

Assessing the Problems of Educational Administration in Selected Secondary Schools in Kenema City An analytical Assessment of the Problems of Educational Administration in Selected Secondary Schools in Kenema City

by

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ABSTRACT

The research investigates “an analytical assessment of the problems of educational administration in selected secondary school in Kenema City”. The objectives include: to identify problems faced by administration of selected secondary schools in Kenema City; to describe the factors responsible for such problems; to analyze the types of problems faced by administrators in the selected secondary school in Kenema ; to decipher coping mechanisms used by administrators in overcoming some of the problems faced in selected secondary school in Kenema City, to make recommendations to administration in overcoming some of the problems faced in selected secondary school in Kenema City.

The methodology was a qualitative with case study entailing use of interview guide and observations.

The findings of the study revealed that:

- i. The boards of governor of the schools investigated meet on terminal basis; provide no routine visits to school and provide no special help to school.
- ii. The problems of the principles in administering the selected schools were: late payment of salary, teacher attrition, disciplinary problems, and financial constraints.
- iii. The teaching staff problems were: overcrowded classrooms, lack of payment of salary, teacher attrition, disciplinary problems amongst pupils, lack of encouragement from school heads and late payment of salary.
- iv. The proprietors / proprietress have problem with their principals to listen and execute their mandate and indiscipline amongst school pupils.

For the purpose of data collection, the following procedures were used.

An interview guide; was used to collect primary data from respondents. The information was needed for the completion of this work. They were completed in respondents own hand writings and returned accordingly. Those who could not write were aided by literates in the same community without the same influence of the researcher. Focus group discussions; interviews school authorities, proprietors, parents and other stakeholders in the community were conducted in groups and vital information was recorded accordingly.

Interview guide as instrument; this furthered tried to determine the part which educational stakeholders were playing in making education relevant in the community

Based on such findings, the following conclusions were reached at:

- i. That one major constraint facing principals is overcrowded classrooms.
- ii. The lack of adequate and appropriate teaching and learning materials.
- iii. That trained and qualified teachers are leaving the teaching job for lucrative jobs, smallness of salaries, and disrespect on the students and principals were uncompromising with respect to decisions relating to the running of the schools.

As a result of such findings and conclusion, following are therefore recommended:

That government through the Ministry of Education Science and Technology should provide encouraging salaries for teachers to meet with the salaries of the enviable jobs

That the boards of governors and proprietress should make decisions independently from the boards of governors

That school authorities should encourage the involvement of parents/community through normal Parent Teacher's Association meetings.

And finally, government and nongovernmental organizations should help construct classrooms to accommodate the growing number of pupils in the schools, provide adequate teaching and learning materials.

INTRODUCTION

Administration is the process or involves the process of organizing, commanding, coordinating and controlling. As a result of that, it makes use of people and material. With that, it success depends upon the skills, style and the leadership role. According to Musaazi (1982), one of the major or primary objectives of any administration in any institution is that of coordinating the various efforts of the people towards the achievement of goals.

In the Secondary School administration which is the main focus of this research work, the school has a lot to do with improving teaching and learning and all the activities of the administrator to achieve such a major goal, he must work with various groups within the community and also with lay people outside it. It is a must that it works with appropriate state and national agencies and board of governors as well. In School administration, effectiveness can be considered as function of understanding and skills and this is seen as a way of limiting or perhaps avoiding the problems in administrative management. Understanding primarily the job, this is however held within the context of the wider environment – the industry, technological development, the social environment, all of which influence the organizational institutions [Murphy Brian 1982]. It is also important to note that administrators get their work done through people and that competence at people skills are essential for achieving goals as well as the technical skills relevant to the particular situation and function.

In 1980, a survey was carried out by Trent Regional Health Authority on the perceptions of management styles and the different between men and women. The survey however found out that many subordinates view their female administrators and managers lacking on authoritative style by creating serious problem in administration. Their management technique was seen to be weak when given instructions, explaining decisions, motivating tasks and delegating. As a result of that, effective performance however in educational management is sometimes embedded in cultural mums and are promoted and rewarded by organizational system. They are socially defended and not the property of individuals.

A classification of the task of the administration in a school organization was made by A.O. Ozigi (197). He maintained that, the combination of those sector leads to the realization of the goal of the school. According to him these tasks include:

1. Staff personnel
2. Pupils personnel
3. Curriculum development and programme structure
4. School community relationship
5. Equipment and physical facilities
6. Finance

The school administrator will however delegate different responsibilities for each of the above and some of which he delegates to others. Sometime the people he delegates the task might execute them unsatisfactory and in other case appointment to execute duty may have been done with some aspect of bias. As a result of that, in the process of coordinating the activities of these entire departments therefore, the school head encounters numerous problems that range from indiscipline, lack of adequate funds to meet goals, the teacher leaving school because of dissatisfaction. There are however, times when the school head has to work between the school and the community in order to reconcile strained relationships and at the end improves the institutions status. School head/administrator, as advanced by Davies (1973) deals with the components: the administrators' job, the man and the society setting in which he functions.

Mink Shultz and Mink (1979) in a study to promote educational institutions observed that institution, organizational in general not merely schools are being challenged today because of their inability to respond flexibly and appropriately to the need of employees, the environment and pupils. The survive organization need to be based on principles of adaptable rather than predictability, so that they can respond adequately remain adaptable.

Mink et al (1979) however described the open organization as an energy system, one that functions as an integrated whole that has unity and coherence, unity of purpose and internal responsiveness are central to organizational productivity and occur as a result of a clarified consensus of priorities.

Collaboration, they observed, is the key to internal responsiveness. It is as a result of this bid to shedding light on these problems and their cause that this study was undertaken.

As a result of the drop in the standard of education in schools which have had over the years considerable effect on the education as well as the morals of the children on national development, this study has attempted to investigate into the problems that has been affecting various secondary schools administrations in the Kenema City which has a direct impact on the standard of education. School heads are however faced with several problems, which range from working with bodies like the Ministry of Education Science and Technology, board of governors, staff and pupils and the community as well.

From my personal observation, it is certain that most trained and qualified teachers leave the classroom for a well paid job/''lucrative job''. The complaint they however give is low salary scale and even the untimely payment of such salaries making life very difficult for teachers.

As a result of these ugly situations, there has been an adverse effect on the quality of education as these schools find it difficult to replace these teachers. In some of these schools however, these teachers who leave the classroom are being replace by the untrained and unqualified teachers.

Sometimes, these untrained and unqualified teachers leave school as a result of their continued conflict with their bosses who are the principals. These leaving the schools have negative impact on teaching learning process. The teachers most time complain about assertive nature of their principals thus leading to problem in the administration.

