Challenges in the Management of Double Final Year Examination Students of 2012 in the Senior High Schools in South Dayi District, Volta Region, Ghana

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Abstract

The duration of Senior High School (SHS) education was made 4 years when the 2007 Education Reform was initiated. However, in December, 2008, a change of government reverted the duration to 3 years which resulted in two final year examination classes in all senior high schools in Ghana in the 2012 / 2013 academic year. This sparked off much debates in the media and general public outcry over the consequences of the reversion. The study engaged 143 respondents comprising teachers and heads using census sampling from three second cycle schools, Peki Senior High School, Peki Senior High Technical School and Kpeve Senior High Technical in South Dayi District of the Volta Region Questionnaire was used in quantitative design. Key findings included inadequacy of dormitories, dining halls, classrooms, computer laboratories and general resources and difficulty in maintaining discipline among the students. Some strategies adopted to contain the challenges were pairing two juniors in a bed, keeping trunks and chop-boxes on dormitory corridors in order to accommodate more students in the dormitories, and combining classes for students. Recommendations included government speeding up work on on-going infrastructural projects; sourcing additional funds from donors; Parent Teacher Association supporting government's effort and building capacity of teachers on preparation of 'NO' / and 'LOW' Cost teaching to improve teaching and learning outcomes, and adequate supply of technical systems preceding implementation of future new reforms.

Key words: Challenges, Reform, Double-Final-Year- Students, Headteacher, Teachers, Strategies

INTRODUCTION

Background to the Study

Management is defined by University of Toronto (2012) as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected goals. In other words, management is the process of planning, organizing, leading, and controlling the efforts of organizational members and of using all other organizational resources to achieve stated organizational goals. To this body, management is responsible for support activities of infrastructure (accounting, finance, strategic planning), human resource management (recruiting, training and development, compensation management), technology development (product and process improvement), and procurement (material acquisition). Ministry of Education and Human Resource Development, Kenya (1999) defined management as working with and through other people to accomplish set goals. From these definitions, it is realized that management focuses on the entire organization from both a short and a long-term perspective.

Ministry of Education and Human Resource Development, Kenya (1999) stressed that the effectiveness of an institutional management depends on a number of factors such as firm and professional leadership, shared vision, orderly and attractive working environment, maximum utilization of learning time, purposeful teaching, an efficient organization, high expectations, positive reinforcement with clear and fair discipline, monitoring progress and performance of students and the school, raising students' self-esteem and positions of responsibility, parental involvement in students' activities, and school-based staff development programmes. It adds that an effective headteacher as a manager engages in school development planning, management of resources, curriculum, and people in order to achieve institutional goals. Quist, Anyagre, Baafi-Frimpong and Opare (2003) believed that the

school head as an administrator/manager performs both management and administrative tasks/functions. According to them, the management functions of the head are planning, organizing, staffing, directing, co-ordinating, reporting, budgeting and delegating.

It is significant to note that every government educational policy for initiation is implemented by school managers / administrators. Such policies take the form of educational reforms. Reforms are meant to improve upon the system of education at all levels in order to achieve the goals of education. The implementation of educational reforms in Ghana dates back to the colonial era when the European merchants established castle schools (McWilliam & Kwamena-Poh, 1975). Since that time, various education reforms have been implemented at all levels of education from primary to tertiary. Some of these reforms were expressed in ordinances in 1852, 1882 and 1887. McWilliam and Kwamena-Poh (1975) went on to say that Governor Guggisberg also introduced major reforms into the educational system in the 1920s including Governor Roger's 1908 Reforms. They narrated that the British government that colonized the country formed various education review committees in 1929, 1930, 1937 and 1942. They said the nationalist government led by Dr. Kwame Nkrumah implemented an educational reform in 1951 code-named Accelerated Development Plan (ADP). The same government enacted the 1961 Act of Education. Successive governments also formed various education review committees to develop the system of education in the country. Some of these committees are the Kwapong Education Review Committee of 1967, Dzobo Committee Report of 1975 (New Structure and Content of Education), Education Reform Programme of 1987 (Evans-Anfom's Committee Report) and the 2007 Education Reform (Jophus Anamuah – Mensah's Committee Report).

Until 1987, the duration of secondary school education was 5 years and this led to award of 'Ordinary ('O') Level Certificate' after going through the General Certificate Examination (GCE) conducted by the West African Examinations Council (WAEC). The "O" Level was followed by a two-year sixth-form course for successful students to enable them get the GCE Advance ('A') Level certificate (Ghana Education Service, 2008). This made secondary school education duration 7 years. A major reform was introduced in 1987 which consisted of 6 years Primary, 3 years Junior Secondary, and 3 years Senior Secondary Education which replaced secondary level General Certificate of Education (GCE) Ordinary ('O') Level and Advanced ('A') Level and graduates awarded Senior Secondary School Certificate Examination (SSSCE) (Agbemabiese, 2007). Thus, the 7-year secondary education was replaced with a 3-year secondary education. It resulted in the reduction of first and second cycle school years from 17 to 12 years and the consequent reduction in the cost of education. The SSSCE curriculum emphasized students' skills acquisition, creativity and the arts of enquiry and problem solving and thus science and technology, vacations including Agricultural Science, Pre-Technical and Pre-Vocational courses, Ghanaian Languages, French, Cultural Studies, Social and Environmental Studies, and Health Protection courses were included.

His Excellency President J. A Kufuor's government, inaugurated a 29-member education review committee chaired by Professor Jophus Anamuah - Mensah, the then Vice Chancellor of the University of Education, Winneba, to review the entire educational system in the country with the view to making it more responsive to current challenges (Ministry of Education, Youth and Sports, 2004). Specifically, the Committee was required to examine the structure of education and to discuss issues affecting the development and delivery of education, the constrained access to different levels of the educational ladder, Information and Communication Technology (ICT) and Distance Education, professional development and the management and financing of education, in addition to other cross-cutting issues concerning the sector.

Antwi, Dela, Mensah and Awuddy (2007, p. 113) said "the committee among other things was required to address the limited provision of further education and skills training facilities for most Senior Secondary School (SSS) students and the inadequate provision of technical and vocational education at the second cycle". The committee went into operation and presented its reports to the government. According to the Ministry of Education, Youth and Sports (2004), the following are the key findings of the committee in relation to secondary education:

1.   The training for students at the Junior Secondary School (JSS) level was inadequate to equip young pupils with the basic reading, writing and numeracy skills required for further studies at the secondary level to international standards.
2.   The graduates being produced by the 1987 education reforms were too young (12 – 15) to acquire the skills of craftsmanship and industry.

3.   There had been a massive pouring of hundreds of thousands of unskilled, unemployable and rather young Ghanaians into the job market, and this cannot be afforded by a socially and economically responsible system since it amounts to waste of human resources.

4.   The transition rate for students that manage to complete JSS to Senior Secondary School (SSS) 1 was approximately 40%.

5.   Gender equality was a problem across all levels of education and at the SSS level, only 42.7% of the students were female. No nation could afford this high level of attrition.

6.   Technical education in Ghana which is a subsidiary of secondary education had been neglected since much emphasis was placed on grammar/general type of education. This is what has led to the great disparity in number between state SSS (474) as against state technical (23) and vocational (29) institutes.

As specified by Ministry of Education, Youth and Sports (2004, pp. 14 -32), basic education is to be attended for 11 years. This is made up of 2 years of kindergarten education, 6 years of primary education and 3 years of junior high school education. There must be 4 years of senior secondary school education. From the structure, it could be seen that kindergarten education has become a major component of formal education which was not so with previous reforms. The government considered it necessary to introduce high school education to replace secondary school education. The high school education is to consist of two distinct sections – Junior High School (JHS) and Senior High School (SHS). Guidance and Counselling was to be offered to JHS pupils to enable them choose the right programmes at the SHS level to suit their interest and career objectives.

Secondary education under the reform was supposed to be provided at senior high schools, technical and vocational institutes and also through apprenticeship schemes. It is organised to serve as a terminal education for entry into the world of work and also as a preparatory stage for entry into tertiary education at the universities, polytechnics, colleges of education and other tertiary institutions.

The subjects to be taught were categorised into four namely, General Education, Vocational Education, Technical Education and Agricultural Education. First and second year students were to study Computer Studies, General Science, Social Studies, Mathematics and English as compulsory subjects. French was to be added as a core subject when more French teachers were trained. Thus, the core subjects to be taught at the SHS levels are English Language, Mathematics, Integrated Science, Social Studies and ICT.

History has it that the implementation of each educational reform since the colonial days has not been without challenges. Educational administrators/managers have to grapple with these challenges in the management of their institutions. Tracing the duration of secondary school education in Ghana from 1987 to date (2013), one would say that it has not been stable. Before 1987, the duration of secondary school education was 7 years (Alex Kwapong Education Review Committee, 1967). This was reduced to 3 years by the 1987 Education Reform in order to reduce cost of education and the number of years spent in secondary school. Later when the 2007 Education Reform was initiated, it further increased the 3-year duration to 4 years. The reform project was initiated from 2000 to 2008. However, in December, 2008 with the change of government, the duration was changed to 3 years. Debates in the media from 2009 to 2012 on the reversal of SSS duration back to 3 years by the National Democratic Congress (NDC) administration showed that NDC was not happy with New Patriotic Party (NPP) administration's decision of reversing secondary school education to 4 years. As a result, when they took over the management of the country, they reduced the duration of SSS in February, 2009 from 4 years to 3 years on grounds that the 4-year change had been done by NPP (NPP Communication Directorate, 2012 & Wikimedia Foundation, 2013). The NPP Communication Directorate further added that NDC reinstituted the 3-year duration in order to fulfill a campaign manifesto of 2008 promise made to electorates. Anan (2009) reported that NPP judged NDC's 3-year duration decision as unconstitutional since the Education Act, 2008 (Act 778) declared that second cycle education shall consist of four years of senior high school education. NPP further argued that the retention of the 4-year duration was necessary because results of the past two years have shown that students who spent 4 years at SHS performed more excellently at the West African Senior School Certificate Exams than those who spent 3 years (Skinny, 2012).

Myjoyonline.com (2009) in stating the reason for NDC's reversion of SHS duration to 3 years, reported in the 27th May 2009 issue of the Daily Graphic that Professor Anamuah-Mensah was interviewed by them and he said that his 2007 education reform review committee, after looking at the two options of a three-year and a four-year duration for the SHS, settled on the three-year duration, with a caveat that infrastructure and resources would be devoted to the educational sector, particularly from the kindergarten to the junior high school (JHS) levels. To the committee, these levels form the foundation for the secondary and tertiary levels of education. The

committee thought that a good foundation would ensure the sterling performance of students at higher levels of education. The station further said Professor added that when the government accepted the report but made the duration four years, he thought that was because the infrastructural development and resources needed for the effective implementation of the three-year programme were not available. The 4-year duration would enable adequate infrastructure preparations to be made to enhance effective implementation. The source also said Professor made reference to a criterion reference test conducted which showed that only 10% of pupils gained mastery over literacy and numeracy skills in primary schools, and that showed that the conditions precedent for the 3-year programme were non-existent.

Mr. Lee Ocran, the chairman of the NDC's manifesto committee was also reported to have declared in parliament that the intention to reverse the 4-year system as Mr. Tettey-Enyo said was laudable but then there were deficiencies that must be considered and corrected. Government must be able to provide the facilities such as books, libraries and computer laboratories that would make teaching and learning possible. Anan (2009) concluded the argument by saying that if it is true that majority of the students cannot complete the syllabi successfully within 3 years to make them well-grounded for university education, there is no need to rush to revert the system to 3 years.

The immediate consequence of the 3-year SHS implementation by the government in 2009 is that it has led to the management of two final year examination classes in all senior high schools with the consequent management challenges. Whilst the political debate was going on, it attracted the attention of stakeholders who also contributed to it in many ways, all in a bid to either support or oppose the reversion. It is an undeniable fact that the implementation of the 3-year SHS programme has diverse implications for stakeholders. To begin with, students in the 4-year programme feels cheated as they has to spend more years and cost in school. The parents and guardians of such parents shared the same sentiment. However, the government of the day feels that it would reduce the cost of education in general. The implementation of the 3-year programme has resulted in the jam of two final year batches in all SHS in Ghana. This has created infrastructure, teaching-learning resource, and other facility management challenges for school managers to solve as no prior preparation was made for the effective implementation of the reform. It is, therefore, important to conduct a study into the challenges posed as a result of the double final year groups, 3-year and 4-year groups of the SHS implementation in the schools in order to discover and bring to light the complexities and the strategies that have come along with the second cycle education of the country.

