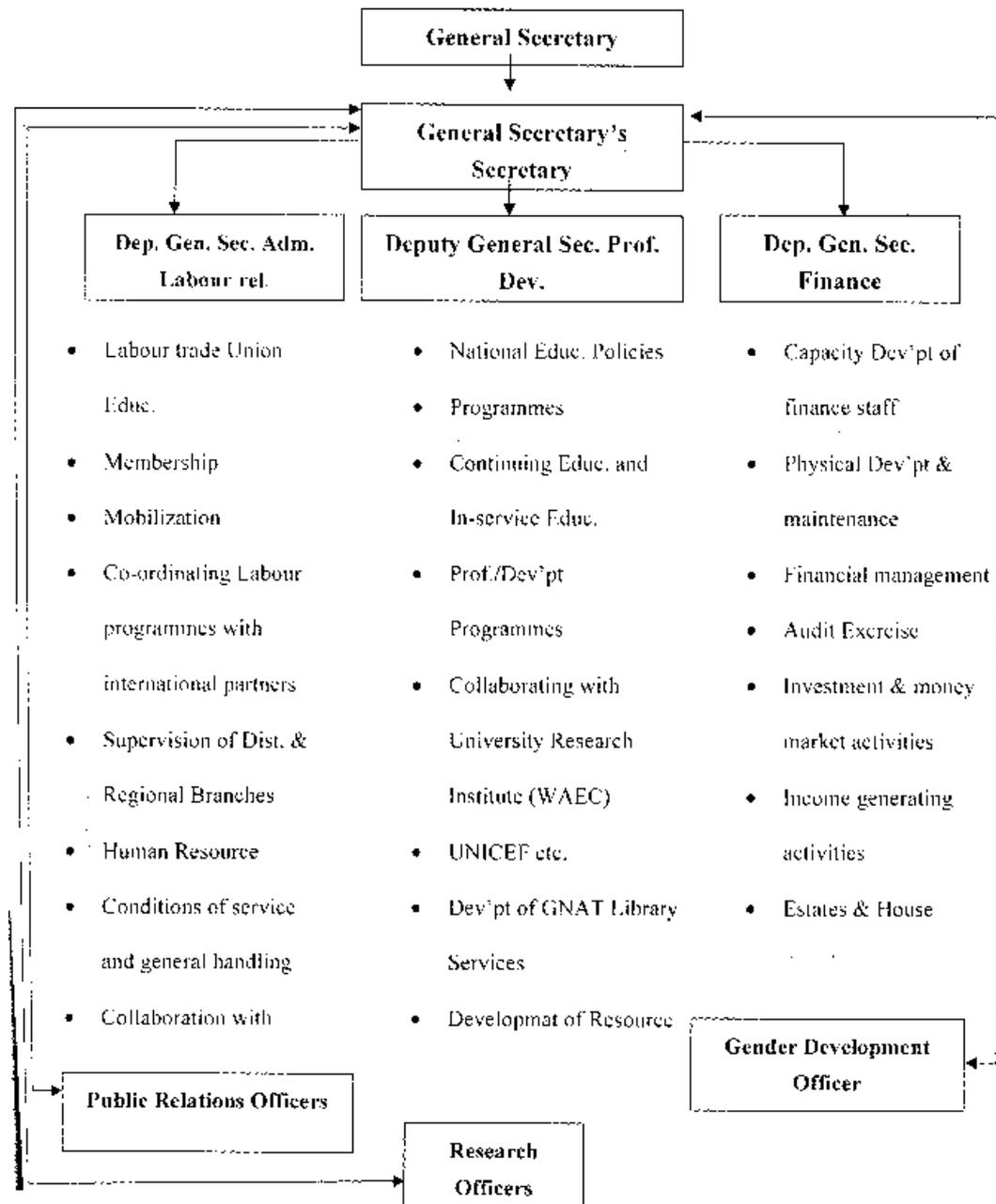
In furthermore of this mission, GNAT, has the following objectives:-

- Protecting and safeguarding the trade union rights of teachers
- Promoting academic and professional development of its members
- Promoting quality education for all and participation in decision making processes.
- Educating members of their professional responsibilities and promoting good professional conduct and ethics.
- Co-operating with national and international bodies, NGO's and other civil organizations for promoting education and other basic rights.
- Mobilizing members for co-operative schemes to provide economic services and social protection.