In recent times however, there has been no agreement with most schools equipment and facilities in the running of the various schools as a result of the growing number of pupils. Schools do not have sufficient teaching materials like textbooks, teaching aid and even the accommodation of every pupil in class. This has brought a negative effect in the teaching learning process, which in turn affects the standard of education on the various schools and eventually affecting national development.

The principals on the other hand complain of the untimely payment of school charges by some parents, which in turn makes it very difficult for school heads/administrators to provide all the school equipment and various facilities which to a greater extent facilitates learning. In another development, incidence of violence and physical attack by pupils to their teachers and their colleagues have grown to an extent that students resolve most of their problems through the use of physical assault on school authorities. This has however greatly affected the communities where these students find themselves.

With all these problems, very little has been done with regard how heads of schools administrations and other governing bodies like The Ministry of Education Science and Technology should attack the problems affecting secondary school administration.

1: 02 Statement of the Problem

Despite the enormous roles and functions of school administrators, research done in some developed countries like USA, UK and Australia unravels various challenges faced by administrators in management (Kitavi and Westhuizen, 1997). For instance, they experience job specific problems related to instructional programs, students, personnel, financial resources, community relations and project management (Hale and Hunter, 2003).

United States of America (USA) has experienced higher rate of teachers changing careers after a short time or do not enjoy their work – a consequence of poor staff welfare practices as seen in low pay, lack of support from educational bureaucracy and a pervasive isolation (Obama, 2006). Teachers have joined other professions with adequate staff welfare practices that enable them feel satisfied with the job. He reiterated that if we are serious about building a twenty- first century school system, we must take the teaching profession seriously. Kelly (2007) had the same views in his study of job satisfaction among teachers in Michigan State but concluded that there is just one catch in exchange for all these practices – teachers need to become more accountable for their performance.

Canada as well as Spain has equally experienced teachers changing careers after a short time. A parliamentary commission set to form an inquiry into the practice of changing career in both countries has established that it is partly due to the welfare practices offered by different learning institutions (Too, 2007). Most teachers are not satisfied with the welfare practices offered in their respective working stations hence they opt for other jobs.

In a study conducted in Kenya, According to Igunnu et al. (2005), in their findings they observed that problems faces by administrators are uncompleted government buildings due to lack of funds, new schools without desks or teachers.

Similarly, there are several factors that impact on administration effectiveness in schools in Malawi. Lack of teaching and learning resources, distance between schools and homes, unavailability of necessary infrastructure, high teacher-student ratio and lack of motivation for both teachers and students are some of the major problems facing education in general (Ravishankar, El-Kogali, Sankar, Tanaka, & Rakoto-Tiana, 2016). Most of these problems emanate from underfunding by the Ministry of Education, Science and Technology. With the lack of sufficient funding, the schools' effectiveness largely depends on the school's management and administration.

In Sierra Leone, it has been observed that most schools administrators faced similar problems such as very poor classroom conditions, lack of motivation for teachers, inadequate or lack of qualify teachers in some rural communities to named but a few.

It is evident that schools are marred by a number of administrative challenges which have rendered the educational system weak in the country .The new system of education that was introduced warranted new administrative techniques to march up with the new problems that accompanied this new system.Owing to some maladministration in the school sector the country and Kenema city in particular have recorded huge drop out from secondary schools.

However, this study is an investigation into the problems faced in educational administration in selected secondary schools in the Kenema City.

AIM

The aim of this study is to investigate challenges faced by administrators in gaining quality education in selected secondary schools in Kenema City.

OBJECTIVES OF THE STUDY

The study objectives were:

- i. To identify problems faced by administrators in selected secondary schools in Kenema City
- ii. To describe the factors responsible for the problems faced by administrators in selected secondary schools within Kenema City
- iii. To analyze the types of problems faced by administrators of selected secondary schools in the Kenema City,
- iv. To decipher coping mechanism used by administrators in overcoming some of the problems faced in selected secondary schools in the Kenema City
- v. To make recommendations to administration in overcoming the problems faced in selected secondary schools in the Kenema City.

RESEARCH QUESTIONS

The extent of the problems has only been expressed in obscure statements. This has over the year leads to challenging questions in the administration of secondary schools.

1. What are the major problems secondary school administrators faced?
2. Do they face too much pressure from the governing bodies like board of governors of the schools? If yes,
3. What are the factors responsible for problems faced by administrators?
4. What are the types of problems faced by them?
5. The coping mechanism adopted by administrators to enhance the smooth running of the school.

SIGNIFICANCE OF THE STUDY

All schools urban or rural, rich or poor, small or large are not immune to administrative problems. Those problems may cause disruption in the normal functioning of schools.

This been the case, this is justified for the following reasons:

1. The Ministry of Education Science and Technology can use the result or outcome of this research work to identify the sources of problems faced by administrators and the further provision of suggestions as to how as a Ministry they can help handle the administrative problems schools are facing.
2. The school administrators can also use the findings of this study to make their work more effective and efficient. This is based on the fact that the study will highlight the sources of administrative problems in schools and make meaningful suggestions as to how these problems could be addressed.
3. This study can also help the various boards of governors of various schools to know the problems which are bound to face the administrations in schools and point at the link between the board of governors, the school heads and other contributing bodies to school development.
4. The outcome of this study can be of great significance to school disciplinarians like the guidance and counselors and disciplinary committees to easy figure out problems as this study will provide recommendation on how to maintain discipline in schools.
5. The result of this study can unanimously benefit parents, guardians and the community at large. This is because they can know the problems that face the administration of the school their children /wards attend and can help in resolving these problems such that quality education is provided for them.
6. Non- governmental organizations and other agencies will use the result of this study in developing schools as they can see through the study the problems schools are facing and how these problems can be addressed
7. Other researchers can also use the methodological frame work that was used in the conduct of this research work. That is, researchers who are interested in carrying out studies in this field
8. Finally, it can help to contribute to the body of already existing research works.

THEORETICAL FRAMEWORK

The lack of adequate financial support and indiscipline are the major problems affecting secondary school administration. Administrative or management main function is to plan, coordinate, motivate, control, and the application of these functions is essential if the administration or management is to achieve its objectives since the very survival for an administration and budgeting control makes a vital contribution to administrative functions (Murphy, 1982).

Kani (1973) noted that where discipline and self control for the purpose of holding undesirable impulses or habits in checks, fails, that organization or management becomes problematic and automatically will

affect the smooth running of that institution. Behavior problems in schools are by all means a recent phenomenon. It has existed in all cultures and in all epochs of record history.

Teachers expect a certain amount of indiscipline and know that much of it arises from the conditions under which learning is expected to take place, the physical and social constraints put upon the children, the pressure of peer group, the interrelationship with the teacher himself all of which if not taken into proper consideration will affect the smooth running of the administration.