Statement of the Problem

There had been much public outcry following the reversion of the 4-year SHS programme into 3 years for implementation in the country. The admission of the first batch of the 3-year fresh students coincided with the first final year batch of the 4-year group. This development immediately created a serious jam in student population. The outcry came from various stakeholders in education (politicians, parents, students, teachers, headmasters and media houses). They gave various reasons for this. Some of the views held were that it had led to the handling of two large final year examination groups with the consequent infrastructure, curriculum, workload, student leadership and other administrative management challenges. Ministry of Education, Science and Sports (2010) for instance has noted that the general admission rate in SHS increased from 37.6% in 2008/2009 to 41.8% in 2009/2010 and this has put pressure on existing infrastructure and resources (human and material) as the rate of infrastructural development could not match adequately with the rate of admission.

Michayahu (2012) anticipated the existence of inadequate classrooms and other facilities as students would enter the fourth year of senior high schools in September 2010 to begin the 2010/2011 academic year. Two final year student groups (3rd year and 4th year groups) are now in all the secondary schools. Are there enough facilities to enhance their upkeep? Kale-Dery in 2010 had reported in the Junior Graphic that graphic team toured some SHS in Accra, Winneba and Cape Coast and observed that the fresh students were being accommodated in assembly halls, science blocks, computer lab oratories, classrooms, libraries, canteens and uncompleted structures with some lessons being held under trees (Wikimedia Foundation, 2010). These structures were being used as dormitories and classrooms depending on the situation in each school. The team interacted with the heads who said they had to adjust beds in the existing dormitories to accommodate more students. The heads added that in some cases, chop-boxes and trunks of students had to be sent to corridors of dormitories in order to give more room to accommodate students. In some cases, students had to double themselves in a single bed. Thus, GES and WAEC have decided that the final year examination of the two batches in all schools in Ghana should be writing in April, 2013 when the juniors would have been vacated to enable the double final year examination students use their classrooms for their examinations. This clearly drew attention to the challenges in the management of the

two jammed final year groups and the strategies that must be adopted to ensure their effective and efficient management in schools. The management situation on the ground now may have been exacerbated as fresh students were taken on 15th October, 2012. A study into the challenges facing SHS heads in the management of double final year examination students in the South Dayi District was envisioned to reveal facts about the situation in the catchment area.

Purpose of the Study

The purpose of the study was to investigate into the challenges of management of double final year examination students in senior high schools in the South Dayi District of the Volta Region with specific objectives as follows:

1. Find out the challenges facing SHS heads in the management of the double final year examination students in South Dayi District.
2. Obtain information on the perceptions of SHS heads and teachers about the challenges being faced.
3. Identify the strategies the SHS heads have put in place to manage the challenges in their schools.

Research Questions

The questions that guided the study are:

1. What are the challenges facing SHS heads in the South Dayi District of the Volta Region in the management of the double final year examination students?
2. What are the perceptions of SHS heads and teachers in the district about the challenges being faced?
3. What strategies have the SHS heads put in place to manage the challenges in their schools?

Significance of the Study

The research findings would be of immense help to the SHS heads and teachers in the district in effective and efficient management of the double final year examination students in their custody at the time. Additionally, other SHS heads and teachers would find it useful in their practice. Moreover, heads of other educational institutions would find the findings valuable in their management of a large number of students in the face of acute challenges. The results of the study would further assist education policy makers in their policy formulation and implementation strategies. It would also make other stakeholders to be aware of the challenges being faced by SHS heads and teachers in the management of the double final year examination students in the South Dayi District. This would make them take steps to address the challenges. Above all, future researchers in the area would find it helpful in conducting researches.

Delimitation of the Study

This research concerned itself with challenges in the management of double final year examination students in the South Dayi District. Only the double final year examination students, and the teachers and heads in charge of them in senior high schools in the district were consulted for data.

Limitations of the Study

Data was not collected from the 3-year and 4-year double final year examination students whose presence created management challenges. This was because data was collected at the time these students were about beginning their final year examinations and it would not be ideal to approach them when their minds were occupied with examination tensions. This affected the richness of the findings in line with the challenges the students themselves faced.

REVIEW OF RELATED LITERATURE

Introduction

The study looked at the challenges in the management of the double final year examination students in the South Dayi District of the Volta Region. Review of literature covered the following sub-topics:

1. The concept of management and some management theories
2. Some recent educational reforms in Ghana
3. Challenges related to implementation of educational reforms.

4. Strategies used to address the challenges in managing large numbers of students.

The Concept of Management and Some Management Theories

The concept 'management' is defined by Yasin (2004) as the art, or science, of achieving goals through people. He adds that because managers also supervise, literally management can be interpreted to mean "looking over" - making sure people do what they are supposed to do. This means managers are expected to ensure greater productivity or continuous improvement in organizational activities. Managers must manage people, works, facilities, systems and most importantly results in their organizations effectively and efficiently. In a broader sense, Koontz and Weihrich (1990, p. 4), declared that management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims. This definition conveys several meanings about management. Firstly, it means managers carry out functions such as planning, organizing, staffing, leading, and controlling. It means it applies to any kind of organization. Moreover, it further applies to managers at all organizational levels. It also means the aim of management in all organizations is the same and this is to create surplus. Above all, management is concerned with ensuring effectiveness and efficiency in production and therefore increased productivity. This buttresses F. W. Taylor's definition of management when he said "Management is the art of knowing what you want to do in the best and cheapest way"(Taylor, 1856-1915, cited by Galbraith, 2000). Yasin (2004) explained further that management entails the acquisition of managerial competence, and effectiveness in problem solving, administration, human resource management, and organizational leadership.

University of Toronto (2012), and Koontz and Weihrich (1990) have defined management as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected goals1.In other words, they view management as the process of planning, organizing, leading, and controlling the efforts of organization members and of using all other organizational resources to achieve stated organizational goals.

Stoner and Wankel (2010) were of the opinion that management focuses on the entire organization from both a short and a long-term perspective. To them, it aims at increasing the effectiveness of organizations. Thus, they believed that management is about making the most of the resources entrusted to you as a manager, and making sure the expectations of customers, employees and shareholders are met. They concluded that management is also responsible for the support activities of infrastructure (accounting, finance, strategic planning), human resource management (recruiting, training and development, compensation management), technology development (product and process improvement), and procurement (material acquisition).

Montana and Bruce (2008) declared that over the years, the philosophical terminologies of "management" and "leadership" have in the organizational context, been used both as synonyms and with clearly differentiated meanings. According to them, debates have gone on about whether the use of these terms should be restricted, but generally they reflect an awareness of the distinction made by Burns (1978) between "transactional" leadership and "transformational" leadership. In other words, issues of management are issues of leadership. It is against this background that theories of leadership are regarded as theories on management and the functions of management are performed by the organizational leadership.

The concept of management is better understood when one looks at the role/functions of school heads in the management and administration of educational institutions. Quist, Anyagre, Baafi-Frimpong and Opare (2003) said the management functions of a head are planning, organizing, staffing, directing, co-ordinating, reporting, budgeting and delegating. The authors were thus of the view that a head of an institution performs both management and administrative functions as they outlined. They described planning as the process of working out in broad outline the things that need to be done and the methods for doing them in order to accomplish the purpose set for the organization. Here, the head anticipates the future and works out in broad outlines the things that need to be done and the methods for doing them. To enhance the achievement of institutional goals, he/she sets objectives, formulates policies, makes rules and sets up procedures for their implementation and enforcement. He/she looks at the subjects to be taught and plans for the recruitment of the requisite teachers to handle them. He/she plans for the procurement of instructional materials, the institution of a time-table committee for the preparation of the school time-table and many others. Planning involve putting a timetable in place to govern all the activities / operations to be carried out in the organization.

Ozigi (1981) and Quist, Anyagre, Baafi-Frimpong and Opare (2003) asserted that the headteacher performs administrative roles such as student personnel service; staff personnel service; physical facilities and

educational materials (school plant); financial and business management; curriculum, instruction and appraisal; and school-community relationship/public relations.

Under the student personnel service function, the authors said the head offers services to the learners and this is aimed at supplementing the regular classroom instruction that they receive from teachers. Such services include ensuring that teachers organize orientation services for newly admitted pupils to help them adjust to the school environment. He/she keeps admission registers and organizes for the keeping or marking of registers and controlling students' behaviour. He/she organizes for the operation of guidance coordinators, entertainment officers, school chaplains, school nurses, school prefects etc. Moreover, he/she organizes for school games and sporting activities. Again, he/she maintains school discipline through the Students Representative Councils (SRCs) and disciplinary committees he/she constitutes. Above all, it is the duty of the head to provide for welfare services for students. These welfare services include the provision of first-aid boxes to cater for the health needs of students and also ensuring that the physically and mentally challenged are given special education.

With the staff personnel service responsibility, the authors remarked that she school head has to manage both the teaching and the non-teaching staff. His/her role towards the management of the teaching staff includes attracting, selecting, motivating and keeping the staff; creating a congenial atmosphere or healthy school climate for the staff to operate; following the appropriate personnel policies like GNAT's conditions and terms of service and must also be conversant with the codes of ethics for teachers and the terms of the teachers' awards; and establishing the organizational chart and job description charts of the teachers and following them. Above all, he/she must establish clear channels of communication in the school. His/her management roles towards the non-teaching staff like the watchman, bursar, accountant, clerks, kitchen staff, carpenter, storekeeper, typists and ground workers should be seeing to the professional development and promotion of them; and ensuring that only those who are suitable are recruited and supervises their work. The head must portray to them that their contributions are valuable and give them the due respect.

Another significant administrative function the authors said the head performs is physical facilities and educational materials referred to as the school plant. It is the duty of the head to determine the plant needs of the school and mobilize resources to acquire them. Such plant needs are school buildings, school grounds and equipment needed for teaching. The head must expand these facilities and ensure their use. He/she must keep them safe, neat, attractive and in readiness for teaching and learning. If the school has a vehicle, he/she must control its use or movement. Above all, he/she must work for the procurement of teaching-learning materials; ensure their maintenance, effective and efficient use by teachers.

The authors also pointed out that the head carries out finance and business management as a role. It is the duty of the head to prepare the budget for the school once every year. The school budget refers to the school's programme expressed in fiscal terms. Budgeting involves estimating the expenditures necessary to support the school's programme and anticipating sources of revenue to meet the estimated expenditures. The school head is thus to provide and disburse funds to enhance the attainment of educational objectives and goals. The main source of income for the heads of basic schools are capitation grant, development levies, income from school farms and perhaps school fees. The head must keep proper accounts of the school monies and control his/her expenditures well. He/she must thus monitor school purchases by ensuring that such purchases are backed by receipts. There are three aspects of budget making namely the educational aspect, the financial aspect and the control aspect. Under the educational aspect, the budget is prepared based on the quality of education the people want or the philosophy of education of the people. This can be determined or measured by the head by looking at the programme of instruction, the needs of the children, guidance, repairs and maintenance of the school and the salary scales of the people. The head must note that his/her school estimates compete with other public estimates. His/her chief sources of funds are government grants, tuition fees, feeding grants from government and other internally generated funds (financial aspect). When the head prepares the estimates of income and expenditure once every year, he/she must submit it to either the board of governors or the school management committee for approval before they are eventually sent to the Ministry of Education for final approval and the release of the funds needed. Under the control aspect of the budget, the head is expected to ensure the proper management of the funds released. Occasionally, auditors go round to check the expenditures that are supported by receipts. It is the duty of the head to supervise the financial staff when they are using the money to ensure efficiency. He/she must see to it that proper quarterly and annual accounts are prepared and also ensure that the audit reports and queries are answered on time. Above, all his/her financial control role ends with he/she seeing to it that income received is invested or banked properly and that expenditures are made according to what had been estimated and approved by government.

Curriculum, instruction and appraisal are other administrative function that the authors contended the school head performs. This refers to all the activities in which the staffs of the school engage to plan, implement and evaluate in an instructional programme. This curriculum, instruction and appraisal is aimed at ensuring an all-round development of the learners i.e. cognitively, in psychomotor, affectively and spiritually. The head must endeavour to procure the needed syllabuses for the teachers to use in teaching their learners. He/she must see to the regular supply of the appropriate teaching and learning materials to enhance effective teaching and learning. It is also the duty of the head, to encourage his/her teachers to attend professional meetings like subject association meetings, in-service training, and promotion courses. The school head performs the following appraisal roles: 1. Organizing for quizzes, class exercises and examinations to be conducted by teachers and external examining bodies. He/she must ensure their prompt marking and keeping of records on them. 2. Ensuring that learners' reports are sent to their parents and guardians at the end of every term by urging the teachers to work on them promptly. 3. Doing systematic supervision of the work of his/her teachers to enhance performance by examining their lesson objectives, content, methods of teaching and evaluation procedures as well as their actual teaching, punctuality and regularity. Thus he/she must ensure that the teachers prepare their lesson plans and teach effectively. 4. Preparing and providing timetables for teachers and also preparing class attendance sheets on which subjects and periods are indicated for the teachers to write their names and sign each time they go to class for the period. 5. Organizing speech and prize giving days to report on the school's performance to parents and the general public.

