SCHOOL ADMINISTRATION AND MANAGEMENT

CHAPTER 1
NATURE OF BASIC SCHOOL ADMINISTRATION AND MANAGEMENT

1. Explain the term Administration with four (4) functions of Administrations.
   Administration is a process that involves a sequence of coordinated activities ; planning, organizing, staffing, directing, coordinating in order to use available resources effectively and efficiently to achieve desired organizational goals

   FUNCTIONS
   a) Exists to implement the decisions of an organization.
   b) Can help to make employees more productive.
   c) Helps to assemble/gather and to ensure effective and efficient use of resources.
   d) Evaluates the quality and quantity of outcomes actually accomplished.
   e) Unifies and coordinates the human and material resources available for the use in the organization.

2. Explain the term management with four (4) functions of management.
   Management is the act of achieving organization's goal with limited human and material resources. It is the attaining the mission of an organization at all cost even in the midst of limitations within and without the system.
   Or
   Management is a sequence of coordinated events which involve planning, organizing, coordinating and controlling in order to use available resources (human and materials) to achieve desired goals or objectives.

   FUNCTIONS
   a) Setting directions, aims and objectives.
   b) Planning how a goal will be achieved.
   c) Organizing available resources in order to achieve the goal economically as planned.
   d) Setting and improving organizational standards.

3. Distinguish between the following
   i. Education Administration and Educational Management.
      Education Administration may be defined as the machinery for running educational institutions in a nation. It can also be working with and through other people to achieve organizational goals of educational institutions.
      Educational Management can also be considered as the process of planning, organizing, directing, coordinating and evaluating human and material resources in order to achieve stated educational goals or objectives.
   ii. Management as an Art and Management as a Science.
      Management as an art is considered an art because it involves creativity, personal skills and perfection through practice.

Management as a science is regarded as a science because it has developed certain principles, theories, generalizations, processes, practices and techniques which can be applied in different situations.

4. Enumerate four (4) similarities and differences between Management and Administration.

SIMILARITIES
- Both concepts deals with a group of individuals brought together to achieve specific goals.
- They describe effectively and efficiently how resources are mobilized to attainment of goals.
- Both are regarded as a process which involves planning, organizing, staffing, coordinating, directing, controlling etc.
- Both concepts involve the application of POSDCORB.

DIFFERENCES
- **Management** refers to top hierarchy whilst **Administration** works under management.
- **Management** seeks to formulate policies whilst **Administration** implements the policies.
- **Management** is geared towards profit making whilst **Administration** is nonprofit making. Example; whilst management is used in factories, banks etc administration is used in hospitals, schools, police administration.
- **Management** is mainly used by the British to refer to top personnel within an organization whilst **Administration** is used be Americans to also refer to top personnel with the organization.

5. Explain the component of the POSDCoRB
- **Planning** is 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 school.
- **Organizing** is the establishment of the formal structure of authority through which work subdivisions are arranged and coordinated for a defined objective. It is grouping activities and assigning such activities to class, units, divisions, and departments with their administrative heads and delegation of authority to subordinates to carry out the activities.
- **Staffing** is the whole personnel function to bringing in and training staff and maintaining favorable conditions of work in the school.
- **Directing** is guiding, leading or communicating well with staff in order to achieve organizational goals.
- **Coordinating** refers to the process of bringing related activities together with the view to carefully arranging them side by side each other for coherence and to avoid chaos.
- **Reporting** is about sharing of important information with those who matter in the organization.

- **Budgeting** is having a plan for the organization. Is the formulation of program plans in terms of financial cost.

6. Explain four (4) challenges encountered by inclusive Basic School Administration.
    - Difficulty in maintaining discipline: Students are brought up in modern environment and it requires patience to raise them right.
    - Inadequate infrastructure: There at many schools which are still under trees. Pupils and teachers sit under theses trees to learn and whenever the rain threatens, the school closes.
    - Lack of knowledge and awareness of curriculum adaptation: Lack of knowledge and awareness of teachers to adapt curriculum, lessons, and school activities to the needs of learners with diverse backgrounds and abilities is a challenge in basic schools.
    - Unsafe school environment: Most of the inclusive basic school in the country is open to public, making human beings and animals get access to the school at any time. Educating learners on an unsafe environment increases the anxiety levels of learners.
    - Negative attitudes of teachers toward work: The attitudes of teachers toward work can cause a student or class of students to experience significant setbacks.
    - Lack of adequately qualified guidance and counseling personnel in the school.
    - Truancy and poor attitude of learners.
    - Inadequate budget for the schools.

7. What are the administrative tasks of a school head.
    a) Pupil Personnel :
        - Provide guidance and counseling services.
        - Institute procedures for the orientation of pupils.
        - Establish school attendance policy and procedures and maintain a system of child accounting.
        - Establish policy and procedures for dealing with pupil irregularities (conduct problems)
        - Establish policy and procedures in regard to pupil safety in the building and in the school premises.
        - Develop and coordinate the extracurricular programme.
        - Handle disciplinary cases.
        - Arrange systematic procedures for the continual assessment and reporting of pupils' performances.
        - Provide health services.
        - Provide for individual inventory services.
    b) Staff Personnel
        - Help formulate staff personnel policies.
        - Recruit staff personnel; attract able people to the school staff.
        - Select and assign staff personnel.
        - Schedule teacher's assignments.
        - Communicate the objectives of the school progamme to the faculty.