REVIEW OF RELATED LITERATURE

Problems Facing Secondary School Administrators

Goodlad's analysis (1975) on paradigm shift for schools argues that the survival of school as legitimate social institution depends on the ability of school leaders/administrators to reconceptualize and define the purpose and processes of schooling. To him however, reconceptualization of the school must take into account the interactive effects of the school leadership, school organization, management and institution, and the school's unique history. Goodlad's analyses asserted that where such leaders lack ability there are bound to be administrative hiccups or problems. Brophy (1983) on the other hand underscores these findings: research on well-administered schools indicates that an autocratic style of leadership environment incorporating teacher-student problem solving, as well as lack of activities to promote self-esteem and belonging is less effective in ensuring a well-administered school.

Wayson and Lasley (1984) note that one of the major problems facing school administrators is the increasing violence and indiscipline in schools especially among the majority of their populations whom they identify as pupils.

Wayson and Lasley (1984) further noted that even in school environments with excellent preventive discipline, problems still rise and must be addressed. Duke (1989) writes:

....what is known about the organization of orderly schools is that they are characterized by commitment of appropriate principal-teacher interaction, appropriate teacher-student relationship, clear behavior expectations of students, rules, sanctions and procedures are discussed, debated and frequently formalized into school management plans. To balance this emphasis on formal procedure, the climate in these organizations conveys concerns for students as individuals. This concern manifests in a variety of ways including efforts to involve every member of staff in decision making, involve students in decision affecting them, school goals that recognize multiple forms of student achievement and de-emphasis on homogeneous grouping. Where all these are lacking the administration of such a school is bound to face problems.

The Annual Gallup Poll of the Public Attitudes towards the public schools has identified "lack of discipline, misappropriation of school funds, misappropriates teachers-pupil's interaction, lack of community involvement in school administration" as some of the serious problems facing nation's educational systems. School personnel are gravely concerned about disorder and danger in school environment and with good reason. Each month, approximately three percent in rural schools are robbed or physically attacked. Nearly 17,000 students per month experience physical injuries serious enough to require medical attention (Harvard Education Letter 1987).

In addition to school discipline issues, American classrooms are frequently plagued by others, more minor kinds of misbehavior which disrupt the flow of classroom activities and interfere with learning. Approximately one-half of all classroom time is taken up with activities other than instruction and discipline and problems are responsible for this lost instructional time (Cotton 1990). When the unit of

analysis is the entire school, researchers have conducted comparative studies of well-administered schools and poorly administered schools to identify critical differences in administrative problems. From the research has emerged a list of elements commonly found in well managed schools.

The following components of well-managed schools are identified in the work of Stallings and Mohlam (1981) Smedley and Willower (1981) and Wayson and Lassley (1984)

- i. Commitment on the parts of all staff
- ii. High behavioral expectations
- iii. Clear and broad based rules
- iv. A visible supportive principal
- v. Warm school climate
- vi. Close tie with communities

Doyle (1989) identified the following as contributing to poor administration of schools

- i. Lack of increase visibility and informal involvement in the everyday life of the school
- ii. Lack of increase personal interactions with students
- iii. Lack of appropriate staff development activities.

Burshwell (1977) observed that the effectiveness of a school administrator depends on what he termed as performance contract which according to him is an agreement between an administrator and the school board that link the administrators pay to the indicators of job performance. Most commonly, performance contract include bonuses for a job "well done", and less often salary decreases for poor performance. Fullen and Stragalbaven (1984) have said that is common to find excellent to find excellent teachers in different schools but unusual to find quality work done in these schools unless the principal often uses appropriate leadership style concerning work assignment rather than the individual task in administrative staffing.

Albany (1985) argue that too many school systems operate without any well defined and orderly distributing of task, authority and responsibility and that many more have perpetuated a staff that has grown up around the personal interest and special capabilities of individual staff members without adequate regard for the total job to be done. Mink and Shultz (1979) observed that institutions, organizations in general not merely schools are being challenged today because of their inability to respond flexibly and appropriately to the needs of employees, the environment and students.

To survive, organizations need to be based on principles of adaptability rather than predictability, so that they can respond definitely to shifts in a changing social environment. The open organizational institution is one that is open to feedback, pressures and needs and consequently remains adaptable.

Mink and Shultz describe the open organization as an energy exchange system, one that functions as an integrated whole that has unity and coherence, unity of purpose and internal and external responsiveness. To remain open and healthy, workers must collaborate continuously in decision making and problem solving.

A great deal of research has been undertaken into the problems of school administration. One of the researches in this field was done by Lowenstein et al (1975) who highlighted the importance of unfavorable home background; the premature acquisition of adult experience; responsibilities and status of parents at home which makes school appear petty and restrictive; anti-authoritarian and anti-school attitudes fostered in the home and support by anti-education neighborhood culture. They went on further to identify homes in which serious tensions in family relationship and / or where parental authority is exercised harshly and pupils who attend but have formal interest in school and so consciously decide to subvert any orderly classroom behavior for their own social or perverse pleasure.

A survey conducted by MetLife's found out that majority of principal and teachers believe that the lack of supervision at home, lack of family involvement in school and exposure to violence in mass media has a greater contribution for the problems school administrators face in schools. Society in a whole has a great contribution to the problems school administrators face in school because what happens in schools is a reflection of what is going on in society. Children model the type of behaviors they are exposed to and most times they see their peers and adults defying authorities and apply it to their relationship with other school children at school and with school itself (Gage and Berliner, 1984). Sian and Ugwuegbu (1980) identified other problems facing educational administrators especially in most African schools as:

- i. Rules and regulations in schools.
- ii. Large/overcrowded classes.
- iii. Lack or inadequate supervision of pupils during break giving older and strong pupils the opportunity to bully the younger ones.
- iv. The authority vested in the teachers, principals in some schools are the only person with limitations on their time.

In wanting to see the work of the reforming principals in perspective Hanny Brougham et al (1963) complained with increasing emphasis that the financial endowment of the schools were being misused and ambition, new middle class resentful of privileged and nepotism found in public school trusts. Some of the problems that the principals face in administering institution according to Shana and Yanch (1964) points two aspects:

The increase in special field and services has multiplied both duties and responsibilities of principals and supervisors. Some of the problems of leadership are related to scheduling pupils time, evaluating a programme in terms of which his own preparation is meager, and the apparent inability of some special subject teacher to see their field as a component of a total programme of school living. Similarly, Roethlisberger has reminded us that, when we speak of principals, we are talking about human beings responding in their way, to a situation because the problem is primarily a not a technical problem.

Torthorstein Veblen (1986) has suggested that the principal is characterized by "trained in capacity" that is though he is expert in one area; he is, of necessity in /expert in other areas.