The last but not the least administrative function the authors believed the head performs is school-community relationship/public relations. The head is expected to establish a healthy school community relationship since the school is established for the community and is seen as belonging to it. It is important that the head identifies whether the community in which the school is located is a village/urban and rich/poor one so that he/she can develop/design programmes that will meet their needs, aspirations and desires. To promote the realization of these needs, he/she must note and find out the occupational practices, values, aspirations and norms of the community. The head is expected to develop and implement plans that will improve upon the life of the community members. He/she could for example organize regular or periodic clean-ups and other health-related campaigns to keep the community healthy. He/she must keep the community informed about the school activities, policies, curricular changes and other new trends. The information could be disseminated to the community through the P.T.A. meetings, pupils/students, speech and prize giving days, open days, sporting times and durbars. He/she must co-operate and work with community agencies like churches, home, mass media, public libraries etc so as to develop and shape the behaviour of the learners as the community expects and desires. The head must be involved in community affairs so as to win the concern of the community and also identify the community resources that could be used to enhance teaching and learning e.g. community resource persons, park, post-office, palace etc.

Theories of Management

The following theories as identified by Galbraith (2000) and Yasin (2004) are reviewed: Scientific management theory, Administrative management theory, Behavioural management theory and Theories X and Y.

Scientific Management Theory

According to Galbraith (2000), this theory was propounded by Frederick Winslow Taylor (1856-1915) who was regarded as the father of Scientific Management. Taylor assumed that labor is not the cause of most problems in business and that it is only management which can provide solutions to the problems of business. Thus, the theory considers the involvement of labour and management in working together to attain common benefits/goals of an organization. The theory was based on how to increase production efficiency, produce at lower costs, raise profits and increase workers' salaries through increased productivity – wages should be proportional to output. Yasin (2004) narrated that Taylor persistently sought to overthrow management "by rule of thumb" and replaced it with actual timed observations leading to discovering "the one best way" of doing things. Moreover, he pressed for the systematic training of workers in "the one best practice" identified rather than allowing them to use their personal discretion in the performance of their tasks. He also believed that workload should be evenly shared between workers and management with management performing the science and instruction and workers performing labour tasks. Thus, each group must do the work for which it is best suited – management must manage whilst workers must work. He again demanded that standard conditions should be created at the workplace for workers to work where all the appliances they have to work with are made available to enable them accomplish their tasks on time. The worker should pay for any failure or loss made as a result of his/her performance. Taylor advocated the concept of breaking a complex task down into a number of subtasks, and optimizing the performance of the subtasks according to time. This led to his introduction of a time study principle where he insisted all work should be measured by accurate time study out of which a standard time should be established for the completion a given task/work by every worker.

It is significant to note however that many contemporary and historical critics have pointed out that Taylor's theory tends to dehumanize workers since it reduces them to the status of a machine e.g. hands should begin and end motion simultaneously, and the movement of arms should be simultaneous and made in opposite and symmetrical direction whilst work is being done. The critics also observed that the theory overlooks the social needs of workers as members of a group as it abhors the formation of associations and unions at the workplace (Baafi-Frimpong & Asare, 2012). Above all, it was noted that the theory concentrated primarily on the operational level – bottom level (individual workers at the workplace) of the organization and neglected issues at the top/upper hierarchy level of management/administration.

Nevertheless, it must be noted that Taylor's positions on Scientific Management were strongly influenced by the nature of the period in which he found himself - (1856 - 1917 where there was Industrial Revolution). It was a period of autocratic management where he turned to Science for the development his principles of scientific management as a solution to the inefficiencies and injustices of the period. It is essential to learn that the application of scientific management theory by Tailor yielded significant improvements in productivity. For example, the science of cutting metal, coal shovel design that he produced at Bethlehem Steel Works, reduced the workers needed to work on the shovels from 500 to 140, created worker incentive schemes, introduced a piece rate system for shop management, and created organizational influences in the development of the yields of industrial engineering, personnel development, and quality control.

Administrative Management Theory

The theory concentrates on how to create an organizational structure which leads to high efficiency and effectiveness (Baafi-Frimpong & Asare, 2012). They disclosed that the theory was propounded by Henri Fayol, Luther Gulick and Lyndall Urwick. Fayol became the first to make presentations on the theory where he drew attention to the functions of management in an organization. Thus, the theory concentrates on the role of top level administration/management in ensuring efficiency and effectiveness in the organizational operation. In effect, Henri Fayol's administrative theory mainly focuses on the personal duties of management at a much more upper level (Yasin, 2004). Fayol believed that management has five principal roles to play and these are to forecast and plan, to organize, command, co-ordinate, and control. Yasin (2004) explained that forecasting and planning are the act of anticipating the future needs of the organisation and acting accordingly. He added that organization is the development of the institution's resources, both material and human whilst commanding is keeping the institution's actions and processes running. He noted further that co-ordination is the alignment and harmonization of the group's efforts. Above all, he asserted that control means ensuring that the above activities are performed in accordance with appropriate rules and procedures.

Besides, Fayol developed 14 principles of administration to go along with the five management functions (Stoner, Freeman & Gilbert, 2003). These principles include specialization/division of labour (the principle that employees can work more efficiently if they are allowed to specialize. It shows the degree to which organizational tasks are divided into separate jobs. Employees within each department perform only the tasks related to their specialized function.), authority with responsibility (authority is the formal and legitimate right of a manager to make decisions, issue orders, and allocate resources to achieve organizationally desired objectives. A manager's authority is defined in his or her job description and is based on the organizational position he/she occupies. This authority is accepted by subordinates. Subordinates comply because they believe that the manager has a legitimate right to issue orders which flow down the vertical hierarchy. The positions at the top of the hierarchy are vested with more formal authority than those at the bottom), discipline (obedient and respectful employees are necessary for an organization to function), unity of command (an employee should have one and only one supervisor to whom he/she is directly responsible. No employee should report to two or more people/bosses or else, he/she may receive conflicting demands or take priorities from several supervisors at once, and thereby placing him/her in a no-win situation), unity of direction (a single plan of action should guide the organization), remuneration of staff (when an equitable and uniform pay structure is put in place, it motivates employees to work harder and this contributes to success in the organization), centralization (the extent to which authority rests at the top level of the organization influences the level of production), scalar chain/line of authority (the scalar principle refers to a clearly defined line of authority that includes all employees in the organization, and it depicts a clear chain of command from top to bottom of the organization. The line authority gives a manager a right to direct the work of his/her employees and make many decisions without consulting others.), order (employees should be placed at where they would be of most value to the organization and be given career opportunities), equity (all employees should be treated fairly, justly and impartially), stability of tenure (employees should be given long-term employment to enable them develop skills which would enhance an organisation's performance), initiative (encouraging employees to act on their own in order to develop creativity and innovativeness in them),

subordination of individual interest to the common interest of the organization (the interest of the organization takes precedence over that of the individual employee), and esprit de corps (employees must have the same spirit of devotion and enthusiasm towards working to achieve the objectives of the organisation. Thus, they must be concerned, loyal and faithful to their organization).

Behavioral Management Theory

Robert Owens developed this theory which states that management must have concern for the condition under which workers work since it affects the quality and quantity of their work/output (Yasin, 2004). The key scholar under this category is Elton Mayo (Yasin, 2004). The other exponents were Mary Parker Follet and Douglas McGregor. To Yasin, the origin of behaviourism is the human relations movement which emerged as a result of the Hawthorne Works Experiment carried out at the Western Electric Company, in the United States of America in the early 1920s (1927-32). This experiment which was conducted by Elton Mayo and his associates disproved Taylor's beliefs that science dictated that the highest productivity was found in 'the one best way' and that way could be obtained by controlled experiment. Elton Mayo's Hawthorne studies tried to determine the effects of lighting on worker productivity. While the experiments could not show any clear correlation between light level and productivity, it started looking at other factors that could affect productivity. The factors he considered when he was working with a group of women included rest breaks, no rest breaks, no free meals, more hours in the work-day/work-week or fewer hours in the workday/ work week. As he changed each of these factors, productivity went up. When the experiment was over and the women were put back on their original hours and conditions, they set a productivity record. The experiments proved five things. In the first place, work satisfaction and for that matter, performance is basically not economic but depends more on working conditions and attitudes such as communications, positive management response, encouragement, and working environment. Moreover, it rejected Taylorism and its emphasis on employee self-interest and the claimed over-riding incentive of monetary rewards. Also, large-scale experiments involving over 20,000 employees showed highly positive responses to, for example, improvements in working environments (e.g., improved lighting, new welfare/rest facilities), and expressions of thanks and encouragement as opposed to coercion from managers and supervisors as a means of increasing productivity.

Again, he observed that the influence of the peer group formed by the workers was very high. Thus, the importance of informal groups within the workplace cannot be underestimated. Above all, it debunked the 'rabble hypotheses' that society is a horde of unorganized individuals as it acts in a manner meant to secure his or her self-preservation or self-interest. It is worth noting that the results from this experiment showed that the group dynamics and social makeup of an organization were an extremely important force either for or against higher productivity. This result caused the call for greater participation from workers, more trust and openness in the working environment, and a greater attention to teams and groups in the work place (Yasin, 2004).

Theories X and Y

Douglas McGregor (1906-1964) used this theory to portray the views of management about the nature of workers at the workplace and it illustrates their assessment of employees who work for them and how they should be handled at the workplace. He used human behavior research and noted that the way an organization runs depends on the beliefs of its managers. Theory X provides a negative view of human behavior. It assumes that most people are basically immature, need direction and control, and are incapable of taking responsibility. It views workers as lazy, disliking work and needing a mixture of financial inducements and threat of loss of their job to make them work. Thus, it has 'carrot and stick' mentality about workers. It holds the belief that people do not like to work and that they must be guided and forced to work towards the awareness of organizational objectives. This theory states that certain types of people avoid responsibilities and thus have little ambitions in life.

Theory Y is the opposite of Theory X, and it argues that people want to fulfill themselves by seeking self-respect, self-development, and self-fulfillment at work as in life in general (Yasin, 2004). Thus, theory Y is based on the presumption that people take their prospect jobs as part of their lives. As a result, their jobs motivate them to perform well in their trade to realize goals, particularly if rewards are given. There are six basic assumptions which underlie theory Y. These are: work is as natural as play or rest. This means that the average human being does not inherently dislike work as theory x postulates. Whether work is a source of pleasure or a punishment to be avoided depends on the nature of the work and its management. Additionally, effort at work needs not depend on threat of punishment. Yasin asserted that commitment to objectives is a function of the rewards associated with their achievement. He observed that satisfaction of ego and self-actualization needs can be directed towards the objectives of the organization. Also, the average human being learns under proper conditions not only to accept but to seek responsibilities entrusted to him/her. Moreover, high degrees of imagination, ingenuity and creativity

are not restricted to a narrow group but are widely distributed in the population. Finally, under the conditions of modern industrial life, the intellectual potentials of the average human being are being only partly utilized (Yasin, 2004).

Some recent Educational Reforms in Ghana

There have been dramatic changes in the duration of secondary school education in Ghana since 1967 when the Kwapong Education Review Committee Report of 1967 was implemented. However, the reforms that have become the centre of much political and public debates following changes in duration are:

The 1987 (Evans-Anfom) Education Reforms

Agbemabiese (2007) reported that in 1987, the government of Ghana led by Flt. Lt. Jerry John Rawlings implemented new educational reforms. The reforms were based the report of the Education Commission headed by Dr E. Evans-Anfom of the University of Education, Winneba. The Education Commission published its report in August, 1986, and it was to address the concerns and criticisms about the educational system, which were almost the same as the concerns and criticisms that necessitated the 1974 reforms. The main features of the reforms are, it changed the structure of the educational system from 17 years to 12 years at the pre-university level. The new structure further reduced the Dzobo structure of 1974 by one extra year. Thus, instead of the 6 years Primary, 3 years Junior Secondary, 2 years Senior Secondary (Lower) and 2 years Senior Secondary (Upper) proposed by the Dzobo Report of 1974, the Evans-Anfom Report of 1986 recommended 6 years Primary, 3 years Junior Secondary and 3 years Senior Secondary education.