- Observe teachers in their classrooms.
- Diagnose the strengths and weakness of teachers.

c) Community- school relationship
- Develop and administer policies and procedures for parent and community participation in school matters.
- Confer with parents.
- Handle parental complaints.
- Respect the school by participating in community organizations.
- Cooperate with other community agencies.
- Make possible the continual re-examination of acceptable plan and policies for community improvement, with particular reference to the services which the schools are rendering.
- Help to develop and implement plans for the improvement of community life.

d) Instruction and curriculum development
- Help formulate curriculum objectives.
- Help determine curriculum content and organization.
- Relate the desired curriculum to available time, personnel physical facilities.
- Provide materials, resources, and equipment for the instructional programme.
- Provide for the supervision of instruction.
- Provide for in-service education of instructional personnel.

e) School finance and business management
- Prepare the school budget.
- Provide for a system of internal accounting.
- Administer school purchases.
- Account for school properties.
- Account for school monies.
- Keep the school office running smoothly.

f) School Plant
- Determine the school plant needs of the community and the resources which can be marshalled to meet those needs.
- Develop a comprehensive plan for the orderly growth and improvement of school plant facilities.
- Implement plans for the orderly growth and improvement of school plant facilities.
- Develop an efficient programme of operation and maintenance of the physical plant.
- Supervise the custodial staff.

g) General tasks
- Organize and conduct meetings or conferences.
- Handle delicate interpersonal situations.
- Direct the work of administrative assistants.
- Publicize the work of the school.
- Diagnose the strengths and weaknesses of the school programme.

- Attend such school functions as assemblies, plays, athletics contest, etc.
- Respond to correspondence.
- Prepare reports for the local/ districts school boards.
- Schedule school programmes.

8. Explain four (4) things a head should do to maintain School Community Relations.
   - The school can rely on the resources of the community to carry out its activities and programmes
   - The school head is to know the community in which he is operating
   - The pupils who attend school are to be socialized by the school to fit into the community
   - The school has to help the community to progress and therefore needs to be aware of the community's aspiration
   - The school's programme must address the needs of individual pupils.
     As a result; parents have the right to be informed about what goes on in the school so that they can support their children at home.
   - The school helps to develop and implement plans for the improvement of the community.
   - People like the chief and prominent people in the community can be used as resource persons.
   - Again, you should try and get the cooperation of the parents for the good of proper upbringing of the children. This you can do through PTA meeting, open day etc.
   - Further you should always keep the community informed about the activities, new friends and policies of the school.
   - Finally, the head should cooperate with other stakeholders of the educational enterprise such as the church, mosque, the mass media etc.

CHAPTER TWO
SCHOOLS OF ADMINISTRATION THOUGHT AND THEIR EDUCATIONAL IMPLICATIONS

1. What is meant by Organization.
   Organization is a six unit of people that is structured and managed to meet a need or to pursue collective goals. It exists in order to achieve objectives and to provide satisfaction for their members.
2. Distinguish between Formal and Informal Organizations with three characteristics each.
   Formal organization is constructed to seek specific goals and guided be formally stated set of rules and regulations. Eg. Corporation, armies, churches, prisons.

Characteristics of Formal Organization
- It is guided by formally established policies, rules, and regulations that control the behavior of members.
- It has organizational structure based on hierarchy of authority.
- The expected roles or behavior of members.

- The life of a formal organization is longer than that of the actors in it.
- Formal organization have specific objectives or goals that it wants to achieve.

Informal organization are social groupings within a formal system, which occur as a result of some members sharing common responsibilities, interests, problems, or personal characteristics.

Characteristics Of Informal Organization
- It lacks stability.
- Independent channels of communication.
- It has no written rules and procedures.
- Based on personal interests.
- Based on Formal Organization.

3. List four (4) duties of the Headteacher in Inclusive Basic Schools.
   - School community relationship duties.
   - Curriculum, instruction and appraisal duties.
   - Student personnel service duties.
   - Staff personnel service duties.
   - Maintenance of school physical facilities duties.
   - Management of finance.
   - General administrative duties.

CHAPTER THREE
SCHOOLS OF ADMINISTRATION THOUGHT AND THEIR EDUCATIONAL IMPLICATIONS

1. What is administrative management theory or approach.
   Administrative Management Theory - administrative management theorists concentrated on upper- level administration (the MDs) and worked downwards on the organization hierarchy. The administrative management theorists looked for common or universal principles that
   characterized successful management. Basically, the approach involved 'how to create an organizational structure that leads to efficiency and effectiveness'.

2. Explain four (4) principles of administrative management.
   - Division of work: This implies that jobs should be broken down into small parts and individuals are to work on only a limited number of parts according to specialization.
   - Parity of authority and responsibility: Fayol defined authority as the right to give orders and the power to exact obedience.
   - Discipline: The individual working in an organization should be welldiscipline. Objectives, rules, regulations, policies and procedures must be obeyed by each member of the organization.
   - Unity of command: Fayol believed that an employee should receive orders/instructions from and in return be accountable to only one person.The purpose is to avoid confusion, conflict or indiscipline.

- Unity of direction: Each group of activities with the same goal should be managed under one head and one plan.
- Remuneration: This should be fair and as far as possible afford satisfaction to both personnel and organization.

CHAPTER FOUR
THEORY X, Y AND Z

1. **Theory X** basically holds the belief that people do not like work and that some kind of direct pressure and control must be exerted to get them to work effectively.