Similarly, Robert Durbin (1986) put it: "the intensity of his training is one area meant training in other areas is usually neglected. The intensity of concentration upon the problems of one area means that considerations of surrounding areas is often the problems of one area means that considerations of surrounding areas is often limited to the "all other things being equal" approach to the principal who coordinates the work of different kinds of task, all other things are not equal". They must be considered as important variable in a total situation. In another instance, Michael D. (1987) argue that the whole business of administering a school has become so complicated that we must learn to be professional...it is manifested absurd to suppose that any man or woman (an successfully take over a school without any previous knowledge or experience of the skills and art of command).

In Sierra Leone, general attempts have been made to look into the problems of school administration and committees have been set up to plan the education system – Dr. E.F Slaight (1963) a UNESCO expert in education to cover the period 1964-1970.

In this study, Dr. E.F Slaight highlighted the problems common with educational administration in the country. Among them, he sighted the lack of equipment and fund as well as other teaching and learning materials. The 1970 white paper aimed at raising the standard of education as well as reducing its administrative problem. Slaight (1963) reported further that, the training of more teachers and the improvement in their economic development has also seen the deprivation of education in Sierra Leone. Summer (1963) considered poor condition of service as a root cause of attrition in the Sierra Leone

teaching service. He noted that, teaching has not attracted many recruits and existing teachers are discouraged because of the smallness of teacher's salaries.

This is evidently true as some teachers have left the teaching field for better paid jobs in Non Governmental Organizations (NGO'S), the civil service and forces more than any other set of people. He also further stated that what can be urgent and true for today is to enable teachers to live a more decent and respectable life under the existing economic condition of teaching should be a stable profession. In support of Summer's views, Francoise and Polsenthwaite (1989) said that low salaries of teachers has accelerated in recent years due to global economic crisis and conservative budgetary cut in most national system.

They also cited the non adjustment of teacher's salaries for inflation being the cause of teachers leaving the profession. They concluded that "even though such cases were alleviated by promotion, increment on other payments in kind the effect and motivation has been laid".

Burrup and Brainly (1982) has mentioned that fringe benefits rank next to attractive salaries for efficiency and maximum production because they are not taxable.

Their views were supported by Cameron and Dodd (1984) who said that most teachers in Tanzania have left the teaching profession because they did not enjoy fringe benefits as their counterparts in the civil service.

A UNESCO report (1963) stated the view that the advancement in education in the world today has been hindered by serious shortage of teaching staff, with less incentive like fringe benefits.

Lack of attraction and professional growth has made people to quit teaching and hence creating the problem of teacher shortage.

Jun Joba al (1966) discusses exhaustively factors that force teachers and that lack of opportunities to develop ideas and professional growth of the teacher is not enough and thus it is natural for individual to seek satisfaction of their need elsewhere. This idea was supported by Joseph Waltz (1974) who among other things stated that the teaching profession has become unattractive because teachers did not enjoy the autonomy found in medicine, law or engineering. This has led to "brain drain" in the teaching profession.

A.S Hartwell (1970) made some analysis of attitudinal and structural factors, which could be associated with teacher attraction. He believes that failure to attract adequate number of teachers into the system, as well as failure to retain many of those drawn in the system. This according to him was due to the negative attitude of the employers and the public to the teaching profession. The lack of respect, prestige and recognition especially in the community tended to be more related to the desire to forsake teaching.

The leadership style of the school head motivates the teachers in the school and also instills discipline in the pupils. Mbiti (1976) in his book the Foundation of School Administration named democracy, love and fair play to be the qualities of a school head that brings peace and harmony among teachers in schools. He emphasized fairness in promotion, delegation of duties and appointment to position of trust as cardinal to good administration. He stated that a deviation from these norms could create problems for administrators. At times, there may be conflict because of partiality treatment.

D L Summer (1963) stated that lack of finance to buy equipment, poor conditions of service has led to teacher attrition, attitude of employers and the community at large and leadership style principal are among the causes of problems of school administration.

As the principal cannot work alone there is need to delegate some duties to the other teachers around him. Failure to do this will result into disciplinary problem and might lead to declining standard of pupils and falling teacher efficiency. (des. 1988) said that in a well-balanced school, the head and governing body will work in a closed and balanced relationship. A number of surveys have been conducted which

emphasized that for a school to be effective it should be run like commercial organization. This is stated in her majesty's ten good schools (1977) Peters and Waterman's.

In search of excellence (1982) Goldsmith and Cutter buck's the wiring steal (1984) and the National Commission on Education's Success against the odds (1995) are examples of such surveys. It is true that when schools do not succeed because they don't accept change.

(Peter and Waterman's 1982)stated that a major reason for excellence in the seventy-five most highly regarded American companies is the habitual acceptance of change. Successful administrators have a distinctive mix of knowledge, skills, personal attitudes and values; this is what makes them succeed.

(Harvey and Jones 1988) stated that an administrator's ability to create and manage the future in the way that we wish is what differentiates the good manager from the bad. According to Baron and Howell (1974) the clergyman was mainly responsible for the administration of schools in Sierra Leone. He appointed and dismissed teachers, kept such account as necessary, and saw to the maintenance and repair of school property. He supervised and shared in the construction of school buildings. He was also intimately concerned with the discipline and welfare of individual children. This pattern from England and Wales was adopted in Sierra Leone. However, each school had its own unique system of administrative body, comprising mainly of the proprietors of the school or their nominees. A visiting committee administered schools like the Annie Walsh and the Grammar School which belonged to the Anglican Mission. The committee was charged with the responsibility of appraising teachers, keeping accounts, seeing to the maintenance and repair of school premises and discipline in the school.

This system has changed since the education act of 1964. The proprietors of missions now only have five out of twelve in the governing body of schools. The Ministry of Education has power to appoint anybody to be chairman.

Research by Logan et al, (1984) analyzed the forces at work and the argument being employed in school governing bodies as observed by the researchers. The findings from the research by Logan et al indicated that one of the major hindrances to effective work by governing bodies was their uncertainty of purpose. They faced a wide range of expectations and demands but had been left to negotiate and accommodate their role with other involved institutions. Any attempt to clarify the proper function of these bodies was therefore to be welcomed, although it would likely be interpreted in different ways by different local authorities.

Musa (1980) evaluated the board of governors in selected secondary schools in the Western area and southern province in Sierra Leone only. Musa's approach was qualitative in nature, focusing on specific aspects such as board members dissatisfaction with their financial rewards on attending meetings. Their availability to attend board meetings and to visits schools. No focus was directed to the activities of the board in relation to their statutory responsibilities as contained in the education act of 1964. The limitation of these studies (Palmer, 1966, Musa 1980) was to provide an in depth evaluation of the activities or functions of the board of governors make it impossible for any meaningful generalization to be made regarding the effectiveness of board of governors of Sierra Leone as managers of secondary schools.