The reforms led to a total replacement of the old pre-university educational system. The middle schools were eliminated. The Common Entrance Examination (CEE) used for selection into Secondary Schools was replaced by the Basic Education Certificate Education (BECE). At the secondary level, the General Certificate of Education (GCE) Ordinary ('O') level and Advanced ('A') level were replaced by the Senior Secondary School Certificate Examination (SSSCE).

The 1987 Reforms had strengths as well as weaknesses. One of the strengths was that it provided a comprehensive basic education which improved access to education for more children of school-going age. Junior Secondary Schools were provided throughout the country and this helped to increase literacy levels. The reform also introduced Continuous Assessment which formed part of the final examination. This ensured that internal assessment in schools was included in the final examinations and this ended the single-shot examinations existing in the old system.

Antwi, Dela, Mensah and Awuddy (2007) identified some achievements made by the reform as: it resulted in the reduction of school years from 17 to 12 years and the consequent reduction in the cost of education; the communities provided diverse support in putting up schools, buildings and running the schools established; there was a drastic improvement in the supply of textbooks and equipment to the schools; it led to the appointment of circuit supervisors and this resulted in the improvement of school supervision; many basic and second cycle institutions were set up which increased access and participation in education.

The reform had several weaknesses which included insufficient textbooks for all basic schools in the country, inadequate infrastructure and teaching-learning materials, inadequate trained teachers for the Junior Secondary Schools and these affected the quality of basic education in the country.

According to Antwi, Dela, Mensah and Awuddy (2007), the government of Ghana in 2007, saw the need to change the 1987 education reforms to address the defects in them and to meet the socio-economic needs of Ghanaians that had led to the 2007 Education Reform.

The 2007 Education Reforms

Ministry of Education, Youth and Sports (2004) reported that in 2002, the government headed by J.A. Kufuor, inaugurated a twenty-nine-member education review committee chaired by Jophus Anamuah - Mensah, the vice chancellor of the University of Education, Winneba, to review the entire educational system in the country with the view to making it more responsive to current challenges. Specifically, the Committee was required to examine the structure of education and to discuss issues affecting the development and delivery of education, the constrained access to different levels of the educational ladder, Information and Communication Technology (ICT) and Distance Education, professional development and the management and financing of education, in addition to other cross-cutting issues concerning the sector. Antwi et al. (2007, p. 113), said the committee among other things was required to address the following concerns: examine the content to be given the constitutionally mandated

FCUBE; the limited provision of further education and skills training facilities for most JSS and SSS students; 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 crises at the tertiary level, with insufficient places to meet the needs of a modernising 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; upgrading of teacher training colleges into the tertiary system; and the continuous depletion of basic schools of trained teachers.The committee went into operation and presented its reports to the government.

Major Findings of the Committee on the 2007 Education Reforms

According to the Ministry of Education, Youth and Sports (2004), the following are the key findings of the committee in relation to basic and secondary education: the training for students at the Junior Secondary School (JSS) level was inadequate to equip young pupils with the basic reading, writing and numeracy skills required for further studies at the secondary level to international standards; the innovation of a three-year JSS system introduced by the 1987 reforms had failed to equip the products directly with employable skills for the job market; the JSS system had failed to strengthen the basic skills of Ghanaian youth in numeracy and literacy (including cyber literacy) which are needed by the workforce of a modernizing economy; the graduates being produced by the 1987 education reforms were too young (12 – 15) to acquire the skills of craftsmanship and industry; there had been a massive pouring of hundreds of thousands of unskilled, unemployable and rather young Ghanaians into the job market, and this cannot be afforded by a socially and economically responsible system since it amounts to waste of human resources; available data by the Ministry of Education (2001) indicates that the survival rate from JSS grade 1 to JSS grade 3 hovered around 88.2% - 89.5% for boys and 86.8% for girls. This means that out of every 8 pupils who entered through the JSS stage failed to complete it; the transition rate for students that manage to complete JSS to Senior Secondary School (SSS) was approximately 40%; subjects that were being taught at the primary and JSS levels were too many and poorly taught due to shortages of qualified teachers and materials. As a result, pupils of average ability were not able to acquire sufficient foundation in basic literacy, numeracy and social studies to enable them move to either senior secondary school levels of learning or the job market; gender equality was a problem across all levels of education and at the SSS level, only 42.7% of the students were female. No nation could afford this high level of attrition; technical education in Ghana which is a subsidiary of secondary education had been neglected since much emphasis was placed on grammar/general type of education. This is what has led to the great disparity in number between state SSS (474) as against state technical (23) and vocational (29) institutes; about 60% of the JSS leavers who were not able to proceed to SSS found themselves in the informal sector (apprenticeship) which had been neglected to provide further training opportunities to this 60% of school leavers; the Ghana Education Service (G.E.S.) which has the mandate to implement the ministry's policies on education and manage the implementation process had not been able to correct the above-named manifest defects for a decade and half.

The Structure of the 2007 Education Reforms

As specified by Ministry of Education, Youth and Sports (2004, pp. 14 -32), the 2007 reforms were to take the following structure:

Basic Education under the 2007 Education Reforms

Basic Education is to be attended for 11 years. This is made up of 2 years of kindergarten education, 6 years of primary education, and 3 years of junior high school education. Children from the ages of 4 to 15 years are to benefit from a Free Compulsory Universal Basic Education (FCUBE). From the structure, it can be seen that kindergarten education has become a major component of formal education which was not so with previous reforms. The government realised that pre-school education plays a crucial role in the formative years of the children. As a result, all primary schools in the country were to have kindergarten education as their foundation. Primary school education within the 6 years is to emphasize literacy, numeracy and problem-solving. The subjects to be taught as practical and creative activities are Physical Education, ICT, Art and Crafts, and Music and Dance. The media of instruction recommended at the kindergarten and the primary levels by the reform are English and the Ghanaian language. Where all the pupils come from a tribe and understand the tribal language and the teachers also understand such a language, the local Ghanaian language is to be used as a medium of instruction in the kindergarten and lower primary.

The government considered it necessary to introduce high school education to replace secondary school education. The high school education is to consist of two distinct sections – Junior High School (JSS) and Senior

High School (SHS). Junior high school education replaced the junior secondary school education. All junior secondary schools are to be called junior high schools. Students in the junior high schools are to be educated in core subjects like English, Mathematics, Science, Social Studies, Ghanaian languages, Integrated Science, Information and Communication Technology (ICT), French, Vocational, Technical, Agriculture and General Education. Guidance and Counselling is to be offered to JHS pupils to enable them choose the right programmes at the SHS level to suit their interest and career objectives. At the end of three years of junior high education, pupils are supposed to write the Basic Education Certification Examination (B.E.C.E.) conducted by the West African Examination Council (W.A.E.C.). Entrance into the next stage of education is thus based on externally conducted examinations. Ghana High Commission Portal (2008) described the curriculum of basic schools under the reforms more vividly as follows:

At the Kindergarten level, lessons will be learnt through play with emphasis on Numeracy and Creative Arts; at Lower Primary, English, Basic Mathematical Skills, Natural Science and the dominant Ghanaian language of the area shall be taught; at Lower Primary, English and Ghanaian languages shall incorporate concepts of Religious and Moral Education, Science and Hygiene, Life Skills, Civics, and Culture.; at Upper Primary, subjects shall be the dominant Ghanaian language, English, Basic Mathematical Skills, Integrated Science and Citizenship Education; at the Primary level, Physical Education, Music, Dance and other Creative Arts shall be taught as practical subjects; at the Junior High School (JHS), English, Mathematics, Social Studies, Integrated Science including Agricultural Science, a Ghanaian language, Technical, Vocational and Agricultural Education and Training (pre-technical vocational), Information and Communication Technology (ICT) and French shall be taught and curriculum was to be developed to meet the needs of children and youth with special educational needs.

Secondary Education under the 2007 Education Reforms

It is supposed to be provided at senior high schools, technical and vocational institutes and also through apprenticeship schemes. Senior high school education has replaced the senior secondary school education. The senior secondary schools are to be called senior high schools and they are to be attended for 4 years. It is organised to serve as a terminal education for entry into the world of work and also as a preparatory stage for entry into tertiary education at the universities, polytechnics, colleges of education and other graduate tertiary institutions. The subjects to be taught are categorised into four namely, General Education, Vocational Education, Technical Education and Agricultural Education. First and second year students were to study Computer Studies, General Science, Social Studies, Mathematics and English as compulsory subjects. French was to be added as a core subject when more French teachers are trained. Thus, the core subjects to be taught at the SHS levels are English Language, Mathematics, Integrated Science, Social Studies and ICT.

Ghana High Commission Portal (2008) described the curriculum of senior high schools under the reforms into details as follows: after JHS, there will be two parallel streams made up of General Education; at the Senior High Schools (SHSs), the core subjects shall be English, Mathematics, Integrated Science, Social Studies and ICT; in addition to the Core Subjects at the SHS, every school candidate must offer one of the following course programmes: Agriculture, Business, Technical, Vocational (Home Economics or Visual Arts), General Arts or General Science; for the Technical/Vocational/Agriculture Education stream of SHS, the following broad elective areas shall be offered: Building Trades, Business Studies, Electrical Engineering, Hospitality Trades, Mechanical Engineering and Agriculture. In the fourth year students write their final exam called the West African Senior School Certificate Examination (WASSCE). Four subjects are compulsory for all candidates and these are English, Mathematics, Integrated Science and Social Studies. In addition, every candidate must offer 3 or 4 elective subjects from one of the following programmes: Agriculture, Business, Technical, Vocational (Home Economics or Visual Arts), General Arts or General Science. Continuous assessment (30%) and external examination (70%) constitute the components of the candidates' final examination and certification. Ghana Guide (2012), reported that the senior secondary school in Ghana is the same as the high school in America.

In describing Technical, Vocational and Agricultural Education and Training (TVET) with its curriculum under the reform, Ghana high Commission Portal (2008) comes out with the following:

i.TVET shall provide employable skills through formal and informal apprenticeship, vocational, technical, and agricultural institutes; polytechnics and universities; Pre-tertiary TVET shall be provided at the flowing levels: technical institutes, vocational institutes and apprenticeship (formal and informal). It shall also be offered at the basic education and as elective subjects in Secondary Schools; the Council for Technical and Vocational Education and Training (COTVET) shall be established to develop policy, co-ordinate and regulate all aspects of TVET; industry shall play a major role in all aspects of TVET; technical institute training shall produce craftsmen at intermediate and advanced levels, as well as technician levels of COTVET qualification for the job market.

Interested graduates could further their education at the polytechnic level to take higher courses; vocational institutes shall offer courses which will lead to tradesman, artisan and mastercrafts person levels of COTVET qualification for the job market. Interested graduates could continue their education at technical institute level to take higher courses; agricultural institutes shall offer courses which will lead to tradesman, artisan, and mastercrafts person levels of COTVET level qualification for the job market. Agricultural institute graduates could continue their education at higher level agricultural institutes; there shall be two types of apprenticeship training regulated by the National Apprenticeship Training Board: i. Formal scheme, to be made up of classroom and on-the-job training, and

ii. On-the-job training (Informal) under traditional mastercrafts person; all TVET institutions, both public and private, shall be registered and accredited in order to operate; the Competency-based Training (CBT) curriculum delivery methodology has been adopted for the TVET system. In this approach, strong emphasis will be placed on students acquiring practical skills for employment; the service conditions for TVET teachers shall be improved to attract qualified and experienced teachers from industry and TVET shall be resourced and promoted as a viable alternative to general education.

The perception of teachers and school heads about the challenges in the management large numbers of students

GNA (2013) reported that the headmaster of Keta SHS disclosed at the school's 58th Founders and Awards Day celebration at Keta that though the student population of the school had increased to 2,623, with 749 fresh students admitted that year, facilities had not expanded. The head further asserted that the fresh students he admitted did not have a single classroom, a situation he described as critical. He appealed to the authorities to expedite action on the proposed new six-unit classroom to ease the problem.

Effah-Hienno (2010) reported in the Daily Graphic that the Conference of Heads of Assisted Secondary Schools (CHASS) had sent a distressed call to the government and the Ghana Education Service (GES) to reschedule the reopening date for first year students of Senior High Schools (SHSs) for the 2010/11 academic year. CHASS said the new date should be realistic and appropriate to ensure that most classrooms, boarding and furniture problems facing the SHSs were addressed by that date. The headmasters said in a communiqué issued at the end of their 48th annual conference that almost all the 495 senior high schools in the country faced serious and precarious classroom and dormitory accommodation problems. CHASS, therefore, called for a presidential directive to all Metropolitan, Municipal and District Assemblies (MMDAs) to immediately take charge of all ongoing SHS classroom and dormitory accommodation to get them ready possibly by the end of October, 2010. CHASS, stressed that the proposed presidential directive should enjoin all MMDAs to make sure that public SHSs without classrooms should be provided with pavilions in four weeks as a matter of urgency to enable the schools reopen when rescheduled.