**The political structure of GNAT (The organogram of the political structure of GNAT)**



**The organogram of the administrative structure of GNAT at the headquarters**



**The contribution of GNAT to education in Ghana**

As a Teacher trainee, I am sure you know some of the contributions GNAT has made to help teachers and pupils. Can you identify any three of such assistance?

Good let's discuss the following:

- GNAT seeks to negotiate better conditions of service for teachers in order to make them give of their best

- It organizes seminars, refresher courses and conference for its members to improve upon their professional competence.
- Institutes remedial programmes for failed referred teachers who could not pass their final teacher training certificate examinations.
- Initiated the modular courses for certificate teachers and Middle school Leaving Certificate holders.
- Organized Ordinary and Advance levels courses for 4 year certificate 'A' teachers.
- Through the advocacy of GNAT, government has put facilities in place for Distance Learning.
- GNAT at the moment has put pressure on Teacher Education Division of the GES to organize top up for serving certificate <sup>4</sup> 'A' teachers to get Diplomas.
- As far back as 1970 it was GNAT which started the agitation for some form of recognition from WAEC for Invigilating Examination. This began in the form of honorarium to Heads of schools and staff for refreshment which is currently being referred to as invigilation allowances.
- With its long standing agreement with the Canadian teachers Federation (CTF) GNAT has been organizing in-service training programmes for some selected teachers.
- GNAT has been able to advocate for the inclusion of early childhood development in its general school system of Ghana.
- It was GNAT which prompted Alhaji Gbadamosi the then Director-General of the G.E.S. to find money to help graduate teachers to participate in PGCE/PGDE programmes at the University of Cape Coast.
- GNAT has build hostels all over the country all the ten Regions and some are serving as Centres to facilitate the Distance Education Programmes and venue for teachers marking WAEC Examinations.
- GNAT has set up teachers Fund which enables teachers source loan without hindrance. This fund also enables teachers to credit consumer items at moderate prices.
- GNAT, supplies furniture, school uniform and other educational materials to needy schools and children respectively.
- GNAT influences government policy through public opinion and advises the Ministry of Education (MOE) on issues concerning Pre-University Education.
- Represents teachers on the board for SSNIT, the selection of National best teacher in the District and Regional levels.
- Represents teachers on the board on other educational bodies such as **WAEC**, UCC professional board, GES Council etc.
- Organizes fora for its members to discuss contemporary issues in the Teaching Profession.

**Activity**

1. State two reasons why you should join GNAT
  - a) .....
  - b) .....
2. State three things you would like GNAT to do for teachers to improve their conditions of service.
3. Identify three important Roles GNAT should play to promote education in Ghana.
4. Who is the General Secretary of GNAT?

**UNIT 4: Introduction: Management Tasks of School Heads****UNIT OBJECTIVES**

By the end of the unit you will be able to:

- (i) identify any four management tasks of the school head
- (ii) explain the importance of good school community-relationships
- (iii) state any three services that the school can render to the community
- (iv) explain why it is important for the headteacher to delegate duties to teachers and pupils
- (v) identify effective ways of putting material resources to use in the school
- (vi) describe how to manage instructional time in the classroom

## **School records and their relevance**

### **LESSON OBJECTIVES**

At the end of the lesson it is expected that you will be able to:

- (i) mention four records used in the school
- (ii) describe what school records are
- (iii) state at least three importance of school records

School records are written accounts dates, facts, events and all other information about the school. Such written information is preserved as true evidence about the history of the school.

### **Relevance of School Records**

Schools keep certain records for the smooth running of the school. The following are the major reasons for keeping school records:

- to provide accurate data for the Ministry of Education and the Ghana Education Service (GES) to assist in educational planning
- to enable the headteacher to give accurate reports on the human and material and activities to stakeholders
- to help the headteacher and staff to plan for the needs of the school
- they are used to access the progress of the school and to find remedy to any lapses
- school records help in decision making. The cumulative record card for example will enable teachers to decide which pupils should be promoted

### **Keeping and Using School Records**

There are a number of principles underlings the keeping of records in the school. Here are some of them

#### **School Records**

- must give accurate information
- must be easy to keep and made available when needed
- should be easy to understand
- should contain enough data for effective decision-making
- should be kept neatly

### **PROGRESS TEST**

1. Describe what are referred to as school records
2. State two importance of school records
3. Mention three principles you consider necessary in keeping school records

## **Types of school records on pupils**

### **Admission Register**

The admission register is the book in which the names of pupils admitted into the school are written. That is correct. In addition any child admitted into the school is given a serial admission number. Any pupil who left the school and has come back is readmitted with his/her old admission number. The letters RA are written against the name to indicate "Re-Admission"

Other important information kept in the admission register include the pupil's full name, sex, date of birth and names occupation, addresses of parents and guardians, details of date of admission and address of last school attended if the pupil was transferred to the school. Details of the reasons and the date the pupil leaves the school is also provided.