Assumption Of Theory X

- Lack of integrity.
- Avoid responsibility.
- Are not interested in achievement.
- Prefer to be directed by others.
- Are not very bright.
- Are incapable of directing their own behaviors.

Implications Of Theory X

a) **Rigid Patterns** : First, the theory advocates close supervision, control and workers are directed. Secondly, it relies on many detailed directions such as demanding absolute compliance from workers. Thirdly, if employers feel workers do not perform their duties, they are threatened with firing and withdrawal of pay.
b) Insistence Centralized Power : All decisions are made and channeled from the top. Workers do not have any day in matters which affect them. It leads to autocratic/authoritarian leadership.
c) Theory X is concern with high productivity of the organization at the expense of the workers.
d) Administrators who use theory X approach adopt wrong attitude towards the workers, considering them to be unreliable, irresponsible and immature.

2. **Theory Y** is based on an optimistic philosophy about human nature. McGregor's dissatisfaction with Theory X management and it's assumptions; failure to consider certain human needs that relate to self-fulfillment, self-actualization, ego-satisfaction and the social need of man led to formulate Theory Y.

Assumption of Theory Y

- Have integrity.
- Are not stupid.
- Are not passive and submissive.
- Want their organization to succeed.

- Desires to achieve
- Capable of directing their own behavior.

Implications Of Theory Y

a) Administrators who are Theory Y oriented seek information from their workers and listen to them. They will be concerned with the welfare of their workers and willingly listen to their problems.
b) The belief in Theory Y also leads to decentralization of activities or power and delegation of authority. Responsibilities are shared among workers.
c) Workers are regarded as responsible and mature and therefore treated with due respect.
d) Theory Y managerial behavior reflects less authoritarian or democratic leadership style.

3. **Theory Z :** This theory posits that workers life is a whole personality, not half machine during working hours (from 9am to 5pm) and half humans after working hours when workers retire to their homes. Theory Z emphasizes things such as job rotation, broadening of skills, generalization vs specialization, and the need for continuous training of workers.

Assumptions Of Theory Z

- Long term employment, often for a lifetime.
- Participative and consensual decision making.
- Relatively slow process of evaluation and promotion.
- Informal relationships among people.
- Individual responsibility with a group context.

Educational Implications Of Theory Z
a) Theory Z strongly promotes participative approach to decision making. In the school situation, when teachers or staff are involved in the decision making process, they feel part of the institution and are motivated to work hard or implement the decisions they party to.
b) When teachers know they have permanent job security and that they can rise through the ranks as advocated by Theory Z, they would be committed to their job/work and work hard to ensure increased productivity and attainment of of institutional goals.
c) Theory Z also stresses on the need for educators to focus their attention on Human Resources under their control.
d) Trust is the basic prerequisite for successful operation of Theory Z management. In the school, trust us demonstrated through sharing of information, delegating and allowing staff members to assume responsibility.

CHAPTER FIVE
<u>**LEADERSHIP IN INCLUSIVE SCHOOLS**</u>

1. What is Leadership?
   Leadership is process of influencing others to work willingly towards the achievement of an organizational goal according to the best of their capabilities. (Stoner, 1978)

2. Explain four (4) basic elements of Leadership/ a leader

   - Leadership involves followers and subordinates.
   - Leadership involves unequal distribution of power between leaders and group members.
   - Leadership involves the use of influence.
   - Leadership focuses on the achievement of goals.

3. State and explain any four (4) importance of Leadership/a leader

   - **Improves Communication** – Clear and concise communication is essential for any team to function correctly. Effective leaders will make it a point to keep lines of communication open at all times and create an open and inclusive environment where everyone feels comfortable sharing their ideas.
   - **Creates a better work environment –** Leaders have a profound impact on their overall work environment. They create an atmosphere of trust and respect which in turn to foster creativity and collaboration.
   - **Improves productivity –** An effective leader makes all the difference in a team's productivity. When employees feel valued and motivated, they are more likely to be productive.
   - **Increases efficiency** – Leaders can help improve efficiency by ensuring everyone is working towards the same goal and doing what they do best.
   - **Decreases mistakes** – A leader needs to be able to identify potential problems early on and head them off to avoid costly mistakes.
   - **Motivates employees** – Good leaders know how to effectively motivate their employees. They understand that people are different and that what works for one person may not work for another.
   - **Sets a good example for others** - An effective leader knows that setting a hood example is one of the best ways to inspire others. After all, people are more likely to follow someone they see as a role model.

4. State and explain any four (4) leadership theories.

   - **Trait leadership theory,** leaders possess some personal characteristics that distinguish them from other persons. These personality traits are : intelligence, physical appearance, initiative, integrity, courage, sociology- economic background, self- confidence.
   - **The Great Man Theory –** this theory means that great leaders are born and not made. In other words, great leaders are those who are destined by birth to become a leader.

- **Behavioral theory –** leadership **is** based upon the belief that great leaders are made not born. This leadership theory focuses on the actions of leaders not on mental qualities or internal states.
- **Participative theory** – here, leaders encourage participation and contributions from group members and help group members feel more relevant and committed to decision making process.