(Thorpe 1996) states that the position of school administrators is this open to invasion by other and more organized interest. Being without support in any structure except that of the Ministry of Education to which Board of Governors are subordinate and yet in potential completion, there has been little to keep them from failing completely under its control or the control of the political parties associated with it.

Mara (1981) stated, "it is not uncommon that channels of information essential to determine and carry out policy in higher education can create administrative problems.

This is particularly true when the channels of information are both over burdened and undeveloped. It is argued that improving or strengthening these channels would not solve the problems in schools but it will minimize their disasters. He further stated that the quest for knowledge by many people implies that the quality of teachers should be examined.

Okoru (1971) attributed the problem of secondary school to shortage of science teachers in technical subject's areas, lateness and indiscipline among staff and pupils.

Mara (1981) said closely related to tribalism the son the soil sentiment has also affected the smooth administration of secondary schools. It is commonplace with people claiming to be sons of the soil to disregard the authority of people who are not sons of the soil. In 1987 the International Labor Organization reported that the fall in teachers pay by 50% or more in some countries has had devastating effect on the teaching profession by the departure of the most productive and qualified teachers. The report ended by saying since teachers, like other civil servants, were concerned with making a living, they augmented their earnings by engaging in secondary and their jobs, and their level of motivation to say in the teaching profession became negative. This review on past studies on how secondary schools are administered in Sierra Leone tried to show specific factors influence the school and therefore their role.

2.02 Problems Caused by Some Teachers in School Administration

Mwawanda (1980) noted that very seldom would teachers acknowledge their culpability for disciplinary problems at school. The blame is usually laid on the pupils and their parents who according to them "did not bring them up properly".

He argued that teachers can cause children to misbehave as a result of how they interact with them at school, particularly in classroom.

Some teachers Mwawanda noted are found of:

- i. Having little regard for pupil's feelings and ridicules, belittle and humiliate them.
- ii. Being punitive, rigid and know no other method of establishing discipline except corporal punishment class.
- iii. Coming to class unprepared and drunk; late or improperly dressed which is highly unlikely to engender respect for them in their pupils.
- iv. Using the classroom as a platform for destructive criticism for pupils parents and culture, believing they to have some sort of immunity with regards to arousing children's resentment.

He maintained that children would be unlikely to engender respect for such teachers thereby creating a state of tension in schools.

Manly (1982) noted that some teachers give pupils give pupils assignment that are too difficult for them, being unable to answer their questions satisfactorily or setting unreasonably and inflexible deadline for assignments and having groups of favored and disliked pupils. Most times teachers may want to evade responsibilities in schools leaving the job entirely in the hands of theirs especially when they perceive their heads as been autocratic or when they lack job satisfaction. Such teachers can let things happening in the wrong direction without addressing it. They always make reference to those responsible (Robert, 1985).

Other Sources of Problems for School Administrators

Keller (1994) carried out a study in the United States of America in which he identified certain factors, which are likely to cause administrative problems in schools.

Among the problems listed are:

- i. The inconsistency in disciplinary problems in schools.
- ii. The lack of clear and firm disciplinary practices.
- iii. Excessive familiarity with students Parke, 91977) contributed that rules and regulating when not explained in advance, including reasons behind them and consequences for violating such rules and regulations, there is bound to be problem for children to perceive school rules and regulations as necessary and consequently will result to violence and tensions in schools.

Meek, (1992) identified the mere look of school campuses and their site of locations as characteristics of good schools. He propounded further that schools that are situated in crowd and noisy environments are very likely to face disturbances from the public and that tidy school campuses are as a result of the principals' effective handlings school resources and they deal with workers. They Interagency Network for Education Emergencies INEE (2002) observed that schools which do not have operational manuals are likely to face problems in running these schools.

These operational manuals should include the following:

- i. Academic calendars – what holidays will be celebrated and instructional periods.
- ii. School site selection and construction.
- iii. Testing, grading and accreditation procedures including date and format of report cards.
- iv. School staffs and staff recruitment including qualification for employment, termination and structure for handling grievances including reporting structures and job descriptions.
- v. Management of school property and operational funds including protocols for the collection and accountability of school fees.
- vi. Preferred range of class size and or student; teacher ratios.
- vii. Expectations of school administration including job descriptions, student registers, codes of conduct for students and teachers, regularity of meetings with staff and Parent teachers Association
- viii. Student admissions, grading systems and student promotion
- ix. Process of student registration and transfer
- x. Process of teacher replacement, assignment
- xi. Guidelines for PTA's/school management committees
- xii. Policies of non-discrimination by gender and ethnic group.

In poorly managed schools or crisis schools, school management is typically weak as community leaders and teachers take no roles in school management. This lack of school management experience could come to a more critical moment it teachers are not employed, school management committee organized and long-term education systems put place (INEE, 2002). When head teachers perform their duties alone, proper systems of accountability and job expectations become a problem. To sole this, district and regional supervisors of head teachers should be included in any head training. Additionally, the head teacher should be trained with a senior teacher or deputy head master. This strategy builds the institutional capacity of the school and supports the head teacher in implementing changes in the school (INEE, 2002).

Though this work was dealing with head teachers of primary schools, it bears relationship with the work the researcher is investigating. Given the size of some secondary schools today, it has become fashionable to talk and write of the administrative task of the principal and that considerable efforts should be made to providing training for educational administrations but not new development however desirable is without danger and the possibility of negative side effect. If tasks, power and responsibility

are to be distributed among working staff in an orderly manner, some logical analysis and description of the tasks to be performed must be made.

Other Five Administrative Problems which Secondary School Administration Encounters

Parental Problems:

Parents want a safe school environment for their children, wholesome extracurricular activities and good teachers. Complaints arise when parents feel that one or more of these elements is missing. When this happens, the administrator must work with the parents to resolve the conflict. If the complaint is not settled at the school level, the parent may contact the school board of governors. If there is still no resolution, the parent may feel that a lawsuit is the only recourse.

Staff Problems:

Administrative issues with teachers and other staff members can run the gamut from complaints about teacher evaluations to program changes to lack of supplies. Administrators address pedagogical difficulties and work with staff to solve problems that hinder learning. It is challenging to create an orderly and task-oriented atmosphere in which all stakeholders are considered.

District Problems:

School districts receive funding from state, federal and local sources. The federal government adds money to state and local funds, but it doesn't mandate fiscal equality between schools within a district. Administrators have some discretion over how funds are allocated for staffing at their schools. Since they are accountable to the district for standards-based learning, they must choose their staff wisely in order to accomplish that goal.