Strategies used to address challenges in managing large numbers of students

Sallie (2000) observed that large classes discourage learners from attending classes regularly because most students feel they do not benefit much from such classes. To encourage class attendance in the large classes, he suggests that the teacher should make the class informative, interesting, and relevant to students' lives. Moreover, he/she must add variety/entertainment to his/her lectures. Such varieties include animations, slide shows, demos, video clips, music, guest speakers, and so on. The teacher should also use lots of supplemental illustrations or examples which students cannot get in any other place apart from the classroom. More so the teacher must give lots of exam-directed problems in class. Besides, class participation should be counted as part of students' final grade. They should cultivate the habit of giving students a topic to think about for the next class discussion or giving them a puzzle to solve for fun or for credit. He/she must give students regular pop or announced quizzes that count towards the final grade. This quiz could be given at the beginning of class or at the end to test comprehension of material just covered. The teacher should give more scheduled exams which should covering less material. He/she could also give weekly in-class assignments that can be done in between 20 and 30 minutes which must give students the chance to apply what they have learnt.

Aronson (1987) and Sallie (2000) have noted that it is difficult to teach large classes. Many students do not get fully involved in the lesson delivery process since teachers of such classes often use the lecture method in their lesson delivery without variations. He notes that research on attention span discovered that adult learners can keep focused on a lecture for not more than 15 or 20 minutes when they are fresh. Therefore, teachers should consider designing some sort of a change-of-pace activity to break classes when students lose attention and the

development is perceived as likely to break their retention. To sustain students' attention during lectures, he suggests that the teacher should consider the following while delivering his/her lesson:

1. Key words/concepts/names/dates (whatever is appropriate) should be written on the board before the actual class begins or he/she should prepare a transparency in advance to facilitate note taking.
2. For complex subjects or topics unavailable to the students in textbooks or other sources, he/she should distribute an outline and go through it on a transparency while he lectures.
3. He/she should provide handouts of diagrams which would be difficult for students to copy in their notes.
4. If he/she has a course web page, he/she should provide an outline of the lectures and have the students print out their own copies to bring to class. He/she should leave blank areas where students can fill in material that he/she provides in the lectures.
5. He/she should give students practice in remembering lecture material by asking questions from time to time or providing quizzes at the end of the lecture.
6. He/she should try to provide hints or cues during the course of the lecture that students may use to remember important points.
7. He/she should use examples and images when explaining concepts and principles.
8. He/she should avoid non-stop lecturing and divide the lectures into short segments.
9. He/she should try to be enthusiastic and expressive when lecturing.
10. As visual aids help a great deal, he/she should try to mix up films, overheads, computer graphics, and even guest lecturers.
11. He/she should encourage active participation by students during the course of the lecture by having them work problems, or answer multiple-choice questions which are inserted periodically through overhead transparencies.
12. He/she should tell students whether they are correct or not when they have responded to his/her questions. If that is ignored it will tend to make students uncertain of the correctness their responses.
13. He/she should tell the students how the session will be organized before beginning the lecture. Giving a brief outline on the board or overhead at the beginning of class is an excellent means of helping students gear their thoughts to the topic for the day.
14. He/she should avoid continuous note-taking by allotting special times for taking notes, and providing lecture handouts.
15. He/she must ensure that at the end of the class, the important points which were covered during the lecture are summarized and should also give the students some idea of what to look forward to for the next time.

Alan (1995) and Sallie (2000) asserted that the management of a large number of students in the classroom is not an easy task. For the students in such a class to be controlled, the teacher must engage them in various kinds of active learning activities. The active learning activities to engage them in are asking them a question requiring higher level thinking skills. Students must be encouraged to think about the question and the answer for a couple of minutes. You could ask them to pair with a classmate each to discuss possible answers to the question. Ask volunteer groups to share their conclusions with the class. Secondly, as a lecture interruption or in the closing minutes of a class session, ask students to take out a sheet of paper and for one minute, summarize main points of the lecture or note any muddy points of the lecture. These should be collected and the feedback used to target problem areas of the students. Also, give small problems/questions related to the lecture in the middle of the lesson and ask the students to discuss the answers with their neighbours and then discuss them as a class for the benefit of all. Moreover a question box should be used to encourage students to write questions about anything that comes to mind during the class, or as they are studying and then to put them anonymously in the question box. Each class should then start with 5 minutes of answers to the more common questions first, and others later before the main lesson starts. This will serve as an introduction to the lesson. Questions and answers should be posted on a board or its electronic version for students to check outside of class to promote their understanding.

GNA (2009) has reported that the Parent- Teacher Association (PTA) of the Akim Swedru Senior High School had constructed two bungalows to ease the accommodation problems facing the staff. The source has noted that each of the semi-detached building comprised three bedrooms, a living room, a kitchen and toilet facilities. The headmaster of the school, the Very Rev. Abraham Osei-Donkoh, expressed his gratitude to the PTA for the kind gesture and recounted earlier assistance offered by the association to the school which included a six-

classroom block, a 33-seated bus and a van. He appealed to public-spirited organisations to assist the school with more accommodation facilities to cater for the 70 teaching staff and 1,400 students. Mr Adjaw Boateng Obed and Miss Karine Addo, boys' and girls' prefects respectively, used the occasion to appeal to the Ministry of Education to provide the school with science laboratory equipment and computers to promote information technology. It is noted from this that appeals could be made to stakeholders in education as a means of dealing with the challenges facing educational institutions in the management of large numbers of students and other staff. In another development, GNA (2013) reported Mrs Bridget Katsriku, Executive Secretary, Public Services Commission, and an old student, calling on the old students, parents and the community to do more for the school as government alone cannot adequately provide the quality and equitable education required in the country.

GNA (2012) disclosed that Augustine's College in Cape Coast over one weekend launched the Archbishop William Thomas Porter Endowment Fund to facilitate infrastructural development and face-lifting of the college. Appeal for funds is thus another strategy that school heads are using to provide infrastructural facilities to accommodate teeming numbers of students. Launching the fund in Cape Coast, Mr Kabral Blay Amihere, Chairman of the National Media Commission (NMC), said the fund was being launched to get a regular source of funds to help address the numerous problems facing the school and urged all stakeholders particularly parents, old students and the catholic church to contribute to the fund, stressing that it was through the efforts of the church that Archbishop Porter was able to establish the college in 1935. He added that the fund would be used to support needy but brilliant and disciplined students, provide scholarship for outstanding sports boys, procure prizes for best students in WASSCE, and also support newly recruited teachers with basic accommodation furnishing and provide accommodation for internship and national service teachers who would be practicing in the school. According to him, the fund was also to support newly recruited staff with refundable financial supports, and provide uniforms and equipment for non-teaching staff. Again, it was to equip the college's sick bay, provide teaching and learning materials, and procure sports equipment. He additionally said the fund would be used to undertake general rehabilitation of infrastructure, modernise and develop the school park, put up and expand the college church building and put up staff accommodation. Mr Amihere appealed to the Board of Trustees of the Endowment Fund to use the "widow's mite approach" in raising the funds. He noted that this would encourage all stakeholders to contribute to the fund. The Most Reverend Mathias Kobina Nketsiah, Metropolitan Archbishop of Cape Coast, who is the patron of the college, expressed concern about the deterioration of facilities on campus and attributed it to the lack of maintenance and the large student intake and stressed that the fund was a step in the right direction. The archbishop called on stakeholders particularly, Catholics to contribute to the fund just like how the founders in the past engaged all parishes, deaneries and philanthropists to contribute to the establishment of the school. The headmaster, Mr Joseph Connel, said the college was ranked among the most productive and dynamic senior high schools in Ghana and because of that there was high demand for admission among junior high school graduates thereby putting pressure on the facilities in the college. The head mentioned lack of adequate residential accommodation for staff, need for renovation of staff bungalows and rehabilitation of structures, maintenance and improvement of college infrastructure as the challenges facing the college.

GNA (2011) reported that the former Minister of Education, Mrs Betty Mould Iddrisu, delivered a speech at the 3rd Congregation of the Institute of Professional Studies (IPS) and said the year saw a total of 1,842 students graduating from the institute. She noted that the ceremony presented the largest number of graduates turned out by the institute in its history. The number consisted of 1,113 students who graduated with bachelor's degree and 729 students who passed out with a diploma in various academic fields. The minister commended the commitment of IPS towards its expansion and massive infrastructural development in the past years, and encouraged other tertiary institutions to take such initiatives to promote education in the country. The rector of the Institute, Professor Joshua Alabi, announced that work had begun on a hostel project funded by the Bank of Africa to address the accommodation problems facing students. He said the project would accommodate 1,500 students when completed in three years' time. He also mentioned that work on academic staff offices had begun with funding from the Ghana Education Trust Fund (GETFund). He also announced that the construction of drains had been completed and that work on the new administration block was close to completion. He mentioned that the school had a student population of 8,181. It is observed that the schools are getting infrastructure support to manage their student population from the Ghana Education Trust Fund (GETFund) and the Bank of Africa and this materializes through appeals for support. Such appeals could be presented to government for assistance as Hala (2012) has noted when he said government has taken steps to revamp the science resource centers it established in 1990 in senior high schools to enhance effective teaching and learning of the subject. For the government to achieve this objective, it has made adequate budgetary allocation to run training workshops for science teachers to enable less endowed senior high schools to use the facilities.

GNA (2013) has reported Professor Allotey urging compatriots from Ekumfiman in the government and outside to assist in the infrastructural development of T.I. Ahmadiyya Senior High School during the school's 37th speech and prize-giving day. Effah-Hienno (2010) takes a look at the Ghana government's assurance, through the Ministry of Education, that all was in course in terms of provision for facilities for the 495 assisted SHSs to accommodate the extra year group of the four-year SHS education system which rolls out fully in the coming academic year. GNA noted that government, in March 2010, gave assurance that it was committed to building a minimum of six-unit classroom structures for each school so that enrolment of new students would not be delayed as a result of the four-year SHS. In addition, the government indicated that more than 100 dormitories would be built to cater for at least 200 students each in all SHSs. Thus, the accommodation facility challenges facing senior high schools are being addressed by government as it puts up structures to support each school. The news that the government is working assiduously to make good its commitment is, indeed, refreshing. For example, in a school like Accra Girls' SHS, work was reported to have almost been completed. GNA declared that education is the key to the development of a sound human resource base and by this commitment on the part of government, it has exhibited a deep-seated interest to ensure that JHS graduates do not have to loiter as they wait for enrolment into SHS.

GNA (2013) announced that Apam Senior High School had launched its 60th anniversary celebration with a call on old students to help tackle the problems facing the school to position it's as a citadel of knowledge and building of character in the country. The source reported Mrs Charlotte Obeng, president of Apam Old Students Association (ASSOSA), saying at the ceremony that the current infrastructure problem facing the school was making it difficult to create enabling environment for students to go about the pursuit of academic studies. She mentioned some infrastructure which needed to be expanded and renovated as classroom blocks, dormitories, school clinic and science block. To enable some of these problems to be addressed she said, an amount of GH¢500.00 had been levied by the association on each member of ASSOSA as a contribution to enable them raise an amount of GH¢50,000.00 to renovate all classrooms. She concluded her speech by saying that without adequate infrastructure in the school, it is impossible to provide quality education. It is recognized from this that the role of old students in solving some of the infrastructural challenges facing second cycle institutions cannot be over-emphasised. As their population increases, there is pressure on management of existing facilities. If efforts of old students are harnessed in the school's physical development, it would contribute significantly to ease tension and overcrowding in the schools with the attendant consequences. Some school heads have tapped this to their benefit and it is a good lesson for all school heads.

Asutifi District Assembly (2006) recounted the infrastructure challenges facing it and the strategies that they adopted to address them. The assembly mentioned the need to provide more classrooms, libraries, home science block, technical block, and to construct and rehabilitate dormitories in the 4 second cycle schools. It also mentioned inadequate furniture for pupils as another problem facing some schools in the district. Lack of a dining hall, kitchen and staff accommodation for Gyamfi Kumanin Senior High Technical School was another challenge. It disclosed that education in the district was funded by the government of Ghana through GETFund, HIPC, capitation grant, district assembly's common fund, and NGOs e. g. DFID, ACTION AID Ghana, Social Investment Fund, Community-Based Rural Development Project (CBRDP). It reported that it uses the MP's Common Fund to provide infrastructure and learning materials for schools. It also recounted Newmont Ghana Gold's support to the education sector of the district in the maintenance of education facilities. It disclosed further that PTA's/ SMC's organize some minor maintenance in some basic schools such as weeding of school compound, cementing of classrooms and repairing broken doors. It concluded that other communities did initiate projects and sought support from the assembly to ensure successful completion. It is clear from this presentation the kind of strategies school's are using promote the provision of facilities to mitigate their management problems due to increasing student population.