5. Explain any three (3) leadership styles.
   - **Autocratic style** – this is where the leader gives order which he or she insists that it should be obeyed. The leader determines policies for the group without consulting them.
   - **Democratic leadership style** – this type of leadership rests on the idea that's members of the group shall be involved in decision making/formulation of policies. The leader derives his power and authority from his followers and attempts as much as possible to make each individual feel that he is an important member of the group.
   - **The Laissez-Faire Leadership Style** (" let the people do what they wis") – is a kind of leadership where there are practically no rules in the school/organization. This means that the subordinates are free to do what they like.
6. Explain any four (4) characteristics of a Leader.
   - Integrity
   - Delegation
   - Communication
   - Respect
   - Self Awareness
   - Learning agility
   - Influence

CHAPTER SIX

SOURCES OF LEADERSHIP POWER

1. What is meant by Leadership Style
   Leadership style is a leaders general personality, demeanor ad communication patterns in guiding others towards reaching organizational or personal goals.
2. Explain the three Leadership Style with two (2) merits and Demerits (chapter 5, 3 leadership styles has been explained)

Merits of Autocratic leadership style
- The leader achieves his objective with iron hands as he/she is goal centered.
- Some situations leave the manager with no option than the application of autocratic leadership.

Demerits of autocratic leadership style

- It leads to controlled climate.
- There is no co-operation among the group.
- There's no originality.
- There is discontent.
- It leads to hostility and aggression towards the Leader and other members of the group.

Merits of democratic leadership style
- The subordinates are always willing to participate in the affairs of the group.
- The subordinates see the affairs of the group as everyone's concern.
- While the Leader is away, the subordinates continue to work hard.
- The subordinates feel happy and are willing to co-operate with the leader.

Demerits of democratic leadership style
- The achievement of the objective of the task at times suffers since process of taking decision can be too long under the leadership.
- Workers may get lazy and take things for granted.
- Some workers might perceive the leader as ill-qualified if they have to consult with the subordinates.
- Some workers might perceive the participative approach as an attempt to manipulate them.

Merits of Laissez-Faire leadership style
- It is appropriate in some situations where subordinates are all experts in the field and the manager does not have to be involved in every decision made by the expert.
- Mature people feel free to do what they to do thus promoting and creativity.
- The conscientious employees provide their own motivation.

Demerits of Laissez-Faire leadership style
- Discipline suffers.
- Things get out of hands.
- The objective of the schools is not achieved, because of less work, poor quality and more play.

3. State and explain any five (5) attributes of a good leader.
    - **Collaborative** – Leadership is a collective process that requires leaders and their team members to work together to achieve success.
    - **Accountable –** an effective leader does not hold his team accountable for the failure of a project but rather finds the root cause of failure and discreetly work solving the issue.
    - **Good listener -** A god leader understands, processes information communicated and acts upon it and provides feedback.
    - **Empathetic –** Leaders foster emotional intelligence, which helps them empathize with people around them.

- **Focused –** a good leader is focused on achieving long term benefits for the business and their team.
- **Optimistic.**
- **Resilient.**
- **Transparent.**
- **Visionary.**

CHAPTER SEVEN

COMMUNICATION, DECISION MAKING AND SUPERVISION IN INCLUSIVE BASIC SCHOOLS

1. Distinguish between Communication and Effective Communication
   Communication is the process of conveying message from one person to the other, with the recipient of the message understanding the content and the meaning of the message (Rouse and Rouse, 2005).

   Effective Communication is communication that is clearly and successfully delivered, received and understood.

2. Explain any five (5) needs for effective communication.
   - **Facilitates understanding** – effective communication helps students understand concepts taught in class when teachers use clear language and explain complex ideas in a way that students can understand which helps build their knowledge and confidence.
   - **Promotes active learning** – it encourages students to participate in class discussions, ask questions, and seeks clarifications.
   - **Builds trust** – when teachers communicates effectively with their students, it helps to build trust and establish a positive learning environment.
   - **Encourages feedback** – It enables students to provide feedback to their teachers about their learning experiences.
   - **Enhances critical thinking** – it encourages students to think critically and develop problem-solving skills by engaging in class discussions, sharing ideas, and exploring new concepts
   - **Promotes respect** – it helps promote respect between teachers and students.
   - **Supports student success**.
   - **Improves student engagement.**
3. Explain three (3) types of communication.
   - **Verbal communication** occurs when we engage in speaking with others. It can be face to face, over the telephone, via Skype or Zoom, etc. Some verbal engagements are informal, such as chatting with a friend whiles others are formal, such as a scheduled meting.
   - **Non-verbal communication** includes facial expressions, posture, eye contact, hand movements, and touch.
   - **Written communication** whether it is an email, a memo, a report, a facebook post, a tweet, a contract, etc all forms of written communication have the same goal to disseminate information in a clear and concise manner.

4. State and explain four (4) barriers and guides to effective communication.
   - **Verbalism –** excessive verbalism can no longer be condoned, particularly in todays world of communication, which offers much more effective substitutes from other avenues of expression.
   - **Anxiety –** one of the significant emotional causes of communication barriers is a student's anxiety. Students who are anxious and unsure are less likely to speak up in class.
   - **Language –** this can be significant communication barrier if the teacher and the students don't speak the same language.
   - **Expression –** communication is never exact. The initiator tries to put his ideas into words, and then the recipient has to decide those words to understand the concept.
   - **Disinterest –** disinterest arises among the students for to the lack of available teaching materials, teaching systems, and efficient teachers in classroom.
   - **Physical discomfort.**
   - **Location or distance barriers.**

5. Distinguish between a Decision and Decision Making.
   Decision is a conclusion or resolution reached after consideration. **AND**
   Decision making is the process of devising a plan to choose from alternative with the aim of finding solution to a problem. **Or**
   The difference between decision and decision-making is that **decision** is simply what one intends to do or a choice between alternatives but **decision-making** is a process of making a choice between or among various alternatives considering the costs and benefits of these alternatives.