### **Importance of the admission registers**

- The admission register gives the school and educational authorities an idea of the enrolment of the school
- It helps in educational planning in terms of distribution of resources
- It indicates whether the school enrolment is growing or falling

### **Attendance Class Register**

It shows the number of pupils enrolled in the class; their names, sex and the variation in attendance. The attendance register is marked each day before lessons begin. Pupils who are present are marked with a slanting stroke (/) and those absent with zero (o). Those who report but later leave without permission should have their stroke marked and circled like this (x).

The attendance class register enables the class teacher to trace the attendance record of any child who is backward and assist him/her.

### **Cumulative Record Card**

The cumulative record card is a card which contains the results of different assessments, evaluation and judgments held from time to time during the course of study of a student. The information recorded on the card includes name, age, sex, physical characteristics, vocational interests, health records and academic performance in different subjects.

Cumulative record card should be filled accurately because the information on the card is used for many important things including guidance programmes.

### **Punishment Book**

## **PROGRESS TEST**

1. List at least four records that are kept on pupils in the school
2. Describe any two school records on pupils
3. Rule and label the columns in the admission register
- 4.

## **Types of school records on teachers**

### **LESSON OBJECTIVE**

By the end of the lesson you will be able to:

- (i) identify at least three school records kept on teachers
- (ii) describe any one of the school records kept on teachers
- (iii) state two relevance of school records kept on teachers

### **Staff Record Book**

This book contains the list of the teachers in the school and their particulars. These include name, sex, registration number, professional qualifications, rank, salary, date of birth, hometown, colleges attended with dates, social security number, name and address of next of kin, marital status etc.

- The staff record is very useful to the headteacher for planning the teaching programme particularly if the classes taught by each teacher are also recorded.
- It enables the headteacher to know whom to contact in case a staff member is in trouble.

### **Staff Attendance Book**

The staff attendance book is a book in which you sign as you arrive or leave the school. You have to record your name, time of arrival for duty in the school, signature and time of departure. It is also requested that if you report for duty late or leave the school earlier you should indicate in the remark column your reasons.

#### **Some important reasons for keeping staff attendance book**

- It gives the headteacher the opportunity to know of his staff members who are regular
- It checks unnecessary lateness or early departure from school
- It instills discipline in the staff to be punctual
- It serves as a future reference on teachers' behaviour and attitude to work

### **Staff Meeting Minutes Book**

### **PROGRESS TEST**

Answer the following questions:

1. State three reasons why you think the staff record book is very important to the teacher
2. Explain how the staff attendance book can generate conflict between

the headteacher and his/her teachers. How can this conflict be prevented?

## **General school records**

### **LESSON OBJECTIVES**

At the end of the lesson you will be able to:

- (i) List at least three general school records
- (ii) Describe what is written in any two general school records
- (iii) Explain the relevance of keeping any three general school records

### **Log Book**

The log book is a special book which is firmly-bound because of its importance. It is a book in which important events in the history of the school are recorded. Events recorded in the log book are dated and signed.

The events include:

- date of re-opening and closing of the school
- list of names and particulars of staff members
- illness, absence of staff with or without permission
- closure of school due to rainstorm etc
- the school's achievements
- participation on sports and national holidays
- visits of officials of the Ghana Education Service (GES)
- total involvement of the school

Note that there are special people who are permitted to write in the log book.

The only people permitted to write in the log book are:

- the headteacher, the assistant headteacher or anyone acting in his/her place
- visiting and inspecting officials of GES, Ministry of Education and Minister of State

### **Visitors' book**

Apart from Ghana Education Service (GES) officials some other people visit the school; People like old students; the District Chief Executive, the Chief and other opinion leaders. These people may have genuine interest in the welfare of the school and may wish to record their impressions and good wishes for the school. The visitors' book is used to record their names, addresses, dates of visit purposes of visit and remarks.

**The importance of the visitors' book is that:**

- It provides a record of people who have interest in the school. They can be contacted for assistance in times of need.
- The visitors' comments can motivate the head teacher and staff to improve upon their performance.
- It is also a gesture of welcoming visitors to the school.