Owusu (2012) also reported the former Minister of Education, Mrs Betty Mould-Iddrissu inaugurating two new dormitories and for the Ada and Manya Krobo Senior High Schools. According to the minister, the GH¢447,000.00 dormitories, were constructed by Berock Ventures Limited, an Accra-based construction company, and funded by the African Development Bank through the Development of Senior Secondary Education Project (DSSEP). Inaugurating the dormitories at separate ceremonies, the Minister said the government's better Ghana agenda was on course and that the government was committed to improving education in the country and this is what has accounted for the chunk of the national budget being allocated to the education sector. She commended the management of Berock Ventures Limited for completing the projects ahead of time and urged them to expedite action on the remaining two-storey dormitory block for the Ada SHS. Speaking at the Manya Krobo Senior High School inaugural ceremony, she pledged to facilitate the construction of a teacher's dormitory to address the accommodation problem facing teachers at the school. The headteacher of the school, Rev Isaac

Sackey Kwao, paid glowing tribute to government for the project and appealed to government to provide the school with a teacher's dormitory.

Kale-Dery (2010) had reported in the Junior Graphic that the Conference of the Heads of Assisted Secondary Schools (CHASS) had asked government to reschedule the re-opening date for all SHSs for the 2010/2011 academic year in the country since infrastructural facilities would not be available to accommodate the fresh students following the change in the four-year SHS programme to three years by the ruling government. The schools re-opened in November, 2010 for fresh students, but the schools were still not ready to fully accommodate them. The graphic team toured some schools (Accra Academy, Odorgonor SHS, PRESEC, St. John's Grammar, Accra High, Accra Girls, Achimota SHS, Apam SHS, Winneba SHS, St. Augustine's SHS, Adisadel College SHS, Mfantsipim SHS, etc.) in Accra, Winneba and Cape Coast and observed that the fresh students were being accommodated in assembly halls, science blocks, computer laboratories, classrooms, libraries, canteens, uncompleted structures, under trees, etc. These structures were being used as dormitories and classrooms depending on the situation in each school. The team interacted with the heads who said they had to adjust beds in the existing dormitories to accommodate more students, and had also sent chop-boxes and trunks of students to corridors of dormitories in order to accommodate students in such spaces. In some cases, students had to double themselves in a single bed. They also discovered government had put in place emergency classroom projects (sheds/pavilions) to cater for the fresh students.

METHODOLOGY

Research Design

The descriptive survey design was used for the study. It is one of the quantitative research designs which characterizes itself with description of present status of a phenomenon; indicates the basic structure of a study and the variables in a study; provides a procedural outline for investigating a variety of educational problems; enables a researcher to obtain a good number of responses from respondents; limits generalization to a particular group of individuals observed in a study and that no conclusions are extended beyond this group (Creswell, 1994; Amedahe & Gyimah, 2004; Gay, 2005; Best & Kahn, 1993; Fraenkel & Wallen, 1993. This design was found suitable because it would help limit the findings to only the SHSs in the South Dayi District. Interestingly, every teacher/headteacher in the schools of the district was involved in the study. Therefore, the findings reflected the general and true situation of the problem in the district. Though descriptive survey research has some weaknesses such as unclear, misleading and untrustworthy results which arise due to the fact that it sometimes touches on respondents' emotions and privacy which may cause respondents not to be honest in their responses, the researchers used questionnaire made respondents felt more confidential in their information and thus might be factual in their responses. This is because the questionnaire were answered privately by every respondent and hence did not involve personal contact as an interview does.

Population

Rick (2006) describes a population of a study as consisting of all the subjects a researcher wants to study. The population interest of this research was all the heads (headteachers and their assistants) and teachers. There were three SHSs in the district namely Peki Senior High School (PESCO), Peki Senior High Technical School (PESTEC) and Kpeve Senior High Technical School (KPESTEC). The population details are presented in Table 1.

Table 1: Population of South Dayi District SHS teaching staff

Schools	Headteachers / Assistants	Teachers	Total
1. PESCO	3	75	78
2. PESTEC	3	36	39
3. KPESTEC	3	23	26
Total	**9**	**134**	**143**

Sample and Sampling Procedure

The sample size from the three schools was made up of 9 consisting of headteachers and their respective assistant heads in charge of administration and academic affairs, and 134 teachers. This brings the sample size to 143. The census sampling technique was used to select all the schools, headteachers, their assistants and the rest of the teachers as every teaching staff was involved in the study.

Instrument(s)

Questionnaire was used for data collection from all respondent groups. The items of the questionnaire were developed based on the research questions. Amedahe and Gyemah (2004) say questionnaire is very useful in data collection because it can be completed at the convenience of respondents as respondents fill it at their leisure time and this does not put undue pressure on them and also offers a more assurance of anonymity. The items in the questionnaire were all close-ended. The questionnaire was on various aspects of the problem of investigation put into sections A, B, C and D. With the exception of Section A which was on biographic data and contained two items, all the other sections of the questionnaire had 13 items each and were responded to using the five-point likert scale: strongly disagree = 1, disagree = 2, uncertain = 3, agree = 4 and strongly agree = 5. Section B was on the challenges facing SHS heads in the district in the management of the double final year examination students whilst Section C was about the perceptions of the SHS teachers in the district on management of the challenges double final year examination students posed. Section D obtained information on the kind of strategies SHS heads had put in place to manage the challenges in their schools.

Pilot-Testing of Instruments

The instruments were pilot-tested at Have Senior High Technical School in the Afadjato South District in order to refine it. The school was chosen because it had the same characteristics as those used for the main study. Moreover, this school is located few kilometers away from Kpeve in the South Dayi District and shared the same features with it. The pilot-testing involved the headmaster and the two assistant in charge academic affairs and all the 27 teachers in charge of managing the final years. Census sampling technique was used to pick the headteacher, the assistants and all the teachers in charge of the final year students. The pilot-testing results revealed that there were no grammatical, typographical, ambiguity and omission problems with the items of the questionnaire administered. The reliability of the instruments was tested using version 15 of SPSS. The co-efficient of reliability was determined using Cronbach's alpha coefficient. The reliability of the instruments was measured along three scales: challenges, perception and strategies scales. The challenges scale had 13 items and its reliability co-efficient was determined to be .788 whilst the perception scale co-efficient of reliability of 13 items was .738. The strategies scale had 35 items with reliability co-efficient of .855.

Data Collection Procedure

Collected Data was collected after a consent letter was served the schools' management and they responded in the affirmative allowing the collection of the data from their institutions. The instruments were thereafter administered by each respondent getting one served him / her. In all, the five days were used for the administration of the instruments in the three schools. The questionnaires were retrieved after two weeks. 141 questionnaires out of the 143 administered were retrieved.

Data Analysis Procedure

Descriptive statistics was adopted in analysing the data. Data presentation and analysis were done mainly based on the research questions. It was thus done under biographical data, the challenges facing SHS heads in the management of the double final year examination students, the perceptions of the SHS heads and teachers about the challenges facing them in the management of the double final year examination students, and the strategies the SHS heads have put in place to manage the challenges in their schools.

RESULTS AND DISCUSSION

Biographical Data

The study examined the gender distribution of the study respondents. The results are presented in Table 2.

Table 2: Gender of respondents

Gender	Frequency	Percentage
Male	116	82.3
Female	25	17.7
Total	**141**	**100**

It is evident in Table 2 that the male teachers in the district were more than the female teachers. Their number is approximately five times more than that of the females. This shows there is male dominance in the district.

The study examined the educational role played by the respondents in the district. The results are shown in Table 3.

Table 3: Educational role played by respondents

Status	Frequency	Percentage
Head/Assistant	9	6.4
Teacher	132	93.6
Total	**141**	**100**

Table 3 shows that the ratio of headteachers to teachers in the district was approximately 1:14. This ratio provides an average span of control of 14 teachers per a school administrator. In terms of supervision and monitoring, the school administrators have a manageable number of teachers and this is good in attaining efficiency.

Research Question One: What are the challenges facing SHS heads in the South Dayi District of the Volta Region in the management of the double final year examination students?

This question sought to find out the challenges SHS heads and teachers in the South Dayi District of the Volta Region faced in the management of the double final year examination students who were with them. To get answers to this question, respondents provided answers to 13 items in the questionnaire. Frequency counts and percentages were used to depict the responses. Also, means were computed and used for the interpretation of the results based on the following decision rule:

Strongly disagree = 1.0 – 1.5

Disagree = 1.6 – 2.5

Uncertain = 2.6 – 3.5

Agree = 3.6 – 4.5

Strongly agree = 4.6 – 5.0

Table 4: Challenges SHS heads faced in the management of the double final year examination students

Item	Str. Disagree Freq. (%)	Disagree Freq. (%)	Uncertain Freq. (%)	Agree Freq. (%)	Str. Agree Freq. (%)	Total	Mean
Inadequate classrooms	4(2.8)	10(7.1)	6(4.3)	51(36.2)	70(49.6)	141	4.23
Inadequate dormitories	2(1.4)	7(5.0)	5(3.5)	48(34.0)	79(56.0)	141	4.38
Inadequate dining hall	1(0.7)	19(13.5)	6(4.3)	58(41.1)	57(40.4)	141	4.07
Large class size	6(4.3)	10(7.1)	11(7.8)	59(41.8)	55(39.0)	141	4.04
Power struggle	8(5.7)	7(5.0)	19(13.5)	62(44.0)	45(31.9)	141	3.91
Inadequate examination hall	15(10.6)	26(18.4)	13(9.2)	50(35.5)	37(26.2)	141	3.48
Difficulty in ensuring discipline	7(5.0)	4(2.8)	8(5.7)	62(44.0	60(42.6)	141	4.16
Inadequate supply of textbooks	11(7.8)	19(13.5)	31(22.0)	54(38.3)	26(18.4)	141	3.46
Inadequate supply of syllabi	22(15.6)	46(32.6)	16(11.3)	37(26.2)	20(14.2)	141	2.91
Inadequate computer laboratories	7(5.0)	24(17.0)	14(9.9)	64(45.4)	32(22.7)	141	3.64
Inadequate supply of computers	9(6.4)	19(13.5)	16(11.3)	63(44.7)	34(24.1)	141	3.67
Inadequate supply of TLMs	5(3.5)	11(7.8)	17(12.1)	63(44.7)	45(31.9)	141	3.94
Inadequate supply of teachers	26(18.4)	50(35.5)	16(11.3)	37(26.2)	12(8.5)	141	2.71

Table 4 shows the main challenges that faced heads of SHS in the South Dayi District of the Volta Region in the management of the double final year examination students which were inadequacy of various infrastructure, teaching-learning resources and maintenance of discipline. On infrastructure, respondents agreed (M = 3.74) that classrooms were inadequate to accommodate the final year students. This was what resulted in the large class sizes in all the schools of the district. This confirms the report of Owusu (2013) on the existence of large class sizes in many Ghanaian schools (basic, secondary and tertiary institutions). He observed that in some schools in Accra, some class sizes were more than 100 learners each and that this phenomenon hampers effective teaching and learning in schools since teachers find it difficult to control such classes. Effective supervision becomes affected whilst students work. The consequence would be poor academic performance. The findings here are further corroborated by the distressed call sent by CHASS to the Ministry of Education to postpone the re-opening date for all SHSs in the country in the 2010/2011 academic year due to lack of adequate infrastructural facilities including classrooms to accommodate fresh students to be admitted (Effah-Hienno, 2010). Seikwa (2013) also reported that one of the main challenges facing Nkoranman SHS was inadequate classrooms and this further constitutes another confirmation of the classroom inadequacy challenge. The classroom situation remained a great challenge in the management of the batch and led to the final examination date for the batch being rescheduled by the Ministry of Education to take place during the holidays when the first and second year students would have been on break to enable their classrooms to be used as well. This affirms what Kale-Dery (2010) found out when he said he visited some SHSs in Accra, Winneba and Cape Coast and observed that some classes were being held under trees.