6. Mention four (4) importance of Decision Making.
   - **Implementation of managerial function of education** – without decision making, different managerial function of education like planning l, organizing, directing, controlling, staffing cannot be conducted.
   - **Determining the courses of study at different level** - decision making helps to choosing a suitable course of action by weighing and weeding out several available courses of study.
   - **Designing the structure of educational organization –** decision making helps to design the structure of educational organization.
   - **Providing effective leadership –** To take effective leadership role by the administrator in an educational organization, decision making process will help him develop a democratic idea in educational institution.
   - **Choosing the best alternatives –** decision making is the process of selecting the best alternatives. It helps to identify the advantage and disadvantage of the things and helps in choice of best.
   - **Successful process in education –** without making correct and appropriate decision, no organization can exists. A right dęciom can make a life and a wrong decision can ruin a life.

7. Discuss four (4) needs for teachers to participate in decision in Inclusive Schools
   .
   Teachers play a crucial role in the success of inclusive schools, and their active participation in decision-making processes is vital for creating effective and supportive learning environments. Here are four needs for teachers to participate in decisions in inclusive schools:

   A. **Understanding Diverse Student Needs** –
      - Inclusive classrooms often have students with a wide range of abilities, learning styles, and backgrounds. Teachers need to participate in decisions to understand these diverse needs and provide appropriate accommodations and support. Their firsthand experience with students equips them to offer valuable insights into what works best for individual learners.
   B. **Tailoring Instruction and Support** –
      - Teachers should be actively involved in decisions regarding curriculum adaptations, teaching methods, and classroom resources. By participating in these decisions, teachers can tailor their instruction and support services to meet the unique needs of students with disabilities or different learning styles. This customization is essential for ensuring that all students can access the curriculum effectively.
   C. **Collaborative Planning and Professional Development** –
      - Inclusive education requires collaboration among teachers, special education professionals, and support staff. Teachers need to participate in collaborative planning sessions where they can discuss student progress, share effective teaching strategies, and learn from one another. Participating in decisions about professional development opportunities enables teachers to enhance their skills and stay updated on inclusive teaching practices.
   D. **Supporting Social and Emotional Development** –
      - Inclusive schools aim to create a supportive and accepting social environment for all students. Teachers need to be actively involved in decisions related to social and emotional learning programs, behavior management strategies, and peer support initiatives. Their input ensures that these programs are effectively implemented in the classroom, fostering positive relationships and emotional well-being among students.

8. Distinguish between Programmed and Unprogrammed Decision Making.
   Programmed decisions are those which are well structured, repetitive and generally routine in nature and there are definite rules and procedures for handling them and **Non-programmed decisions**, on the other hand, are those that are out of the ordinary or unique. They are new and non-repetitive, unstructured and entail high risks.

9. Explain Supervision with four (4) purposes.
   Supervision is the process of observation, discussion, and decision making by managers and inspectors of education to improve teaching and learning process.

Purpose Of Supervision

- To help the teachers improve their status, skills and knowledge.
- To ascertain the standard of educational performance.
- To check the available resources in each school.
- To assess the climate or tone of the school and suggest remedial measures.
- To promote and develop a favorable setting for teaching and learning.

10. Mention four (4) needs for supervision.

- **Improvement of teaching and learning situation –** with proper planning and the cooperation among all workers, supervision undertakes constructive steps for development of the teaching-learning situation.
- **Providing Leadership –** leadership is defined as the process of conception and attainments of goals and objectives.
- **Development of goal –** the most important function of supervision is to make sure that teachers and supervisors work together in coordination towards the objectives of the school.
- **Improving human relations –** one of the major functions of supervision is to conceive and maintain a cordial inter-personal relation with and among all the educational workers.
- **Improving grout interaction –** education is a cooperative group enterprise.
- **Development of motivation –** it is only through a highly motivated faculty that an educational institution can expect to facilitate students learning in the right direction.

11. Explain any four (4) types of supervision

- **Corrective Type** – the purpose of employing this type of supervision does not have any beneficial function. This supervision always tries to find loopholes and shortcomings in everything.
- **Preventive Type –** The teachers and the principals themselves are able to prevent troubles and problems.
- **Creative Type –** The supervisor brings himself down to the level of working of the teachers. He acknowledges the good work of the teachers who take initiatives and try to be innovative and experiment in the area of education.

CHAPTER EIGHT

ROLES AND RESPONSIBILITIES OF EDUCATIONAL AGENCIES AND BODIES IN GHANA

1. Describe the following agencies/ bodies with four (4) roles/ responsibilities each perform.

   i. **PTA** – This is established to be used as a channel of communication between home and the school. This enables them to know more about the school which establishes commitment.

Roles/Responsibilities of the PTA

- The addy meets with opinion leaders and the community to discuss issues relating to the progress of the school.
- The association organizes fund raising activities and contributes towards the improvement of the school.
- They support the teachers by giving them incentives or teacher motivation in a form of money, accommodation, TLRs, food items etc.
- They settle disputes and conflict between teachers and parents.
- The members of the association encourage members of the community who do not send their wards to school to do so since education is free and compulsory for school going children.
- They offer suggestions to teachers in making effective use of instructional hours.

ii. **School Management Committee (SMC) –** In the basic school, the SMC is the governing body of the school. It comprises members of the community and the school.