Inadequate Funding:

The administrator and indeed the entire administration of secondary schools today have been face with the issue of adequate funding. From lack of school equipment to the non availability of necessary machineries' needed to develop the schools. This has boils down to the issues of funds. A situation where most administration does not know what accrues to them from both the local, national level. Even if they still come, they are insufficient compare to the number of projects that needs to be done in the school.

Incessant Government Policies

Government policies which have become so frequent and incessant have really affected the administration of secondary schools. On begin to look at situations where any new government or Minister of Education that comes into power or appointed will want to be known or heard by outlining his own policy, why are sometimes not compatible to the work on ground. This has led to case where most secondary schools curriculum are not properly followed or handled.

Education Problems in Public Schools:

The first and foremost educational problem of public schools is the larger school size and student population. On an average, most public schools are twice the size of private schools.

According to a survey, they have an average of thirteen students per teacher. This may be due to free Education offered in public schools. Whatever may be the reason, students of public schools receive less individual attention, as compared to private school students.

Since public school education is free at certain percent, the academic curricula and program may not be as refined as those of private schools. Usually, they offer the same programs and standardized tests for all the students. In short, what the students learn in public schools is decided by the state. On the other hand,

private schools offer alternative curricula and have their own assessment system. In public schools, all the students get admission, irrespective of the student's talent. They cannot deny any student who has applied for admission. Sometimes, this may result in a slow learning pace for the talented students. On the other hand, private schools have full authority to reject a student who is up to the mark. Hence, many times, private schools perform better in standard achievement tests. Educational problems in public schools include higher rate of violence and student dropout. It is due to the fact that these schools accept all students, irrespective of their behavior and talent. In the case of private schools, they select students on the basis of their assessment, thus resulting in a safer environment.

In summary, the main problems of school administration revealed that too many systems operate without any well-defined and orderly distribution of tasks, authority and responsibility and that many more have tended to perpetuate a staff that has grown up around the personal interest and special capabilities of individual staff members without adequate regard to the total job to be done. It has been established by other researchers that lack of affection and professional growth in the teaching field has made teachers to quit teaching hence creating a problem of teacher to quit teaching hence creating a problem of teacher shortage and eventually learning process. Also established are the lacks of discipline and high incidence of violence in schools coupled with assertive with assertive disciplinary practices such as corporal punishment.

Established in the review are the lacks of equipment and funds as well as other teaching and learning materials. Henry Broughumet al (2000) complained with increasing emphasis that, the financial endowments of the schools were being misused. Poor conditions of service, low salary scale for teaching, resulting into a deplorable standard of living is also considered as a root cause for teacher attrition from teaching profession all of which are evident in the schools un

RESEARCH METHODOLOGY

This chapter highlighted the various methods and procedures the researcher will adopted in conducting the study and also in addressing the questions raised by the research objectives in the first chapter of this document. This chapter comprises the following: Research methodology, research design the description of the study area, area population sample frame work, and research instrument, sources of data, data procedure, and analysis, Ethical consideration. The purpose of this qualitative study is to investigate the problems faced by administrators in selected secondary schools in Kenema city. The purpose of all research in general is to “systematic process by which we know more about something than we did before engaging in the process” (Merriam, 2009). Qualitative research has become a common field of study with its own conferences, journals, and literature (Merriam, 2009). Qualitative research, rather than determining cause and effect, or predicting or describing the distribution of an attribute among a population, is interested in uncovering the meaning of a phenomenon for those involved in order to attempt to understand how people make sense of their lives and experiences (Crotty, 1998; Merriam, 2009). Qualitative research is a broad approach to the study of social phenomena.

Qualitative research typically takes place in the natural world, uses multiple methods that are interactive and humanistic, focuses on context, is emergent rather than tightly prefigured, and is fundamentally interpretive (Marshall & Rossman, 2011; Merriam, 2009). A qualitative researcher understands that there is no single approach that will work, but that there are multiple truths, and that they are all valid (Merriam, 2009). The varied approaches include, but are not limited to, case studies, phenomenology, ethnographies, grounded theory, narrative analysis, and critical research (Merriam, 2009). The data and findings from qualitative research are richly descriptive and presented as themes and categories, and

focus on meaning, understanding, and process (Merriam, 2009). The qualitative method will help provide more detailed information from administrators about the problems faced in schools.

RESEARCH DESIGN

A research design is arrangement of collection and analysis of data in a manner. It is also the conceptual structure within which the research is conducted. It contains the blue print for the collection of data measurement (Sanjeev, 2010). The research was designed and carried out as diagnostic survey involving an interview scheduled with persons that are related to educational administration in four selected secondary schools in Kenema City. The design of the study was descriptive in nature. A qualitative methodology was used in a case study allows the researcher to gather in-depth information about the perceptions and experiences of the participants. Creswell (2007) defined a case study as “an exploration of a bounded system (case), through detailed, in-depth data collection involving multiple sources of information” The case study format is the most appropriate format to use to understand the perceptions of the participants by using the observation and interviewing process. The qualitative method will help provide more detailed information from high school administrators, who attend professional development activities. A qualitative methodology when used in the case study allows the researcher to gather in depth information about perception and experiences of participants administrators (Creswell 2007) defined a case study as an exploration of a bounded system (Case), through detailed, in depth data collection involving multiple sources of information.

The case study formats is the most appropriate format to use to understand the perceptions of the participants by using observation and interviewing process. The qualitative method will help provide more detailed information from administrators about the problems faced in schools.

DESCRIPTION OF THE STUDY AREA

This research is been carried out in Kenema city in the Eastern Region of Sierra Leone. Sierra Leone is divided in sixteen (16) political administrative districts. The Northern region having seven (7) districts, the south with four (4) districts, comprising and the eastern region with three (3) and western rural and western urban district respectively.

Kenema is a regional headquarter of the eastern region, Kenema district has sixteen chiefdoms as follows:

- Nomo
- Nongowa
- Simbaru
- Small Bo
- Tunkia
- Wandor
- Dama
- Dodo
- Guara
- Gorama Mende
- Kanu Lekpeyama
- Koya
- Niawa
- Lower Bambara

- Malegohun
- Langrama

STUDY POPULATION AND SAMPLING SIZE

The research seeks to access the problems of administration in four selected secondary schools in Kenema city. In a bid to achieve the targeted objectives of this research, the study population will include school administrators (principals), teaching staff, students and other stake holders in education in Kenema city. The research primarily focuses on four specific secondary schools in the city. The schools are:

1. Kenema Government senior secondary school
2. Ahmadiyya senior secondary school
3. Holy Trinity secondary school
4. The Door International Academy Secondary School.

For the purpose of the study and due to time constraints, the research will be restricted to four principals (4) interviewed and forty (40) teaching staffs and sixty (60) students drawn from the selected schools.