With dormitory accommodation infrastructure, respondents agreed (M = 4.38) that it was inadequate to support the batch and therefore posed much challenge in their management. The accommodation situation was so acute that the school management had to instruct that chop-boxes of students be packed on dormitory corridors to make room for accommodation of more students in the dormitories. Moreover, student beds had to be readjusted to get closer to one another to allow more students to be accommodated. This development led to congestion in the dormitories. Additionally, we found a situation where one of the schools in the district converted an uncompleted structure into a dormitory block in order to minimize its accommodation challenge. The district was not the only one facing this challenge since Seikwa (2013) also found a similar situation existing in Nkoranman SHS. GNA (2013) also reported that Keta and T.I. Ahmadiyya SHSs were facing serious accommodation challenges in the management of students. The dormitory accommodation condition in the South Dayi District is supported by CHASS' report that all the 495 government assisted SHSs in the country faced serious dormitory accommodation problems (Effah-Hienno, 2010). Boateng (2010) found dormitory accommodation overcrowding at Pong-Tamale SHS as a major challenge. These accommodation challenges may be affecting students' ability to adjust to school environmental conditions and consequently their academic performances.

Besides, Table 4 shows that another infrastructure challenge that faced the SHS heads in the management of the final year students was inadequate dining hall accommodation. The teachers agreed (M = 4.07) that it was a challenge. This finding affirms the report of Koomson (2009) that Kwanyako Senior High Technical lacked a dining hall facility.

Table 4 also depicts that the respondents agree (M = 3.64) that schools in the district had inadequate computer laboratories to cater for the final year students. Similarly, the teachers agree (M = 3.67) that there was inadequate supply of computers. This is in line with the findings of the Ministry of Education, Youth and Sports (2010) that the student computer ratio at national level was 42 students to one computer (42:1). It corroborates the computer challenge anticipation of Dadebo (2007) when he foresaw it as a likely challenge that would face the 2007 Education Reform. If this is the situation in our schools, how effective are computer studies in the schools?

The Table 4 reveals that the SHSs in the district were battling with inadequate supply of teaching/learning materials. Respondents agree (M = 3.94) that there was inadequate supply of TLMs. This buttresses the findings of Fabian (2007) when he noted that the challenges facing the implementation of the 2007 Education Reforms were inadequate and inappropriate TLMs. There is no doubt that the inadequate supply of TLMs might be affecting effective teaching and learning in the schools in the district and beyond.

Atiku (2010) conducted a research on the challenges facing the implementation of the 2007 education reform in the basic schools in the South Dayi District of the Volta Region and came out with findings which attest to the infrastructure challenges found in SHS in the district. Such findings were high level of enrolment, lack of computer and science laboratories, lack of computers and inadequate classroom infrastructure among others.

The findings in the district are in line with what Sekoni (2007) found in Nigeria. In describing the challenges facing the Nigerian Educational Reform, he said infrastructure in most public schools was not

conducive to learning. He cited for example that most of the school buildings in Yoruba states were the same buildings constructed under Chief Obafemi Awolowo's Free Primary Education Scheme over 50 years ago. In addition, he said most secondary school buildings were those constructed over half a century ago by a faith-based organization. He remarked that in most public schools today, children are studying under greater hardship than their grandparents did. He said public schools in South Africa and Ghana have the look of first-world institutions whilst most school buildings in Nigeria have a fourth-world appearance.

From Table 4, the respondents agreed (M = 3.91) that another challenge the SHS heads faced in the management of the double final year examination students was power struggle. There was a power struggle between the 3-year group and the 4-year group which affected their smooth management.

From the Table 4, teachers regarded inadequate dormitories as the most infrastructure challenge facing SHSs in the district. Their level of agreement (M = 4.38) was higher than the others.

Results of Independent-samples t-test to Compare the Scores of SHS Heads and Teachers on the Challenges

An independent-samples t-test was conducted to compare the levels of challenges, in the management of the double final year examination students by considering the responses from headmasters/assistants and teachers. The test results show that there was no significant difference in the scores for headmasters [(M=48.56, SD=7.95) and the teachers (M=48.61, SD=7.50); t (141) =-0.02, p=0.98].

Research Question Two: What are the perceptions of SHS heads and teachers in the district about the challenges being faced?

This question aimed at finding out the perceptions of SHS heads and teachers in the district about the seriousness of the challenges they faced in the management of the double final year examination students who were in their custody. To find answers to this question, 13 items in the questionnaire were responded to by the respondents. Table 5 presents their responses in frequency and percentage forms. Mean values were computed and used for the interpretation of the results based on the following decision rule:

Not serious at all = 1.0 – 1.5

Not serious = 1.6 – 2.5

Uncertain = 2.6 – 3.5

Serious = 3.6 – 4.5

Very serious = 4.6 – 5.0

Table 5: Perceptions of SHS heads and teachers about the seriousness of the challenges faced

Item	Not serious at all Freq. (%)	Not serious Freq. (%)	Uncertain Freq. (%)	Serious Freq. (%)	V. serious Freq. (%)	Total	Mean
Inadequate classroom	9(6.4)	8(5.7)	23(16.3)	59(41.8)	42(29.8)	141	3.83
Inadequate dormitories	2(1.4)	13(9.2)	20(14.2)	43(30.5)	63(44.7)	141	4.08
Inadequate dining hall	3(2.1)	24(17.0)	27(19.1)	47(33.3)	40(28.4)	141	3.69
Large class size	6(4.3)	14(9.9)	26(18.4)	44(31.2)	51(36.2)	141	3.85
Power struggle	14(9.9)	18(12.8)	35(24.8)	32(22.7)	42(29.8)	141	3.50
Inadequate examination hall	16(11.3)	29(20.6)	25(17.7)	41(29.1)	30(21.3)	141	3.28
Difficulty in ensuring discipline	4(2.8)	10(7.1)	23(16.3)	38(27.0)	66(46.8)	141	4.08
Inadequate supply of textbooks	10(7.1)	36(25.5)	27(19.1)	38(27.0)	30(21.3)	141	3.30
Inadequate supply of syllabi	20(14.2)	37(26.2)	27(19.1)	41(29.1)	16(11.3)	141	2.97
Inadequate computer laboratories	6(4.3)	28(19.9)	30(21.3)	49(34.8)	28(19.9)	141	3.46
Inadequate supply of computers	8(5.7)	26(18.4)	23(16.3)	54(38.3)	30(21.3)	141	3.51
Inadequate supply of TLMs	5(3.5)	23(16.3)	20(14.2)	63(44.7)	30(21.3)	141	3.64
Inadequate supply of teachers	22(15.6)	48(34.0)	18(12.8)	43(30.5)	10(7.1)	141	2.79

Table 5 shows that among the resource/facility challenges that SHS heads in the district faced in the management of the double final year examination students, respondents considered the following as serious:

1. Inadequate classrooms (M = 3.83 - agreed)
2. Inadequate dormitories (M = 4.08 - agreed)
3. Inadequate dining hall (M = 3.69 - agreed)

4. Large class size (M = 3.85 - agreed)
5. Inadequate supply of TLMs (M = 3.64 – agreed)

The most serious challenge identified, therefore, is inadequate dormitories (M = 4.08 - agreed). It is significant to note here that the findings here confirm the communiqué the Conference of Heads of Assisted Secondary Schools (CHASS) issued at the end of its 48th annual conference that all the 495 SHSs in Ghana were facing precarious and serious classroom and dormitory accommodation problems (Effah-Hienno, 2010). It was against this background that it sent a distressed call to government and the Ghana Education Service to re-schedule the re-opening date for the SHSs for the 2010/2011 academic year to enable them put emergency measures in place to accommodate the fresh students to be admitted. The Keta SHS head also reported that he did not have a single classroom for the fresh students he admitted for the 2012/2013 academic year and therefore described the situation as critical (GNA, 2013). There is no doubt that these serious challenges affect academic work in one way or the other and need to be addressed headlong in other to promote quality education in the country.

One other challenge that respondents described as serious was difficulty in ensuring discipline on campus among the batch. Majority of respondents confirmed it to be serious (M = 4.08).   There was a difficulty in controlling the students because only the headteachers and house masters/mistresses were given accommodation on campus; all other teachers lived in town due to staff accommodation inadequacy in the schools. Before and after school, the few teachers on campus lost control of the students.

Results of Independent-samples t-test to compare the Scores of SHS Heads and Teachers with regards to their perceptions about the seriousness of the Challenges

An independent-samples t-test was conducted to compare the **perceived levels of challenges** in the management of the double final year examination students by comparing the responses for headmasters and teachers. Test results showed that there was no significant difference in the scores for headmasters [(M=45.56, SD=7.11) and the teachers (M=46.01, SD=8.41); t (141) =-0.16, p=0.88].

Research Question Three: What strategies have the SHS heads put in place to manage the challenges in their schools?

This question sought to identify the strategies SHS heads have put in place to address the challenges they faced in the management of the double final year examination students. To find answers to this question, the respondents responded to 13 items in the questionnaire. Their responses are depicted in Table 6. Mean values were computed and used for the interpretation of the results based on the following decision rule:

Strongly agree = 1.0 – 1.5

Disagree = 1.6 – 2.5

Uncertain = 2.6 – 3.5

Agree = 3.6 – 4.5

Strongly agree = 4.6 – 5.0

Table 6: Strategies adopted by SHS heads to manage the challenges

Item	Strongly Disagree Freq. (%)	Disagree Freq. (%)	Uncertain Freq. (%)	Agree Freq. (%)	Strongly Agree Freq. (%)	Total	Mean
Inadequate classrooms leading to congestion							
Combination of classes	12(8.5)	13(9.2)	12(8.5)	66(46.8)	38(27.0)	141	3.74
Lower forms holding classes under trees	24(17.0)	18(12.8)	10(7.1)	48(34.0)	41(29.1)	141	3.45
Lower forms hold classes in uncom. Struct.	20(14.2)	26(18.4)	13(9.2)	36(25.5)	46(32.6)	141	3.44
Lower forms hold classes in non-classrooms	15(10.6)	11(7.8)	16(11.3)	61(43.3)	38(27.0)	141	3.68
Inadequate dormitories leading to congestion							
Creating separate dormitories	16(11.3)	18(12.8)	20(14.2)	56(39.7)	31(22.0)	141	3.48
Keeping chop boxes on corridors	17(12.1)	19(13.5)	15(10.6)	44(31.2)	46(32.6)	141	3.59
Pairing juniors on one bed	30(21.3)	19(13.5)	16(11.3)	43(30.5)	33(23.4)	141	3.21
Pairing seniors on one bed	44(31.2)	25(17.7)	21(14.9)	26(18.4)	25(17.7)	141	2.74
Inadequate dining hall leading to congestion							
Breaking students into two groups	32(22.7)	33(23.4)	18(12.8)	33(23.4)	25(17.7)	141	2.9
Creating tables on dining hall corridors	30(21.3)	36(25.5)	20(14.2)	34(24.1)	21(14.9)	141	2.86
Convert another structure into a dining hall	36(25.5)	32(22.7)	21(14.9)	41(29.1)	11(7.8)	141	2.71

Large class size						
Teachers controlling noise	27(19.1)	28(19.9)	24(17.0)	44(31.2)	18(12.8)	141	2.99
Provision of microphones	35(24.8)	27(19.1)	28(19.9)	32((22.7)	19(13.5)	141	2.81
Power struggle						
Higher post to 4-year group	46(32.6)	24(17.0)	23(16.3)	28(19.9)	20(14.2)	141	2.66
Holding separate meetings with each group	17(12.1)	22(15.6)	25(17.7)	42(29.8)	35(24.8)	141	3.40
Meet both leaderships to resolve differences	13(9.2)	30(21.3)	24(17.0)	45(31.9)	29(20.6)	141	3.33
Difficulty in getting enough exam rooms						
Holding meetings	9(6.4)	10(7.1)	28(19.9)	69(48.9)	25(17.7)	141	3.65
Drawing GES and WAEC attention	9(6.4)	11(7.8)	40(28.4)	58(41.1)	23(16.3)	141	3.53
Exams written on holidays	14(9.9)	18(12.8)	31(22.0)	40(28.4)	38(27.0)	141	3.50
Difficulty in ensuring good discipline						
House parents ensure order in dormitories	13(9.2)	11(7.8)	27(19.1)	48(34.0)	42(29.8)	141	3.67
Counseling the students	13(9.2)	12(8.5)	17(12.1)	55(39.0)	44(31.2)	141	3.75
Appealing to govt., NGOs etc. for help	8(5.7)	6(4.3)	12(8.5)	53(37.6)	62(44.0)	141	4.10
Inadequate supply of textbooks						
Bill students by the support of PTA	14(9.9)	11(7.8)	31(22.0)	50(35.5)	35(24.8)	141	3.58
Inadequate supply of syllabi						
Photocopies made for teachers	16(11.3)	32(22.7)	36(25.5)	39(27.7)	18(12.8)	141	3.08
Appeal for additional supply from DEO	16(11.3)	32(22.7)	47(33.3)	35(24.8)	11(7.8)	141	2.95
Table 6 continued						
Inadequate provision of computer laboratories						
Putting up new computer laboratories	36(25.5)	28(19.9)	26(18.4)	43(30.5)	8(5.7)	141	3.08
Provide more furniture in the existing	22(15.6)	22(15.6)	30(21.3)	53(37.6)	14(9.9)	141	2.95
Inadequate supply of computers						
Appeal to govt. and was supplied	26(18.4)	16(11.3)	23(16.3)	59(41.8)	17(12.1)	141	2.71
Pairing of students to one computer	24(17.0)	23(16.3)	25(17.7)	49(34.8)	20(14.2)	141	3.11
Inadequate provision of TLMs						
Teachers improvise	14(9.9)	26(18.4)	18(12.8)	50(35.5)	33(23.4)	141	3.18
Teachers borrow	15(10.6)	31(22.0)	18(12.8)	56(39.7)	21(14.9)	141	3.13
Teachers do abstract teaching	20(14.2)	27(19.1)	24(17.0)	56(39.7)	14(9.9)	141	3.44
Inadequate supply of teachers						
Appeal made to educational authorities	19(13.5)	23(16.3)	24(17.0)	52(36.9)	23(16.3)	141	3.26
Increased teaching load for teachers	24(17.0)	22(15.6)	17(12.1)	52(36.9)	26(18.4)	141	3.12