Roles/Responsibilities of the SMC
- They serve as the mouthpiece through which the community provides the necessary inputs for the school.
- They send letters to parents to frequently inform them of the schools concerns and what is expected of them.
- The committee educate all who have anything to do with the school on matters of policies that affect the school. Metropolitan, Municipal or District Assembly.
- They give scholarships to students who are brilliant but needy as part of their functions.

iii. **Non-Governmental Organization (NGO) –** they are flexible, people-centered, creative, responsive organization that provides developmental service to people in the community including the school.

Roles/Responsibilities of the NGO
- NGO's provides financial assistance to the school.
- NGO's sponsor projects such as classroom blocks, classroom furniture, library and toilet facilities.
- They also adopt some of the already existing structures and help maintain them.
- They also offer scholarships to brilliant but needy students.

iv. **Ghana Education Service (GES) -** The Ghana Education Service (GES) is a government agency under the Ministry of Education responsible for implementing government policies that ensure that Ghanaians of school-

going age irrespective of their ethnicity, gender, disability, religious and political dispositions receive quality formal education.

Roles/Responsibilities of GES

- Providing and overseeing Basic Education, Senior High Education, Technical Education as well as Special Education.
- Registering, supervising and inspecting private pre-tertiary educational institutions.
- Submitting recommendations to the Ministry of Education for educational policies and programmes.
- Registering teachers and updating the register of all teachers in the public system.
- Maintaining professional standards and conduct of its personnel.
- Recruit and post qualified teaching and non-teaching staff.

v. **Ministry of Education (MOE) –** Plan, Develop and implement educational policies and programmes.

Roles/Responsibilities of MOE

- Monitor and evaluate the performance of Government Policies and Programmes and Donor Funded Projects and Programmes.
- Maintain an efficient Education Management Information System to meet local and international standards.
- Advise Government on Educational Policies and Issues.
- Manage the conduct of Examination and Certification.
- Development of curriculum and assessment.
- Manage mandatory National Service Scheme.

2. Explain four (4) challenges of supervision in Inclusive Basic Schools.
    - **Staff Inadequacy** – the quantity of professionally trained supervisors in school is far insufficient to meet the demands of an effective and efficient supervision program.
    - **Shortage of external supervisors –** external supervisors are usually Ministry of Education or Education Bureau officers who are expressly designated to assess the level of conformity of school instructional activities with approved government standards. Unfortunately, due to the enormous number of schools and instructors, hence causing shortage of supervisors to effectively carry out the supervisory activities as expected.
    - **Inadequate instructional materials –** without instructional materials, there can be no effective delivery of instruction, however, experience has shown that most schools lack even most basic teaching materials and equipment such as textbooks, chalkboard and suitable classrooms for students.

- **Fiscal inadequacy –** a lack of cash prevents supervisors from organizing in-house orientation and training programs for their employees or traveling to other school resource centers to learn about new development, advice and instruction that could benefit the school and government.
- **Lack of Training –** many newly appointed school's supervisors are not properly trained and lack proper orientation that can equip them with the required skills to effectively carry out their instructional supervisory functions.

3. Outline four (4) functions of the NCoPUD.
    - Monitor and evaluate disability policies and programs.
    - Coordinate disability activities.
    - Mobilize resources for the attainment of it's objectives.
    - Play an advocacy role on disability issues at levels.
    - Maintain a register of persons with disability, institutions, organizations and associations which provide rehabilitation, services or support for persons with disability.

CHAPTER NINE

SCHOOL CLIMATE AND SCHOOL COMMUNITY PARTNERSHIP

1. Explain what is meant by Schol Climate.
    School climate refers to the quality and character of school life. It is also known as the heart and soul of the school, that essence of a school that's leads a child, a teacher, and an administrator to live the school and look forward to being there each school day.

2. State and discuss four (4) types of school climate.

    - **Open climate**
      a) Open climate presupposes an atmosphere where nothing is hidden from any worker. There is transparency in behavior among the school personnel.
      b) It is devoid of any communication gap.
      c) The climate of democracy.
      d) Everybody in the school carries his educational task with high sense of duty.

    - **Controlled Climate**
      a) In this climate, the headmaster is mainly concerned with the work of the school has set itself to do.

b) Generally, personal problems of the teachers and students are given little consideration as far as the headmaster is concerned.
c) Although teachers tend to cooperate well with such circumstances, they do not feel happy.
d) Good results are often achieved in the school but people are kept so much on their toes that they feel freer when they have left the school.

- **Paternal Climate**
  a) This type of school climate generally exists in schools where the headmaster is on average older than the teachers.
  b) The headmaster listens to their suggestions but does not apply/incorporate them.
  c) Decision making tends to be the monopoly of the headmaster.
  d) Discipline suffers.

- **Autonomous Climate**
  a) Sharing in leadership roles.
  b) Group leadership is the most important thing in the school.
  c) The school is run by consensus (democratic)
  d) The headmaster's role is relegated to the background.

- **Closed Climate**
  a) There is regular fault finding and quarreling among members of staff.
  b) The Principal/Headmaster is ineffective in directing the activities of the teachers and at the same time not inclined to look out for their personal welfare.

- **Familiar Climate**
  a) In the familiar climate of the school, individuals (every teacher) satisfy their personal needs at the expense of institutional goals (that is the task which the school has set itself to perform)
  b) Heads and members show indifference to school work.
  c) Cooperation among staff members is very poor.

3. Explain four (4) determinants/ factors that influence school climate
   - The leadership style employed by the manager/administrator.
   - The communication networks used to convey messages.
   - The goal of the organization.
   - Decision making practices.
   - Concern for employees.