SAMPLING METHOD

This study used random sampling methods. The term random essentially means that every subject has equal chance of being assigned to any group (Borg, Gall, & Gall, 2007; Creswell, 2007; Glense, 2006). According to Creswell (2007), random sampling is a process that first ensures every unit in a population has an equal chance of being chosen for the study sample and then ensures that each unit in the study sample has equal chance of being assigned. In this study the participants were selected from four (4) schools. To qualify for selection, participants were currently serving as a high school administrator within Kenema city. The study was not intended to include elementary or middle school administrators.

DATA COLLECTION INSTRUMENTS

The researcher will use qualitative approaches which include observation and interviewing high school administrators related to the educational administration in four selected secondary in Kenema city. Collecting data is mainly based on primary sources gained from the key actors and executives of the various schools selected in Kenema city. Therefore, the research instruments used for this study include:

- Interviews- the research conducted one to one interview with the selected principals in the study area in order to get an immediate feedback.

Face to face interviews will also be conducted Interview will be recorded and transcribed by the researcher.

Through the face-to-face semi-structured interview process, a large amount of data were gathered with respect to the key informants' perceptions. It was my intent, as the researcher, to consolidate, reduce, and interpret what the participants said and whether researcher saw and read (Merriam, 2009). Because of the amount of data collected, it was important to understand that data collection and analysis go hand in hand to build a coherent interpretation (Marshall & Rossman, 2011). The researcher (myself) needed to analyze as he goes along, "both to adjust his observation strategies, shifting some emphasis toward those experiences which bear upon the development of his understanding, and generally, to exercise control over his emerging ideas by virtually simultaneous checking or testing of these ideas" (Marshall & Rossman, 2001). According to Rubin and Rubin (2005), it was very important

to have the interviews transcribed, reviewed by the researcher along with the audio in order to fill in any inaudible portions and to make context of the transcript. Once the transcripts were available, it was necessary to code the data.

The face to face interviewing will focused on the problems faced by educational administrators in selected secondary in Kenema.

- Observations- The researcher made ten(10) times visit to study the area in order to have first hand information and to verify some of the information that are not easily expressed

SOURCES OF DATA: The data used in the research were derived from both primary and secondary sources

The primary sources- here, data is collected from the head through information gathered from the research questions posed, personal observation made in the field and the one to one interview conducted with the participant in the study area

- The secondary source- here, data is obtained from text books peer review journals, articles published manuscripts, news papers and intense materials

INTERVIEW

The purpose of this study was to analysis problems faced by educational administrators in selected secondary schools in Kenema city. Specifically, I used a semi-structured protocol and the following procedures for this study:

1. Ensured all participants had been given an informed consent for dissertation research participation that explained the purpose of the study, the rights of each participant, risks associated with participation and the participants' right to withdraw (Marshall & Rossman, 2011).
2. The interviews took place at locations chosen by the key informants to ensure they were comfortable and inconvenienced as little as possible (Rubin & Rubin, 2005).
3. As the researcher, I brought all necessary materials: interview protocol, two and a notebook for field notes.
4. Prior to the interview beginning, I again obtained permission from the participant to continue with the interview. I then spent time having a casual conversation with each of the key informants (participants). I explained again the purpose of the study, the rationale for recording the interviews and how I would follow up for trustworthiness (Rubin & Rubin, 2005).
5. After asking for permission to the interview and observation, I began the interview. I also took field notes during the interviews.
6. At the conclusion of each of the interviews, the key informants were thanked for their time. I informed them that if there were follow up questions, they would be called. Lastly, I shared that if they had any questions or concerns that they were encouraged to call.
7. The information were transcribed and sent to the key informants to check for accuracy prior to coding.

DATA ANALYSIS

A descriptive data analysis was done with the use relevant information gathered from respondents based on the research questions in the actual investigations and analysis steps were carefully taken to rule out detailed statistical analysis of the information obtained.

RESEARCH QUESTION:Data have been largely based on qualitative data analysis. The research questions were focused on the problems of administration in few selected secondary schools in Kenema city. The questions were further designed to match the research topic. Eg.

- a) 4 Principals were asked about some of the challenges in executing their jobs.
- b) Teaching staff were asked about salaries and other emoluments that may serve as motivation in the delivery of their services
- c) The general relationship between teachers and principals.
- d) The role of proprietors/proprietresses in the school administration
- e) Government's role in achieving the required function of the school

ETHICAL CONSIDERATION

Protecting the research, participants developing trust in them and protecting the integrity of the research were a very crucial to the success of this study (Crewell,2009) Within this study every effort was used to maintain trustworthiness of the research. Credibility, transferability, dependability, and conformability were four concepts that Lincoln and Guba stated were the naturalist's equivalents to internal validity, external validity, reliability, and objectivity of qualitative research (1985). In terms of credibility, I employed the technique of member checking after each interview. This method allowed the participant to determine the accuracy of the interviews. Each participant was asked to verify or review his or her statements for accuracy and completeness. Despite having prior knowledge of the research topic, I was cautious to not reveal any preconceived ideas or bias on the topic. An auditor was also used throughout the study to maintain the accuracy of the study. The auditor examined the process by which the research was conducted and examined the records. Providing the auditor with an audit trail established conformability of the study. Lincoln and Guba (1985) pointed out Halpern's six categories of an audit trail: raw data, data reduction and analysis, data reconstruction and synthesis, process notes, materials relating to intentions and dispositions, and instrument development. I provided the auditor with transcribed notes or field notes, taped recordings of interviews, theme categories, and my personal research journal. The auditor listened to the recorded interviews and evaluated the transcripts provided as to the correctness of their factual content. The auditor served as a consultant during the research process in terms of responding to emergent themes from the data.

SUMMARY

It was the intent of this chapter to describe the qualitative research methodology that was utilized in this study. The qualitative research methodology focused on a descriptive case study based on the goal of this research project, which was to explore the problems faced by educational administration in selected secondary schools in Kenema city. With knowledge of these administrators and teachers can better work together through the problems they faced and it can also help policy maker to know and address these problem in order to improve on the educational system.

DATA ANALYSIS AND PRESENTATION

General Description of Data: This chapter is on the general description, analysis and discussion of the data collected from the held through the use of interview schedule. The first is presentation and analysis of data. The second is using sample figures and colours to represent data.Information about the role of Board of Governors in the administration of the selected secondary schools

RESPONSES

Problems/Constraints: Board of Governors meets regularly – It was discovered that almost all Board Members of the selected school meet terminally with the administration of the schools in order to discuss issues related to the school administrations.