Table 6 reveals the strategies SHS heads have put in place to manage the challenges faced. To manage the inadequate classroom challenge which resulted in congestion or large classes, respondents agreed (M = 3.74) that the heads ensured that teachers combined classes for students on different programmes but offering similar subjects. Many teachers agreed (M = 3.45) that some heads made sure that lower forms held classes under trees to enable the final year classes take place in actual classrooms (See figure 1 appendix B for confirmation). Above all, majority of respondents admitted (M = 3.68) that heads converted non-classroom structures into classrooms. Such structures were assembly halls, canteens, etc. (Appendix B, figure1). From Table 6, the most effective strategy in managing the inadequate classroom was holding classes in non-classroom structures. The finding here corroborates the Junior Graphic team's findings when it visited some SHSs in Accra, Apam, Winneba and Cape Coast and found out that some classes were being held in assembly halls, canteens, under trees and in uncompleted structures. The team also discovered that government had put in place emergency classroom projects such as pavilions/sheds to cater for fresh students (Kalle-Dery, 2010).

The measures the heads took to manage the inadequate dormitories which led to congestion were creating separate dormitories for seniors, keeping chop-boxes on dormitory corridors, and pairing two juniors on one bed. From the Table 6, the most effective measure among them is keeping trunks and chop-boxes on dormitory corridors (M = 3.59 – agreed). It confirms the Junior Graphic team's findings when it visited some senior high schools in Accra, Apam, Winneba, and Cape Coast to assess how heads were managing the dormitory overcrowding problem. The team found out from the heads who said they were keeping student trunks and chop-boxes on dormitory corridors to create more space for accommodation in the dormitories (Appendix B, figure 3 corroborated). It was also reported that in some cases, students doubled up in one bed (Kale-Dery, 2010).

It is again clear from Table 6 that the large class size challenge was managed by ensuring that teachers were in class always to control misbehaviour of students (M = 2.99 - agreed on the lower side of uncertainty). On the management of the challenge through the provision of microphones for teachers to use, minority of the respondents agreed (M = 2.81 on the lower side of uncertainty) to it. This further means that the provision of microphones in classrooms was not widespread in all the schools in the district.

Table 6 shows that the power struggle challenge was managed in the schools through three approaches. Firstly, higher posts were given to the 4-year group whilst lower (assistant) posts were given to the 3-year group. The mean values for levels of agreement in the table suggest that it was not all the schools that adopted this measure. All the respondents were quite uncertain but the degree of uncertainty among them was on the very low side with holding separate meetings with each group (M = 3.40), and meeting both leaderships to resolve the differences (M = 3.33). Holding separate meetings with each group to identify their grievances and resolve them

was therefore, the most effective measure among the strategies adopted. Some schools resolved the challenge by just giving all the posts to the 4-year group on grounds that they spent more years in school, and this was acceptable to the 3-year group.

Table 6 also shows that the challenge of difficulty in getting enough exam rooms for the final examinations was resolved by firstly holding school-based meetings to discuss how to overcome it in view of the inadequate classroom infrastructure available. Majority of respondents agreed (M = 3.65) to it. Consequently, the school heads drew GES and WAEC officials' attention to it and the exam was re-scheduled to take place during the holidays in April, 2013 when the juniors would have vacated the school premises. From the Table 6, the teachers considered it as the most effective strategy in combating the inadequate exam hall challenge.

From Table 6, it clear that the challenge of difficulty in ensuring good discipline among students before and after school hours was managed through house parents' persistent effort to control them (M = 3.67 agreed to it). Additionally, the teachers engaged in constant counselling at social gatherings with the students to enable them exhibit good behavior (M = 3.75 agreed to it). Finally, the heads appealed to government, NGOs, old students and PTAs for help in providing more bungalows on campus for teachers to help control the indiscipline among students. The teachers considered this as the most effective strategy in addressing the indiscipline among the students before and after school hours since it brought many more teachers to campus for help. The mean value (M) of 4.10 expressed their disagreement to it. This finding is in line with the report of GNA (2013) that Mrs katsriku, an old student of Akim Swedru SHS, appealed to the old students and parents to come to the aid of the school in providing infrastructure. GNA (2009) also reported that the PTA of the same school constructed two bungalows for the school to ease the accommodation problems facing the teachers. GNA (2013) reported that Apam SHS launched 60th anniversary and an appeal was made to the old students to contribute to the infrastructure needs of the school. A levy of GHℂ500.00 was imposed on each old student in order to meet these needs. The Asutifi District Assembly (2006) reported too that the four SHSs in the district lacked infrastructure such as staff accommodation, dining hall, kitchen and classrooms among others. It, however, said that these needs were being funded by the government of Ghana through GETFund, HIPC, capitation grant, district assembly's common fund, and NGOs e. g. DFID, ACTION AID Ghana, Social Investment Fund, Community-Based Rural Development Project (CBRDP). It reported that it used the MP's Common Fund to provide infrastructure and learning materials for schools. It also recounted Newmont Ghana Gold's support to the education sector of the district in the maintenance of educational facilities. It disclosed further that PTA's/ SMC's organise some minor maintenance in some basic schools such as weeding of school compound, cementing of classrooms and repairing broken doors. It concluded that other communities did initiate projects and sought support from the assembly to ensure successful completion.

Table 6 indicates further that the inadequate supply of textbook challenge was dealt with by billing students with PTA approval. Majority of the teachers agreed (M = 3.58) to it.

Another significant revelation observed in Table 6 was that the inadequate supply of computers challenge was addressed through appeals made to government and more computers were supplied (M = 3.18 agreed and this was at the very low side of uncertainty among teachers). This finding affirms the report of Ministry of Education, Science and Sports (2010) that government had realized the student-computer ratio was not good enough to ensure quality SHS ICT education and had targeted acquiring 2000 computers at community learning centres by 2013 to cover 496 SHSs, 26 TVET and 38 colleges of education. Fortunately, the district happens to have a community learning centre which is located at Peki Senior High School. This clearly shows that government has kept faithful to its promises.

Above all, Table 6 depicts that the problem of inadequate provision of TLMs was managed through teacher improvisation (M = 3.26 agreed with uncertainty level being very low among them). Borrowing from people was another approach used to contain the situation (M = 3.24 agreed to it).

Results of Independent-samples t-test to Compare the Scores of SHS Heads and Teachers with Regards to Strategies put in Place to Deal with the Challenges

An independent-samples t-test was conducted to compare the views of headteachers on one hand and the teachers on the other with regards to **strategies adopted** in the management of the double final year examination students. Test results show that there was no significant difference in the scores for headmasters [(M=121.44, SD=16.06) and the teachers (M=114.52, SD=16.99); t (141) =1.19, p=0.24].

Key Findings from the results and discussion

A: Challenges in the management of the two groups in the district were:
1. Dormitories were inadequate to support the batch and this had resulted in congestion in the dormitories.
2. Dining halls were not adequate to cater for the seniors and juniors when they went for dining sessions.
3. Classrooms were inadequate resulting in large classes or congestion with the consequent difficulty in class management. It even resulted in junior classes being held under trees and in uncompleted and non-classroom structures in order to enable the senior classes go on in actual classrooms.
4. Inadequate provision of computer laboratories and computers. This resulted in congestion in computer classes with students pairing for computer lessons.
5. TLMs were woefully inadequate and this resulted in teaching lessons in abstract where no improvisation or borrowing could be done.
6. There was a great difficulty in maintaining discipline among the students before and after lessons.
7. There was much power struggle between the 3-years and the 4-years because they all felt they were in the final year and were seniors. This generated much conflict on campus. It therefore affected smooth administration.

B: Perceptions of heads and teachers about the challenges were that all the infrastructure challenges were considered severe. It also included the power struggle and difficulty in maintaining discipline before and after school.

C: Key strategies adopted to contain the challenges were:
1. The inadequate dormitory challenge was addressed by creating separate dormitories for the seniors while pairing two juniors in a bed. Moreover, trunks and chop-boxes were kept on dormitory corridors to allow for the accommodation of more students in the dormitories. Some uncompleted structures were also converted into dormitories (Appendix B, figure 5).
2. Inadequate dining hall was contained by crating tables along dining hall corridors, and breaking students into two groups where one group went for meals before the other.
3. The inadequate classroom challenge was managed by combining classes for students on different programmes but doing the same subject. Some junior classes were being held under trees to give way for senior classes in actual classrooms. Non-classroom structures including those uncompleted were converted into classrooms.
4. The inadequate computer supply was resolved through appeals which made government to provide more.
5. The inadequate TLMs challenge was managed through borrowing and returning, and teacher improvisation.
6. Difficulty in maintaining discipline before and after class was addressed through continual supervision and vigilance of house parents. The students were met at social gatherings and counselled to be of good behaviour.
7. The conflict over seniority was contained by holding separate meetings with each group to listen to their grievances and deliberate on means of resolution. Finally, higher posts were given to the 4-years whilst lower (assistant) posts were given to the 3-year group. It must be emphasized that some schools gave all the posts to the 4-years on grounds that they had spent more years in school. This was understood by the 3-years.

Conclusions

From the findings of the study, the following conclusions are drawn:

The findings confirm that challenges existed in the management of the double final year examination students because infrastructural facilities and teaching-learning resources were inadequate to support them. Inadequate infrastructure facilities and learning resources therefore triggered off most of the challenges. This resulted in congestion in the dormitories, dining halls, classrooms and computer laboratories. Furthermore, it led to difficulties in maintaining discipline among the students. Again, the inadequate supply of TLMs forced the teachers to do abstract teaching most of the time. Above all, the acute and distressing nature of the challenges compelled the school heads and teachers to describe them as serious in the management of the batch.

It is clear from the findings that some of the strategies adopted by the school heads to manage the challenges were quite effective whilst others were ineffective and ad hoc. For instance, combining classes for students on different

programmes but offering similar subjects was quite ideal and effective whilst studying under tees is considered ineffective during raining seasons. More lasting strategies/solutions must therefore be applied to some of the challenges. However, it must be concluded that the strategies adopted brought improvement in the management of the batch and made life more comfortable and bearable to the students and teachers.

Recommendations for Improvement on Policy and Practice

Based on the findings and conclusions drawn, the following recommendations are made to promote the effective and efficient management of students in senior high schools:

1. Government should speed up work on on-going infrastructural projects in the schools in order to solve or minimize the accommodation challenges facing them.
2. Government should source enough funds from donors to put up new infrastructure projects such as dormitories, dining halls, assembly halls, classroom blocks, computer laboratories, etc. to nip in the mud, the accommodation challenges in the schools.
3. Government alone cannot solve all the challenges facing educational institutions in the country. Other stakeholders such as NGOs, parents, old students, firms, churches and other organizations must join hands with government in the provision of educational needs for the schools.
4. Urgent attention must be paid to teacher accommodation needs by stakeholders.
5. Adequate teaching and learning materials must be provided by government for use in the schools by teachers to avert abstract teaching. Teachers should be given capacity building on no and low cost TLM production so they could engage in such production and beef up the departmental TLMs for improvement on teaching and learning outcomes.
6. Implementing educational reforms should be preceded by adequate supply of technical systems and resources and hence government of Ghana should consider beefing up such infrastructure and other resources prior to implementation of any other reforms.

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