4. Mention four (4) importance of School Climate.
   - There is evidence that some climates are likely to yield better results for specific tasks than others.
   - There is evidence that managers or administrators can influence the climates of their organization or more specifically, their own unit within the organization.

- There is evidence that an educational administrator will have difficult time exercising his educational leadership roles without sufficient supportive climate within which to work.
- There is evidence that closed climates in organizations tend to breed closed learning climates while open climates in organizations tend to breed open learning climates.
- Managers who have positive perceptions of organizational climate have greater acceptance of self than those with less positive perceptions of organizational climate.

5. Why should a School Administrator have knowledge of School Climate
In the study of school climates, the position of the headmaster as the most important administrative officer in the school is emphasized.
At one time he has to focus the attention of staff and students on the institutional aims of the school. His duties require him to do so. At another time he has to take note that despite the institutional expectation of the school, he works with human beings each of whom has an individual perception of the expectation of the school. He needs the co-operation of all to achieve the school's aim. It is therefore in the best interest of everybody that he should respect their feelings and understand why teachers behave the way they do.
In a good school, time and circumstances determine how best to exercise the requirement of personal needs and institutional goals.

6. What is School Community relation.
School community relationship is the rapport that exist between the school and the community which help the school to be able to train the young ones from the community to be problem solvers of society.

7. Discuss four (4) importance of School Community Relationship
- **Student Achievement** – it is clear that when parents are closely related to the school, students and school performances are augmented.
- **Dissemination of information** – the community should be informed about some important issues going on in the school. The community should be informed, of the government's educational policies such as safe school policy, inclusive education, FCUBE, decentralization, cost sharing in education and school feeding.
- **Political support** – School that collaborates closely with their communities gain political support from such communities.
- **Positive child development** – the school has been assigned a primary responsibility of educating the child, parents also have important roles to play in supplementing at home what the school will be providing the child.
- **Co-operation with community** – Parent and community offer the child informal education be he/she begins formal education (school)
- **Reduces conflict** – school community relationship helps authorities and community to make good decisions.

- **Staff development and innovation** – school-community partnership is a source of innovation and staff development.
- **Reduces misconceptions about teachers activities** – good school community relationship paces way for the community members to know the role of teachers and what the school stands for.

8. Explain four (4) principles of a good school community relationship.
   Good school-community relationships are vital for a thriving educational environment. Here are some key principles to foster a positive connection between schools and their communities:

   - **Communication** - Open, honest, and regular communication between the school and the community builds trust. This can include newsletters, social media updates, and community meetings.
   - **Inclusivity** - Ensure that all members of the community feel welcome and valued. Respect diverse cultures, beliefs, and backgrounds within the school community.
   - **Partnerships** - Collaborate with local businesses, organizations, and parents to create a supportive network. Engage in joint projects, events, and initiatives that benefit both the school and the community.
   - **Transparency** - Be transparent about school policies, decision-making processes, and academic performance. Transparency fosters trust and allows the community to actively participate in school matters.
   - **Involvement** - Encourage parental and community involvement in school activities, committees, and decision-making processes. Involved parents are more likely to support the school and contribute positively to their child's education.
   - **Respect** - Show respect for the opinions, concerns, and ideas of community members. Acknowledge their input and involve them in discussions regarding school policies and initiatives.
   - **Support** - Provide resources and support services that address the needs of the community, such as adult education classes, health services, or counseling programs. A supportive school is often at the heart of a thriving community.
   - **Accountability** - Hold the school accountable for its actions and academic performance. At the same time, involve the community in being accountable for supporting the school's goals and initiatives.
   - **Celebration** - Celebrate the achievements and successes of both students and community members. Acknowledging accomplishments fosters a sense of pride and unity within the school-community relationship.
   - **Adaptability** - Be willing to adapt and change based on the evolving needs of the community. A school that can flexibly respond to the changing demographics and requirements of its community can maintain a strong relationship over time.

9. In what four (4) ways can we ensure good/ effective school community relationship.
   - **Accessibility of Head to members of the community** – as the Head of an institution, one needs to be accessible to parents, elders and other members of the public.
   - **Development of interest** - The head of the institution should not isolate himself from the wider community. He should take active interest in the community life through the participation and involvement of the school in suitable activities and programmes such as the organization of cultural activities like Adowa dancing, agbadza dancing et cetera; social welfare programmes, adult literacy programmes, sporting activities and community projects. Some of the members of staff could serve on local committees which are to develop the community.
   - **Use of school facilities by the community** - Since the school is a micro community in a macro community, it is expected to serve the larger community in various ways. School facilities such as playground, assembly hall, classroom et cetera could be used by members of the community after proper formalization has been made.
   - **The Study if Aspect of Community's culture in the school** - The head should see to it that very important aspects of the community life are taught in the school to the younger generation. Children should be taught the local history of the people, the Geography of the area and the total way of life of the people.
   - **Use of local people as resource personnel** - Resource persons are individuals possessing skills, knowledge, expertise or ideas on topical issues or aspects of study. Many people in most communities possess skills, knowledge, expertise or ideas which might be available to the school thus the teaching of some subjects on the school curriculum may call for the services of such personnel e.g., teaching of dressmaking, carving and various aspects of culture may require the knowledge of local experts.
   - **Parents Associations -** Parent Teacher Association [PTA] is a very important organ in the community and the headteacher should see to its establishment and effective functioning. Through the PTA parents come to understand teachers better and vice versa.
   - **Inviting members of the community to special occasions -** Prominent members of the community like the chiefs and his elders, opinion leaders, the youth, et cetera can be invited to visit the school or to attend or participate in some school activities like Sporting, events, Open days, Speech days, School social programmes, staff parties, et cetera. Such events will enable the community to know the school life, achievements, difficulties et cetera.