The visitors' book should have columns for date, name address, occupation rank purpose of visit and remarks.

Date	Name of Visitor	Address	Purpose of Visit	Time		Signature	Remarks
				Arr.	Dept.		
08-05-07	Darko Jones	T. N. C. Accra	To see son	11:30am	12:00p.m		
15-05-07	Mensah Esi	T.N. 46 Kumasi	To pay fees	8:30am	9:00a.m.		

A page in the Visitors book

### **Inventory of school property - Stock book**

The inventory or stock book is a book in which all school property are recorded. This is to ensure that all school property are accounted for. For this reason the headteacher keeps a general inventory book and every class teacher also keeps an inventory book. There are two kinds of stock or items kept by the school. They are **consumable stock** and non-consumable stock. The terms consumable stock covers items like chalk, pencils exercise books, crayon, needle, ink, eraser, foolscap sheets etc and craft materials. They usually get finished and have to be replaced from time to time.

#### **Non-consumable stock**

This includes furniture, garden tools maps, charts globes, sports equipment projectors, tape recorders, radios science equipment, home science equipment which usually have longer life span. The stock book should have columns for name, item issued, signature of receiver, dates of collection and return and remarks.

#### **Importance of stock book**

- It enables the head teacher to keep careful check on the supply of equipment available to the school and prevent wasteful usage.
- It helps the head teacher to make up his list of supplies needed for the new session.
- It helps him to foresee the running out of supplies of any commodity and allows him to either restrict its use or place an order for more.
- It prevents the disappearance of the articles without leaving any trace.

The record provides the best evidence concerning the adequacy or inadequacy of the equipment at any given time.

#### **School files**

There is a personal file for you in the college which is used to keep your

particulars/details. But you must also note that separate files are kept for correspondence with the District Director, the Regional Director, Headquarters, Parents Examinations Bodies etc. Circulars must be put on a float for all teachers to read and sign before they are filed on the appropriate files.

### Importance of filling letters

- To facilitate easy access to information
- To avoid deteriorating, becoming dirty or even get lost
- By having separate files for different authorities, the head teacher knows where to refer to for information when the need arises.

### Cash/Ledger book

The **head teacher** handles a lot of monies in the course of the year. To be able to account for these monies well, he needs to keep strict records of the monies. Examples of the types of accounts kept in the school are needlework fees, school fund, sports and culture fees, garden fund etc.

All monies received must be recorded on the income side of the cash book and monies spent must be entered on the expenditure column and supported by receipts. The date and description of the items of income or expenditure must be shown in the cash book.

### Rules of keeping accounts books:

- Make no erasures
- Cancel and initial wrong entries neatly
- Make entries in blue ink only
- Support all expenditure with receipts.

### The Income and Expenditure Book

INCOME				EXPENDITURE			
DATE	ITEM	RECEIPT NO.	AMOUNT	DATE	ITEM	RECEIPT NO.	AMOUNT
2-5-7	Sale of maize	AC 0176	¢250,000				
				4/5/07	Purchase of 2 footballs	RS 03687	¢120,000
5-6-07	Capitation Grant	01764	¢3,263,000				
				15/5/07	Repairs of 4 door locks	AK wos	¢216,000

A page in the cash book

Other documents on handling money in the school are the documents on school performance improvement plan (SPIP) of the school capitation grants.

### **PROGRESS TEST**

1. State any four items entered in the log book
2. Describe the columns in the cash book
3. State two importance of the visitors' book
4. Of what significance is the stock book to the school?
5. Explain the relevance of keeping files in the school.

## **School and community relationship 1**

### **LESSON OBJECTIVES**

By the end of the lesson you will be able to:

- (i) explain the three kinds of school community relationships
- (ii) state at least four principles underlying good school - community relations
- (iii) discuss three reasons why the school and the community need to have close relationships

### **Kinds of school-community relations**

Kinds of relations that exist between the school and the community can be characterized as:

- the school as a closed system
- interpretation systems of relationship
- The co-operative system of relationship.

### **The school as a closed system**

- The school and the community exist as separate entities - none interfere with the affairs of the other. (Asiedu-Akrofi 1978 pg. 44)
- the school officials run the school the way they like
- The only relationship is that the school is located in the community and the pupils come from the community.

### **Interpretation system of relationship**

**Interpretation system of relationship means:-**

- the head teacher and staff communicate with the community on such issues as school activities, programmes, needs and aspirations (Asiedu Akrofi 1978 pg. 44)
- the school does not seek to know about the communities it serves

- community members do not find out what goes on in the school
- Members of the community interpreted the information they received from the school in any way.