Board of Governors – Provision of school materials

It was also evident that 4 principal and about 10 school administrators were interviewed on this, about 80% of these figure said that the Board Members provide limited materials for the running of these schools. On the side of Boards visiting the schools, about 60% of respondents interviewed denied regular or routine visit by Board of Governors in the four selected secondary schools in Kenema. In response to other research questions, it was clear that the Board Members enjoyed special concession for admission of pupils in the schools, even though some of the pupils may not have the required entering qualifications. In addition therefore for the administration of the selected secondary schools in the Kenema City to be effective, the board of governors will have to meet with principals frequently rather than terminally provide material help and proved special routine visits to schools in other to acquaint themselves with the successes and failures of the administration and eventually helping to improve on the effective running of the administration. From the analysis given above, it was however revealed that boards of governors meet terminally with the selected secondary schools in the Kenema City.

None out of the four schools that were selected meet monthly. It is therefore clear that boards of governors do not meet frequently with school administrations. As a result of that, there is always poor relationship and hence or the opportunity to principals to do whatever they like.

The relationship between the boards of governors and the administration of the selected secondary schools in the Kenema City shows that there is no cordial relationship, which can therefore and eventually lead to administrative problems. It is definitely clear that boards of governors (participants) indicated that the problems of the boards of governors in the administration of the selected secondary schools in the Kenema City were:

- i. Terminal meetings with administrative heads (principals) (100%) and monthly meetings (0.00%).
- ii. Provision of material help to schools (0.00%)
- iii. Special routing visits to schools (0.00%) 60%

In summary therefore, as indicated by participants, to solve the problems of school administration, the various boards of governors of the selected secondary schools in the Kenema City should meet frequently (monthly), provide special help to schools and there should be a special routine visits to schools so that they (boards of governors) can constantly guide and protect the running of the administration.

TABLE 2: Problems faced by school principals in educational administering of selected secondary schools in the Kenema city.

Four principals were however asked to indicate their problems in the administration of the selected secondary school in Kenema city.

a) Problems/Constraints: All of them alluded to the fact that

a) Late payment of salaries

b) There was unnecessary interference of the Board of Governors in the administration

c) There was teacher affiliation in the schools

d) There was an indiscipline problem in schools

e) There were financial constraints in the school

In summary, late payment of salaries, teacher's attrition in schools, financial constraints and unnecessary interference of school board of governors into the affairs of schools and indiscipline were indicated as

problems of the school head (principals) in the administration of the selected secondary schools in the Kenema City.

INFORMATION: TEACHING STAFF

Problems of teaching staff in the selected secondary schools

Among the research questions posed to the teaching staff was what was the most posing challenges in the discharge of their functions. A total of 60 teachers were interviewed.

RESPONSES

It is categorically clear that the participants (Teachers) of the selected secondary school in Kenema city indicate that there are were three (3) problems faced by them in the deliverance of their services.

These problems are:-

- a) Overcrowding in classroom
80% of the 60 teachers alluded to the fact that there was overcrowding in the classrooms.
- b) Indiscipline in schools
100% of the teachers interviewed from the selected secondary schools in the study area agreed that indiscipline in the school as part of the problems of the school administration.
- c) Lack of appropriate teaching and learning materials
From the findings it was also evident that all the teachers accepted the facts that the inadequate provisions of both teaching and learning materials by the:
 - a) Proprietors
 - b) Board of Governors
- d) The governor is part of the challenges of the school administration.

However, the issues of salaries and other enrollment of teachers came out clearly as part of the problems i.e. delays in salary payment, low wages, and the absent of incentives. It was also evident from the findings that principals and teacher relationship was a challenge as most school administration do not encourage teaching staff as required. Based on the research question 75% of the pupils interviewed agreed that indiscipline, teacher's attitude to the classroom and lack of teaching and learning facilities compounded the problems of schools administration in the selected secondary in Kenema City.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the overall summary of the findings including, conclusion, and recommendations.

1.01 Summary of Findings

The findings of this study revealed that:

- i. The boards of governors of the selected secondary schools in the Kenema City meet school heads (administrators) on terminal basis hence their relationships with principals are not cordial.
- ii. The boards of governors provide no special help to school administrators.
- iii. The boards of governors provide no special routine visit to schools.
- iv. The problems of the principals in the administration of the selected secondary schools in the Kenema City were: late payment of salary, teacher attrition, disciplinary problems and financial constraints.

- v. The problems of teaching staff were: overcrowded classrooms, lack of adequate teaching and learning materials, disciplinary problems amongst pupils, lack of encouragement from school heads and late payment of salaries.
- vi. The problems of proprietors/proprietress in the administration of the selected secondary schools in the Kenema City were:
Readiness on the part of the principals to listen and execute mandate of the boards of governors, provision of inadequate teaching and learning materials in schools and school authorities to fight indiscipline. From the findings of this study that there should be enough funding for schools. Adequate infrastructure and adequate teaching and learning materials should be provided by the authorities' concerned. That the various school boards of governors frequently meet with school heads (principals) and their relationship should be cordial.

That the various school boards of governors provide essential help to school administrators and provide routine visits to schools. That there should be prompt payment of salaries; disciplinary problem and financial constraints to run the schools should be improved. That teaching and learning material should be available to most pupils and more structures should listen and ready to carry out instructions from the boards of governors and try to maintain discipline.

Conclusion

Based on the findings of this study, the following conclusions were reached:

- i. That one major constraint facing educational administrators (principals) is overcrowded classrooms which exceeds to teachers pupils ratio.
- ii. Another major constraint facing educational administrators (principals) is the lack of adequate and appropriate teaching and learning materials. For effective learning to take place, there should be adequate learning and teaching materials.
- iii. That trained and qualified teachers are leaving the teaching job for various reasons ranging from the search for lucrative jobs, smallness of teachers salary, disrespect on the part of the students and principals and lack of encouragement of teachers amongst others.
- iv. That proprietors/proprietress and administrators (principals) were uncompromising with respect to decisions binding the running of the school.
Schools authorities (principals and teaching staff) should fight indiscipline in the schools.

Recommendations

Based on the findings of this study, the following are therefore recommended:

That government through the Ministry of Education Science and Technology should provide encouraging salaries for teachers to meet up with the salaries of the enviable jobs on non-governmental organization such that teachers will not have cause for leaving the classrooms.

The boards of governors and proprietors/ proprietress should make sure that proper supervision of schools is done.

That principals and teaching staff should be encouraged to take decision independently from the boards of governors particularly those decisions that will be in the interest of the school. School authorities should encourage the involvement of parents/ community through the normal Parent Teachers Association (P.T.A) Meeting to help with the financial support of the schools. Government should help construct classrooms to accommodate the growing number of pupils in the schools so that the classrooms are not overcrowded. Teaching and learning materials including Audio-Visual should be provided for

schools. Governmental organizations and other agencies should help to construct school buildings and provide teaching and learning materials.

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