CHAPTER TEN

EFFECTIVE DELEGATION AND HANDLING OF CONFLICT ISSUES IN INCLUSIVE BASIC SCHOOLS

1. Explain Delegation with four (4) importance

Delegation refers to the process by which a superior gives subordinates the authority to carry out an aspect of the supervisor's job.

IMPORTANCE OF DELEGATION

- It is important to delegate because there are physical and mental limitations to the possible workload of any individual or group in authority. Thus, work can be spread around to avoid overloads on individuals.
- Routine (day to day) or less important decisions are passed down the line to subordinates and the superior is free to concentrate on the more important aspects of the work (e.g., planning or strategic issues), which only he is competent (and paid) to do.
- The increasing size and complexity of organizations calls for specialization both managerial and technical. This principle of division of work demands that some works are delegated to those with the expertise.
- Better decisions are made because people who make them are experts more involved in the operations; this also means the decisions can be made quickly, giving the organization the chance to react quickly to local change.
- Delegation can lead to improved morale by increasing motivation and job satisfaction. Subordinate staff is motivated by trust placed in them and by the sense of participation. In addition, subordinates have the sense of ownership of the task they perform ultimately leading to increase productivity.
- 6. Delegation ensures maximum utilization of the skills and abilities of subordinates. It gives them greater scope of action, the opportunities to develop their aptitude and abilities, increase their commitment to the goals of the organization.
- Skills and competence re-generated in the subordinate staff and they make increasingly complex decisions. In this sense delegation is an important act of management development. Thus, through delegation people are trained to assume leadership position. It improves their self-confidence and willingness.

2. Explain four (4) reasons why mangers fail to delegate.
   Managers sometimes fail to delegate for various reasons, hindering organizational efficiency and growth. Here are four common reasons why managers might struggle with delegation:

   - **Lack of Trust** - Managers might find it hard to trust their subordinates to complete tasks to the required standard. Trust is fundamental to successful delegation, and if a manager lacks confidence in their team's abilities, they might be reluctant to delegate important tasks.
   - **Perfectionism** - Some managers have a tendency towards perfectionism, believing that they are the only ones who can do the job perfectly. They fear that others may not meet their high standards, leading them to hoard tasks and responsibilities rather than delegating them to others.
   - **Fear of Losing Control** - Managers who fear losing control over the work process or outcomes may hesitate to delegate. They might worry that others won't handle tasks the way they would or that mistakes might occur. This

fear can lead to micromanagement, which is detrimental to team morale and productivity.

- **Lack of Time for Training** - Delegating tasks effectively often requires initial investment in training and guidance. Managers who are overwhelmed with their own tasks may feel they don't have the time to properly train others. This short-term time-saving approach can lead to long-term inefficiencies as managers become bogged down with tasks that could be delegated.

3. Explain four (4) principles of delegation.
   - The expected performance levels (the expected results) of the subordinates should be specified. These should be fully understood and accepted by the subordinate.
   - Tasks should be assigned to the subordinate who should agree to do them.
   - It is important to make sure that the subordinates accept the extent of and restrictions on, the authority and responsibility delegated to them.
   - Give what briefing, advice, training etc. necessary to subordinates. They should be told where, and to whom they can go for further advice or help. The manager should make clear to other staff the nature and extent of delegation, and to obtain their co-operation.
   - Resources should be allocated to the subordinate to enable him to carry out his task at the expected level of performance.
   - A subordinate may have written or unwritten authority to do his job, but written authority is preferable because it removes room for doubt and argument.

4. Discuss four (4) ways of building confidence in Inclusive Schools.
   Building confidence in inclusive schools is essential to creating an environment where all students feel valued, respected, and supported. Here are four ways to achieve this:

a) Promote Positive School Culture –
   i. Foster an inclusive and accepting atmosphere where diversity is celebrated.
   ii. Implement anti-bullying programs and initiatives to ensure a safe environment for all students.
   iii. Encourage open dialogue about differences and promote understanding and acceptance of various cultures, backgrounds, abilities, and perspectives.

b) **Professional Development and Training** –
   i. Provide regular training for teachers, staff, and administrators on inclusive teaching methods, special education strategies, and positive behavior interventions.
   ii. Equip educators with the knowledge and skills to accommodate diverse learning styles and abilities, ensuring that all students can participate and excel in the classroom.

c) **Individualized Support and Differentiated Instruction** –

i. Implement Individualized Education Programs (IEPs) and 504 plans tailored to the specific needs of students with disabilities.
ii. Offer differentiated instruction that caters to various learning abilities and styles within the same classroom.
iii. Provide additional support services such as counseling, speech therapy, and occupational therapy to address students' social, emotional, and academic needs.

d) **Inclusive Extracurricular Activities and Events** –

i. Encourage the participation of students with disabilities in extracurricular activities, sports, arts, and other school events.
ii. Ensure that these activities are accessible and accommodating for all students, fostering a sense of belonging and social integration.
iii. Celebrate the achievements and contributions of all students, promoting a positive self-image and confidence among individuals with diverse abilities and backgrounds.

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