### **The co-operative system of relationship**

This system of relationship means:-

- there is co-operation between the school and community on regular basis
- Members of the community develop a sense of identity with the school and they want to be influenced by the school (Asiedu Akrofi 1978, pg.45).

### **Some areas of cooperation from which the school and the community benefit from each other**

- perpetuation of the society's culture
- the school acting as an instrument of change
- changes in the school programmes
- changing notions about teachers
- the need for correct information about the school
- financial support
- the need for proper child development

### **PROGRESS TEST**

1. State and explain the three kinds of school-community relationships
2. State and explain five reasons for the need for close relationships between the school and the community.

## **School – community relationship 2.**

### **LESSON OBJECTIVES**

By the end of this lesson you will be able to:

- (i) identify at least five channels of communication between the school and the community
- (ii) explain how any two channels of communication foster good relations between the school and the community

### **The channels of school- community relations**

Some other means by which the school and community relate are considered as follows:

- Reports on pupils progress
- The school magazine
- Parents-Teacher association (PTA) meetings
- Speech or open days

- Sports and games
- Participation in drama and cultural festivals
- Newspapers also carry information about the school to the public
- Home visits by teachers
- Invitation of resource person
- Participation of the school in community activities like clean-ups
- Calling for assistance from religious groups and NGO's

### **Sources of conflict in school community relations**

These are the means by which the school and the community reach and interact with each other. These are times too that misunderstanding develops between the school and the community.

#### **PROGRESS TEST**

1. List any five channels of school-community relations
2. Explain how any two channels of communication between the school and the community can relate the school to the community
3. Discuss any two benefits of good school-community relations.
4. Mention and explain any five sources of conflicts between the school and the community
5. Suggest ways of avoiding such conflict

### **Delegation of duties and reporting**

#### **LESSON OBJECTIVES**

By the end of this lesson you will be able to:

- (i) Identify at least four elements involved in delegation
- (ii) Explain the meaning of delegation
- (iii) Explain why we must delegate our duties
- (iv) Discuss why we must report on our duties.

#### **Delegation of duties explained**

According to Musaaazi (1982) delegation is the process of dividing up your total work and giving part of it to your subordinates (page 105). He says that delegation involves four elements.

#### **Delegation of duties involves**

- Giving part of your work to your subordinates. This is because you may not have the time and energy to do everything alone.
- Giving the subordinates the necessary authority to carry out the work. Why do you think this is necessary?
- Setting up control machinery to ensure that the work is being done

according to expected standards. This calls for regular supervision of the subordinates.

- The accountability of the supervisor to his own boss cannot be delegated to the subordinate. For instance, the headteacher cannot delegate to a teacher his accountability to the school management committee or the Ghana education Service Officers who appointed him as a headteacher.

### **Reasons why we delegate duties**

- Because of time factor and health reasons you cannot do all the work in the school alone.
- Delegation is training your staff to come up to your level in administration.
- It shows that you have the trust and confidence in your staff members.
- By delegation you show that the school is not your own property but to all of you.

### **Benefits of Delegation**

Having seen the reasons for delegation I think you can now tell the benefits of delegating, duties.

- Delegation reduces the workload of the senior executive
- Delegation enables real decentralization by increasing the levels at which decisions are made
- Delegation helps in staff development
- Delegation helps in job enlargement i.e. enlarging the scope of responsibility.
- Delegation helps in avoiding autocrats within the school organization
- Delegation reduces indispensability

### **Reporting**

This is a personal visit to find out how subordinates have to give account or periodic reports, especial reports and hold informal meetings to give account of how he is doing the job.

### **PROGRESS TEST**

1. State four elements of delegation
2. State two reasons why it is necessary to delegate duties.
3. Explain three benefits of delegation
4. What is meant by reporting under delegation of duties

## **Managing school resources**

### **LESSON OBJECTIVES**

By the end of the lesson you will be able to:

- i) list resources in your school that are used to facilitate teaching and learning
- ii) explain how you can effectively manage the resources for effective teaching and learning
- iii) Describe how to maintain the resources of the school.

### **Identification of school resources**

School resources include: Human beings (teachers) building, land, crops, books, tools, maps globes, furniture, toilet, urinal etc.

School resources can therefore be defined as any valuable thing that can do / create or be used to create or do something. Management can be defined as the effective use of available resources to achieve set goals.

