ORGANIZATIONAL GOALS

Identification (I)

Rationality (R)

BELONGINGNESS

Needs and morale

Bureaucratic Expectations

M = f(R + I + B)

EDUCATIONAL ADMINISTRATION AND MANAGEMENT IN GHANA

2nd Edition

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PREFACE

I wrote the first edition of this book with three primary objectives in view. My first objective was to try to blend some of the old, but enduring administrative theories with some of the practical issues in the management of educational institutions today. Secondly, to try to simplify those organizational theories which appear rather remote in their application to the solution of organizational problems, especially as they apply to schools. Finally, to assemble some of the material which students pursuing courses in school administration may need. In this edition, it was my ardent wish to add to the value of the book to educational administrators. In this connection, I have added three new chapters on administrative issues which I consider highly crucial to the success of the modern school administrator. These are human resource management emphasizing staff development as one of its main elements, and organizational climate.

There is a general perception in social organizations that administration is not an academic discipline such as medicine, accountancy and meteorology. This notion stems from the fact that very many of those who are put in charge of organizations to control and direct affairs are not required to have pursued any studies in administration and management. For example, vice chancellors, principals and headmasters who head universities, colleges and schools respectively are simply experienced teachers who, it is expected, have had practical experience in running these institutions. Many of them successfully manage affairs of such institutions to the admiration of their institutions’ stakeholders.

Such heads do succeed as a result of their naturally endowed charisma, ability to build strong human relations, ability to procure adequate material resources, ability to motivate their staff to perform their respective functions, ability to resolve human conflicts, etc.

A few heads, unfortunately, are unable to handle management functions and thereby utterly disappoint those with whom and those for whom they are expected to serve. For those not so successful administrators, some of the workable theories and principles of management may prove useful. Even for those deemed to be successful in running their institutions, knowledge of administrative theories and principles are bound to be more beneficial. Such knowledge is also appropriate for the various categories of staff or workers. They need to be aware of these guidelines so that they could find their way in the effective performance of their duties. I have no doubt that students pursuing courses in administration and management in the universities and colleges will find the book useful.
ACKNOWLEDGEMENTS

I am very grateful, first, to my teachers, both in Ghana and in Canada, at the undergraduate and graduate levels for kindling my interest in school management and administrative issues. It is this sustained interest that motivated me to attempt the writing of this book. I owe countless thanks to all authors whose scholarly works I consulted for some of the very bright ideas I used to authenticate some of my own arguments.

I also thank those of my colleagues at the University of Education, Winneba (UEW), whose published materials served as strong encouragement to follow their footsteps, i.e. to be able to publish too.

I make special mention of my students of UEW who not only shared their experiences with me at lectures, but also made me see the urgent need to assemble together many useful thoughts we exchanged at classes.

I owe a dept of appreciation to Misses Anastasia Ocran and Joyce Mantey who typed the draft of the first edition. I am also indebted to Miss Esther Awuah, Secretary of the Centre for Educational Policy Studies, who typed additional chapters for the second edition.

Finally, I express my deep gratitude to Marian, my wife, who frequently prompted me to be persistent in my writing. She was also very instrumental in the updating of the book to its second edition.
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