Sometimes in our schools some resources are not enough to go round. For instance, managing few teachers to teach more pupils or managing few books to be enough for a large class. In case of inadequate number of teachers, some of the classes must be grouped. For inadequate books, group the pupils, mend worn out books to add, photocopy relevant pages for use, and use reading books.

### **How to maintain the resources of the school**

Maintaining the resources of the school increases their life span. Consider the following points.

- The school compound, including the general environment should be kept clean and tidy
- Cracks on the school building should be repaired
- Books and other curriculum materials should be kept clean and should be in safe places after use.
- Tools and other equipment should be cleaned and stored properly after use.

pupils should not be allowed to :

- Write on tables, desks and chairs
- Scratch their names and classes on tables and chairs
- Stand on tables desks and chairs
- Drag or pull/push furniture instead of lifting them
- Leave furniture in the sun or rain etc.

### **PROGRESS TEST**

1. Define resources and list ten resources of the school.
2. Describe what you will do to let your pupils whose classroom

has been destroyed by rain storm to have a place to attend classes.

3. Describe how you can maintain the resources of the school to increase their life span

## **Managing instructional time and time tabling**

### **Time Management**

Time management is using time effectively and efficiently. Efficiency in work is the result of doing the right thing at the right time. There are several practices in our schools which bring about misuse of time.

Some of those practices are:

- Doing things without planning
- Failing to set clear objectives
- Inability to identify priorities
- Failure to decide on what to do
- Failure to discipline oneself
- Procrastination
- Failure to deregulate duties
- Starting lessons late
- Closing school early
- Teachers absenting themselves
- Teachers using instructional time to receive telephone calls or counselee
- Teachers not preparing lesson plans etc.

### **Steps the headteacher needs to take to encourage good instructional time management**

- He should be familiar with regulation on instructional time.
- Planning the school calendar
- He should secure and discuss syllabuses and schemes of work with staff
- Encourage teachers to plan their lessons
- He should plan the school time table

### **Managing instructional time in the classroom**

The teacher should prepare his/her lesson plan and make sure the following are included:

- A proper introduction
- a logically-ordered presentation
- appropriate pupils' activities

- well-thought out questions
- well prepared teaching-learning materials
- an evaluation component

In addition the teacher should be regular and, punctual at school. He should start his lessons on time and occupy the pupils fully throughout the lesson. Systematic presentation of lesson can help the teacher to manage instructional time in the classroom.

**To be able to use instructional time effectively it is helpful to**

- ask pupils questions
- call upon pupils randomly to do an activity
- move round in the classroom to assist individuals

**Orientation to the Syllabus**

The headteacher should collect syllabuses from the district education office and discuss them with the teachers: This will enable the teachers to use the syllabuses to prepare their schemes of work.

**The teacher's preparation of schemes of work should be guided by the**

- syllabuses
- class
- number of weeks in the school year
- number of periods each week for the subject
- possible linkages of topics
- appropriate time to teach the topic

It is also important to note that all syllabuses in use in primary schools have columns which bear various headings such as

- aims and objectives
- suggested activity
- ideas, skills and attitudes to be developed
- teaching notes, methods
- evaluation
- appropriate tools, media, materials

**Timetabling**

The time table is a very important tool in the life of the school. It plays a major role in managing instructional time. As such the time table should be flexible so that it can be modified to suit local conditions.

According to Fagbuln (1972) the time table is the magic chart that

regulates the pulse of the school. It dictates when classes began, when a break should occur and a day's work is done. In view of this certain principles or factors are considered in preparing the school timetable. These include:

- The timetable should be flexible
- The timetable should fit the interest of pupils
- It should give teaching time to each subject in proportion to its demand
- It should allow an adequate number of short breaks
- Succession of subjects should cater for double periods and practical subject to alternate with single periods and academic subjects
- The timetable should be modified on occasions such as
  - o rainy season when the school has to open late because of morning rain
  - o during local ceremonies or annual festivals taking place in the morning
  - o on market days when some of the pupils have to help their parents to the market before coming to school

### **PROGRESS TEST**

1. Explain time management in your own words
2. State five ways in which we waste time
3. State and explain any three principles of timetabling
4. What things guide to teacher's preparation of scheme of work?

### **REFERENCES**

Musaazi J.C.S., (1984) The Theory and Practice of Educational Administration; Macmillan Publishers, Hong Kong  
Headteachers' Handbook, Ministry of Education, 1994.  
Education Studies book for Basic School Teachers, Ministry of Education

Designed by Sir Eakon.